



**New Hampshire State Board of Education
Department of Education**

25 Hall Street | Concord, NH 03301

Granite State College Building | Events Center

For the public wishing to listen to the meeting, please register in advance via this link:

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After registering, you will receive a confirmation email containing information about joining the webinar.

Thursday, January 13, 2022

AGENDA

I. CALL TO ORDER ~ 9:00 AM

II. PLEDGE OF ALLEGIANCE

III. HEARINGS ~ Please note that the hearing will be conducted in nonpublic session per RSA 91-A:3, II(c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.

A. Teacher/NHDOE ~ SB-FY-21-06-018 (nonpublic session)

IV. PRESENTATIONS/REPORTS

A. Town of Carroll's Withdrawal Study from the White Mountain Regional School District

1. White Mountain Regional School Districts Motion to Reconsider

2. Town of Carroll's Objection to White Mountain Regional School District's Motion to Reconsider

V. PUBLIC HEARINGS

A. 10:00 a.m. ~ [\(various\) Holocaust and Genocide Education](#) (Ed 306)

B. 10:30 a.m. ~ [Learn Everywhere Program](#) (Ed 1400)

VI. BUREAU OF EDUCATIONAL OPPORTUNITIES ~ NATE GREENE, NHDOE, Bureau Administrator

A. Office of Charter Schools ~ JANE WATERHOUSE, NHDOE, Charter School Administrator

1. Great Bay Charter School ~ Renewal

2. Coastal Waters Chartered Public School ~ Application

VII. LEGISLATIVE UPDATES ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator

A. Final Proposal ~ School Year and Distance Education (Ed 304.18 and Ed 305.22)

VIII. COMMISSIONER'S UPDATE

IX. OPEN BOARD DISCUSSIONS

X. TABLE ITEMS

A. Initial Proposal ~ Administrator Endorsements (Ed 506)

XI. CONSENT AGENDA

A. Meeting Minutes of December 9, 2021 State Board Meeting

XII. NONPUBLIC SESSION

XIII. ADJOURNMENT ~ **2:00 PM**

The State Board of Education welcomes public commentary. Please submit written commentary to Angela.Adams@doe.nh.gov. All submitted commentary is provided to the board and when possible, included and posted with the monthly meeting materials located on the State Board of Education's meeting and minutes [webpage](#).

Updated Sunday, January 9, 2022

WHITE MOUNTAINS REGIONAL SCHOOL DISTRICT

MOTION TO RECONSIDER

The school board of the White Mountains Regional School District ("WMRSD") asks the state board to reconsider its November 10 decision recommending the Town of Carroll withdrawal plan included with the Town of Carroll Minority Report ("Minority Report"), because the plan does not meet the requirements for a withdrawal plan in RSA 195:26; the state board did not consider the report filed by the Carroll Withdrawal Feasibility Study Committee ("Study Committee") which recommended against withdrawal, even though the Study Committee was required by RSA 195:25, II, to submit its findings to the state board; the school board of the WMRSD was not given an opportunity to state its objections to the Minority Report and withdrawal plan because it was not notified of the date for the state board hearing on the Minority Report withdrawal plan, nor did the state board meet with the WMRSD to review the Study Committee Report.

The withdrawal plan does not meet the requirements for a withdrawal plan in RSA 195 :26. Although approval of a withdrawal plan does not necessarily mean the state board agrees with the wisdom of the plan, the state board review is supposed to determine whether or not the withdrawal plan meets the requirements of the statute. RSA 195:26, III, requires a withdrawal plan to include "[t]he method of apportioning the operating and capital expenses among the members of the cooperative school district if a change is to be proposed in conjunction with the withdrawal procedure." The purpose of this requirement is to allow the state board, in reviewing the plan, to assess the financial impact of withdrawal on the withdrawing town and the towns remaining in the cooperative school district. A change in the method of apportioning the operating and capital expenses among the remaining members of the WMRSD will be required, as a result of Carroll's withdrawal. Carroll's Minority Report does not address this issue; it simply says that it expects that the remaining towns in the WMRSD will work this out. That does not address the financial impact on the towns remaining within the WMRSD which is one of the reasons for the requirement to include the method of apportionment.

In addition, some of the figures in the Minority Report are inaccurate. The tuition agreements the Town of Carroll believes it will be able to enter include tuition costs ranging between \$19,780 to \$27,335 per student. The tuition costs in the withdrawal plan do not include transportation, which is included in the WMRSD budget and covered by Carroll's share of the apportionment formula, or special education costs. See page 43 of the Study Committee Report.

The Minority Report does not adequately address the education of Carroll students after withdrawal. A majority of the parents of those students responded to a survey from the Study Committee saying they do not want their children to leave WMRSD schools. Study Committee Report p. 5. See also p. 36-39. The withdrawal plan does not include an agreement with the WMRSD school board to allow the Carroll students to remain after the withdrawal, because there is no such agreement. At the state board hearing, the Carroll representative said that Carroll believes that Carroll students who do not wish to change schools will be allowed by WMRSD to remain at WMRSD schools until they graduate. WMRSD has not agreed to allow this. In fact, Carroll has not even asked the WMRSD board this question while at the same time telling the state board that students will not be forced to change schools.

2. The state board failed to consider the Study Committee Report. There was not a single mention of the Study Committee Report at the November 10, 2021, hearing. In fact, the superintendent was notified by the DOE that there was no need to submit that report. She submitted it anyway. See: page 4 of the Study Committee Report.

RSA 195:25, II, reads,

Within 180 days after the committee's first meeting, the committee shall report its findings to the state board of education. The committee shall submit a report to the school board of the cooperative school district. The report shall indicate whether the withdrawal of one or more towns from the cooperative school district is recommended, not recommended, or whether more time and information are needed to make a determination.

It makes no sense that the legislature would enact a law requiring a feasibility study committee to submit its findings to the state board if it did not intend that the state board should review those findings.

RSA 195:25, III reads,

If the committee finds that the withdrawal of one or more towns from the cooperative school district is recommended, the committee shall develop a withdrawal plan in accordance with RSA 195:26. The plan shall be submitted to the state board of education no later than November 1. Members of the committee who voted against recommending withdrawal may file a Minority Report with the state board of education no later than November 1.

It also makes no sense to think that when a feasibility study committee recommends withdrawal, those who voted against withdrawal may file a minority report with the state board, while at the same time, when a feasibility study committee does not recommend withdrawal and a minority report does recommend withdrawal, there would be no opportunity for the state board to consider the findings of the feasibility study committee, or for the school board of the cooperative school district to meet with the state board on those findings, before the state board acts upon a minority report. In this case the state board did not consider the Study Report before recommending the withdrawal plan.

The findings of the Study Committee were not addressed by either the proponents of the Minority Report or the state board. The entire focus was on the per pupil cost paid by the Town of Carroll with no discussion about the fact that the local school tax burden on the citizens of Carroll is lower than the local school tax burden on the residents of the other towns in the WMRSD. Study Committee Report, page 44.

The report entirely ignores the fact that a reduction in Carroll's costs will significantly increase the tax burden on the remaining towns in the WMRSD. See Study Committee Report, pages 51 and 52. The summary of tax data for 2020 in the Study Committee Report shows that the Town of Carroll is not unfairly taxed under the existing apportionment formula. See pages 44 and 45. The financial impact on the remaining towns in the WMRSD if Carroll withdraws is shown on pages 51 and 52 of the Study Committee Report, under the heading Carroll Withdrawal Scenarios. Carroll's local education tax will go down \$4.73, while the rates of the remaining towns will go up between \$3.52 and \$4.30. Carroll's argument ignores the fact that the New Hampshire real estate property tax is based on property value. A homeowner's tax bill is not based on the number of children from that household who attend public school, but on the value

of the real estate. The apportionment formulas authorized in RSA 195 :7 are consistent with that understanding of the basis for a homeowner's tax bill.

RSA 195:7 applies to cooperative school district such as WMRS D that were organized before July 1, 1963. There are three formulas in the statute. The first two formulas require that the costs be apportioned either partly or entirely on the basis of the ratio that equalized valuation of each pre-existing district bears to that of the cooperative school district. The third is "some other formula offered by the cooperative school board and adopted by the school board and approved by the State Board of Education." Thus, under the statutory scheme of RSA 195, no cooperative school districts were expected to be formed with each town's share being based solely on per pupil cost, yet that is the entire focus of the Town of Carroll's withdrawal report. The undersigned counsel is not aware of any cooperative school district in New Hampshire whose apportionment formula is based entirely on average daily membership, yet that is obviously what Carroll wants.

Carroll's withdrawal will leave the schools in the district, which were constructed in order to accommodate all students, including those residing in the Town of Carroll, with empty seats, thereby increasing the per pupil cost for the remaining towns in the district.

The withdrawal plan assumes, again without addressing in any detail, that the WMRS D will be able to reduce costs to offset the loss of income from Carroll. A reduction in the number of children attending a school does not necessarily result in a proportionate reduction in operating costs. The majority of operating costs for school districts are salaries and benefits for personnel. The primary way to reduce operating costs is to eliminate staff. Carroll's withdrawal will not allow significant staff reductions because the number of Carroll students in any single classroom is small enough so that withdrawal will not eliminate the need for a teacher or a classroom. According to the withdrawal plan there are 31 Carroll students in elementary school, 11 in the middle school and 17 in the high school. When only a few children are removed from each grade, the teacher and the room are still needed to provide instruction to the rest. It is only when the student numbers are much bigger, for example, in a large suburban or city

school district, that a school district may be able to eliminate one or more staff members by grouping the remaining students into a smaller number of classrooms.

The state board's failure to notify the WMRSD of the date of the hearing on the Minority Report was unfair to the WMRSD and means that the state board relied on one-sided and inaccurate information in making its decision. Although the WMRSD superintendent was sent a copy of the Minority Report when it was submitted to the state board, she was not notified by either the state board or the withdrawal committee of the date of the state board hearing on the report. Although RSA 195:25 does not expressly say that the state board must notify the cooperative school district of the date of the state board hearing on a Minority Report, fundamental fairness required notice to the WMRSD as a party whose interests are directly involved. The result is that the state board has made a decision based on one-sided, incomplete and inaccurate information.

Many of the claims made during the presentation on behalf of the withdrawal study are contradicted by statements in the Study Committee Report. For example, on page 5 of the report, the results of a survey of responses from 21 parents representing 30 of the 53 Carroll children, found that the majority of parents were not in favor of moving their children out of SAU #36 (WMRSD), were satisfied with the education their children receive and do not want to uproot them. When asked by a member of the state board about the wishes of the parents, the proponents of the Carroll Minority Report avoided answering the question saying only that a large percentage of the voters in Carroll were in favor because it would lower their taxes and that Carroll expects that WMRSD will allow students who do not want to change schools to remain in WMRSD schools. As noted above, WMRSD has not agreed to allow this.

The state board also did not consider that on January 11, 2021, representatives from Carroll asked the WMRSD school board to put an article in the warrant for the 2022 annual school district meeting proposing to re-negotiate the apportionment formula to 80/20 over the next five years, but refused to give the WMRSD school board the time needed to consider such a change. WMRSD is a so-called Senate Bill 2 district. That means that the deadline for posting the warrant for the 2021 annual meeting was January 25, 2021. The 80/20 formula is not one of those listed in the statute, but would be "some other formula" offered and adopted by the cooperative school board under RSA 195:7, I (c). Given the

time required to review this, the school board asked for time to research and inform the communities of the implications of the requested apportionment change. The Carroll team rejected that request and on March 9, 2021, passed a warrant article to initiate review of a unilateral withdrawal. Study Committee Report. p. 1

Conclusion: For the reasons set forth above, the school board of the WMRSD asks the state board to reconsider its decision and grant the WMRSD the opportunity to make a presentation to the state board regarding the Study Committee Report, the defects of the withdrawal plan and the significant financial impact a withdrawal by the Town of Carroll will have on the remaining towns in the cooperative school district.

Respectfully Submitted,
White Mountains Regional School District
by its attorneys,
Soule, Leslie, Kidder, Sayward & Loughman

DATE: _____

Barbara F. Loughman, Bar# 1512
Soule, Leslie, Kidder, Sayward & Loughman
PO Box 908
Wolfeboro, NH 03894
bughman@.soulefirm.com
(603) 569-8044

BFL/kl

cc: Marion Anastasia, Superintendent, WMRSD

From: [Amy Marro](#)
To: [Bond, Christopher](#); [Adams, Angela](#)
Cc: [loughman@soulefirm.com](#); [bcjellison@gmail.com](#); [Dean B. Eggert](#); [Alison M. Minutelli](#)
Subject: Emailing: Objection to Motion to Reconsider.pdf [WSP-ACTIVE.FID112738]
Date: Wednesday, December 15, 2021 3:01:31 PM
Attachments: [Objection to Motion to Reconsider.pdf](#)

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Good afternoon Mr. Bond and Ms. Adams:

Attached please find Town of Carroll's Objection to the White Mountains Regional School District's Motion to Reconsider.

Regards,
Amy Marro
Legal Assistant to Attorneys
Dean B. Eggert
Alison M. Minutelli
Wadleigh, Starr & Peters, PLLC
95 Market Street
Manchester, NH 03101
Tel: (603) 669-4140
Direct Line: (603) 206-7211

STATE OF NEW HAMPSHIRE

STATE BOARD OF EDUCATION

Town of Carroll's Objection to the

White Mountains Regional School District's Motion to Reconsider

NOW COMES the Town of Carroll ("Carroll"), by and through its Attorney's, Wadleigh, Starr & Peters, P.L.L.C., and objects to the Motion to Reconsider filed by the White Mountains Regional School District ("WMRSD"), stating as follows:

1. For decades, the apportionment formula for the WMRSD has resulted in the Town of Carroll paying a disproportionately high sum to educate its resident students in the WMRSD. Carroll has repeatedly raised concerns regarding the apportionment formula in an effort to reach an equitable solution; in March 2021, Carroll voted to create withdrawal committee, to study the feasibility and suitability of its withdrawal from the WMRSD. See e.g. RSA 195:25. In July 2021, the committee voted not to recommend withdrawal; the representative from the Town of Carroll opposed that motion. Thereafter, Carroll drafted and submitted a minority report to the State Board of Education and the WMRSD School Board. See RSA 195:25. The minority report was approved by the State Board in November 2021, and the WMRSD now seeks reconsideration of that decision. For the reasons set forth herein, Carroll respectfully requests that the State Board deny the motion for reconsideration and permit the voters of the WMRSD to decide whether it is appropriate for Carroll to withdraw from the WMRSD.

2. The WMRSD received a copy of the minority report on October 28, 2021; the minority report was provided to the WMRSD School Board that same day. See Exhibit A, attached hereto. The WMRSD administration was also informed that the minority report had been submitted to the State Board of Education. Id. Thus, the WMRSD was on notice that the

State Board had received the minority report and was aware that it could approve the same at its November meeting. See e.g., RSA 195:25, VI; see also WMRSD Carroll Withdrawal Feasibility Study Committee Recommendation Report, July 1, 2021 (“Study Committee Report”) at pgs. 23-24. The fact that representatives from WMRSD did not attend that meeting is not grounds for reconsideration of the State Board’s decision. Moreover, as noted in the Motion for Reconsideration, the WMRSD provided a copy of the Study Committee Report to the State Board of Education.

3. The withdrawal plan contained in the minority report meets the requirements of RSA 195:26. The WMRSD argues that one provision of the withdrawal plan, RSA 195:26, III, is deficient. See Motion to Reconsider. RSA 195:26, III states that a plan for withdrawal shall include “[t]he method of apportioning the operating and capital expenses among the members of the cooperative school district if a change is to be proposed in conjunction with the withdrawal procedure” (emphasis added). The withdrawal plan does not propose a change to the current method of apportionment, but instead notes that it is possible that upon Carroll’s withdrawal, the remaining districts may wish to review and amend the apportionment formula. See Withdrawal Plan (pg. 8). However, it is important to note that the current apportionment formula can be implemented if Carroll were to withdraw from the WMRSD.

4. The Town of Carroll currently pays one of, if not the highest, per pupil tuition rate in the State - \$46,035. See Minority Report pg. 3. In comparison, the 2021-22 day-rate for tuition at Phillips Exeter Academy is \$45,859 per student. Currently, tuition for each town in the WMRSD is calculated based on the following apportionment formula: “60% of [the capital outlay costs and operational costs] shall be apportioned proportionately on the basis of the average daily members for the preceding year of each pre-existing district; and 40% of [the capital outlay costs

and operational costs] shall be apportioned on the basis of the ratio that the equalized valuation of each pre-existing district bears to the total equalized valuation of the Cooperative School District.” See WMRSD Apportionment formula, attached as Exhibit B. If Carroll were to withdraw from the WMRSD, tuition for the remaining districts could still be calculated using this formula. Therefore, it was not necessary for Carroll to propose a change in the method of apportioning operating and capital expenses in the withdrawal plan, and the plan meets the requirements of RSA 195:26.¹

5. The main argument raised by the WMRSD is that Carroll’s withdrawal from the WMRSD would have a financial impact on the remaining towns within the WMRSD. Assuming, *arguendo*, that this argument is true, it does not provide a basis for reconsideration of the decision to allow the withdrawal plan to be sent to the voters of the WMRSD. See RSA 195:25, VI and RSA 195:29. Even if there was a financial impact on the remaining towns in the WMRSD, that would not be sufficient to deny the proposed withdrawal plan. Instead, the plan would remain approved by the State Board and the decision would be left up to the voters. Id.

WHEREFORE, the Town of Carroll respectfully requests that the State Board of Education:

- A. Deny the WMRSD’s Motion for Reconsideration; and,
- B. Grant such other and further relief as is deemed just and equitable.

Respectfully submitted,

TOWN OF CARROLL

By and through its attorneys,

¹ Notably, if the vote to withdraw were to pass, it would not take effect until July 1, 2023, which would give the remaining towns within the WMRSD time to determine whether they wished to amend the apportionment formula.

WADLEIGH, STARR & PETERS, PLLC

/s/ Dean B. Eggert

Dated: December 15, 2021

By: _____

Dean B. Eggert, Esq., NH Bar #742

deggert@wadleighlaw.com

Alison M. Minutelli, Esq., NH Bar

#15264

aminutelli@wadleighlaw.com

95 Market Street

Manchester, NH 03101

(603) 669-4140

CERTIFICATE OF SERVICE

I hereby certify that a copy of the foregoing was sent to Barbara Loughman, Esq., counsel for White Mountains Regional School District.

/s/ Dean B. Eggert

Dated: December 15, 2021

Dean B. Eggert, Esq.

EXHIBIT A

Forwarded Conversation

Subject: Town of Carroll Minority Report

From: Ben Jellison <bcjellison@gmail.com>

Date: Thu, Oct 28, 2021 at 2:06 PM

To: Marion Anastasia <manastasia@sau36.org>

Cc: Town of Carroll Selectmen <selectmen@townofcarroll.org>, rob Gauthier <bctwinmt@gmail.com>

Hi Marion,

I have been asked to send you the attached Minority Report that the town of Carroll submitted to the State Board of Education. If you could pass it along to the WMRSD School Board that would be appreciated. Could you please reply to this email so I know you have received the report.

Thank you in advance,

Ben

From: Ben Jellison <bcjellison@gmail.com>

Date: Thu, Oct 28, 2021 at 2:10 PM

To: <snilhas@sau36.org>

Cc: Stephanie Glidden <sglidden@sau36.org>

Hi Steve and Stephanie,

I sent the below to Marion, but received her out of office message. Could one of you please make sure it makes its way to the board? If you could confirm with me you have received it I would appreciate it.

Ben

From: Stephanie Glidden <sglidden@sau36.org>

Date: Thu, Oct 28, 2021 at 2:12 PM

To: Ben Jellison <bcjellison@gmail.com>

Cc: Steve Nilhas <snilhas@sau36.org>

Yes, we received it! I will print this off and put it with the other School Board documents for this evening's meeting.

--

Stephanie Glidden
Administrative Assistant to the Superintendent of Schools and to the
Director of Student Services

White Mountains Regional School District, SAU #36

14 King Square
Whitefield NH 03598
(603) 837-9363

Confidentiality Notice

The information contained in this communication, including any attachments, is confidential, constitutes privileged communication, and is intended only for the use of the addressee. The information in this e-mail is also protected by the rights afforded under Family Educational Rights and Privacy Act (FERPA) and school district policies. Any unauthorized use, forwarding, distribution, disclosure, printing or copying is strictly prohibited and may be unlawful. If you have received this communication in error, please notify me immediately via return e-mail, and delete any copies of this message immediately.

From: Ben Jellison <bcjellison@gmail.com>
Date: Thu, Oct 28, 2021 at 2:15 PM
To: Stephanie Glidden <sglidden@sau36.org>

Thank you very much!

From: Stephanie Glidden <sglidden@sau36.org>
Date: Thu, Oct 28, 2021 at 2:18 PM
To: Ben Jellison <bcjellison@gmail.com>

You're welcome!

From: Steve Nilhas <snilhas@sau36.org>
Date: Thu, Oct 28, 2021 at 2:40 PM
To: Ben Jellison <bcjellison@gmail.com>
Cc: Stephanie Glidden <sglidden@sau36.org>

Thank you Ben for sending this. Stephanie is all over it - no surprise! We will make sure the Board gets it tonight.

Take Care,

steve

Steve Nilhas, Ph.D.
Director of Curriculum, Instruction, Assessment, and Federal Grants, SAU #36

White Mountains Regional School District
14 King Square
Whitefield, NH 03598
(603) 837-9363
www.sau36.org

"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

On Thu, Oct 28, 2021 at 2:10 PM Ben Jellison <bcjellison@gmail.com> wrote:

From: **Ben Jellison** <bcjellison@gmail.com>
Date: Thu, Oct 28, 2021 at 2:42 PM
To: Steve Nilhas <snilhas@sau36.org>

Great, thanks Steve. I hope all is well.

Ben

From: **Marion Anastasia** <manastasia@sau36.org>
Date: Thu, Oct 28, 2021 at 2:58 PM
To: Ben Jellison <bcjellison@gmail.com>



--

Marion Anastasia, Ed.D.
Superintendent, SAU #36
White Mountains Regional School District
14 King Square
Whitefield, NH 03598
(603) 837-9363
www.sau36.org

From: Steve Nilhas <snilhas@sau36.org>

Date: Thu, Oct 28, 2021 at 3:49 PM

To: Ben Jellison <bcjellison@gmail.com>

We're hanging in there - just like everyone else! I hope you all are as well.

Steve

Steve Nilhas, Ph.D.

Director of Curriculum, Instruction, Assessment, and Federal Grants, SAU #36

White Mountains Regional School District

14 King Square

Whitefield, NH 03598

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"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

EXHIBIT B

by the meeting at large voting for twelve members, with the term of office of each and the district in which each resides, are as follows:

Charles Ricardi, Jr.	3 years	Carroll
Leonard Carbonneau	3 years	Dalton
Charles Enman	3 years	Jefferson
Hugh Galbraith	3 years	Lancaster
Robert Canton	3 years	Whitefield
Dorothy O'Brien	2 years	Carroll
Arline McMann	2 years	Dalton
Mark Sweeney	2 years	Jefferson
Grace Lee	2 years	Lancaster
Harold Burns	2 years	Whitefield
Fred Bowles	1 year	Lancaster
Robert Quay	1 year	Lancaster
James Hennessey	1 year	Whitefield

Article 6

The moderator read Article 6 of the warrant.

A motion was then made and seconded as follows:

I move that the Cooperative School District recommend that the cooperative school board when organized offer for adoption by the Cooperative School District at a subsequent meeting a formula under the provisions of Revised Statutes Annotated, 195:7(III), for the apportionment of all capital outlay costs and operational costs among the pre-existing school districts as follows: 60% of all such costs shall be apportioned proportionately on the basis of the average daily membership for the preceding year of each pre-existing district; and 40% of all such costs shall be apportioned on the basis of the ratio that the equalized valuation of each pre-existing district bears to the total equalized valuation of the Cooperative School District.

There being no further discussion on the motion, the moderator called for a voice vote on the same, which appeared to be unanimously in favor of adoption thereof, and the moderator declared the same adopted.

Article 7

The moderator read Article 7 of the warrant.

A motion was then made and seconded as follows:

I move that the District authorize a committee consisting of the school board of the Cooperative School District to make a survey of building sites for the secondary school, to recommend a site or sites for such school, to take options for the same if necessary, to engage the services of an educational consultant, and architect and an attorney and such other assistance as may be necessary; to prepare or have prepared and done preliminary plans, topographical surveys, such borings as may be necessary and all other things necessary to enable the committee to make a report and recommendations; and to defray the costs of the foregoing, together with the costs of organizing and maintaining the Cooperative School District until July 1, 1963, and for an operating budget for 1963-64 to raise and appropriate the sum of Twenty Eight Thousand (\$28,000.00) Dollars.

The moderator informed the meeting that the floor was open for discussion of the motion. After full opportunity for such discussion, the meeting proceeded to vote on the motion by voice vote, which appeared to be unanimously in favor of the adoption of the same.

Pursuant to this vote, the moderator declared that the motion had been adopted:

V, A

Notice Number **2021-124**

Rule Number **Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49**

<p>1. Agency Name & Address:</p> <p>State Board of Education c/o Department of Education 101 Pleasant St. Concord, NH 03301</p>	<p>2. RSA Authority: RSA 21-N:9,</p> <p>3. Federal Authority: _____</p> <p>4. Type of Action:</p> <p>Adoption X</p> <p>Repeal _____</p> <p>Readoption _____</p> <p>Readoption w/amendment X</p>
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5. Short Title: **Holocaust and Genocide Education**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 306.26 regarding the kindergarten through grade 8 school curriculum and Ed 306.27 regarding the high school curriculum, credits, graduation requirements, and cocurricular program are proposed for readoption with amendment to require local school boards to establish a Holocaust and genocide education program. Ed 306.46 regarding the social studies program is proposed for readoption with amendment to add Holocaust and genocide education as a required component in a social studies program. Ed 306.49 regarding the Holocaust and genocide education program is proposed for adoption and contains the minimum standards for the program. This proposal has been filed pursuant to 2020, 29:16, effective 9-21-20, which required the Board of Education to initiate rulemaking pursuant to RSA 541-A relative to recommendations of the Commission on Holocaust and Genocide Education, established in RSA 193-E:2-f, pursuant to 2020, 29:17.

6. (b) Brief description of the groups affected:

School districts, staff, students, and parents of students are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.26	RSA 189:1-a; RSA 189:24
Ed 306.27	RSA 189:1-a; RSA 194:23
Ed 306.46	RSA 186:5; RSA 193-E:2-a
Ed 306.49	RSA 189:11; RSA 193-E:2

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps**

Title: **Administrative Rules Coordinator**

Address: **Department of Education**

Phone #: **(603) 931-9133**

101 Pleasant St.

Fax#:

Concord, NH 03301

E-mail: **Amanda.j.phelps@doe.nh.gov**

TTY/TDD Access: Relay NH 1-800-735-2964 or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **January 18, 2022**

Fax

E-mail

Other format (specify):

9. Public hearing scheduled for:

Date and Time: **January 10, 2022 @ 10:00 a.m.**

Place: **Department of Education, Walker Building, 21 South Fruit Street,
Concord, NH 03301, Room 100**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 21:129, dated 11/24/2021

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rules to the existing rules. Not applicable to Ed 306.49, as this is a new rule.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

Any costs associated to the new rule Ed 306.49 is attributable to RSA 189:11 and RSA 193-E:2, both recently amended by HB 1135 (2020).

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

This proposal does not mandate any new, expanded, or modified programs or responsibilities to any political subdivision in such a way as to necessitate additional local expenditures by the political subdivisions, and therefore does not violate Part I, Article 28-a of the New Hampshire Constitution.

Readopt with amendment Ed 306.26, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.26 ~~Kindergarten-~~ *Through* Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is:

- (1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and
- (2) An instructional program that includes:
 - a. Procedures for diagnosing learner needs, learning styles, and interests;
 - b. Methods and strategies for teaching students;
 - c. Research-based learning opportunities;
 - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
 - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a, implemented on or before July 1, 2020 that supports:

- (1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;
- (2) Child development and learning in all domains, including, but not limited to:
 - a. Physical;
 - b. Social;
 - c. Cognitive; and
 - d. Language;
- (3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:
 - a. Movement;
 - b. Creative expression;
 - c. Exploration;
 - d. Socialization; and
 - e. Music; and
- (4) A guided-reading literacy program.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:

(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; and
- h. Ed 306.46, relative to a social studies program;

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; and
- j. Ed 306.47, relative to a technology and engineering education.

(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course

demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

- (1) Consist of activities designed to:
 - a. Provide credit or supplement regular academic courses; and
 - b. Promote the schools and individual students' educational goals and objectives;
- (2) Be governed by a policy adopted by the local school board that:
 - a. Provides for the administration and supervision of the program;
 - b. Outlines how certified school personnel oversee an individual student's program;
 - c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;
 - d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
 - e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;
- (3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;
- (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and
- (5) Be available to all students.

(h) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this subsection shall be construed to prevent instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require ~~that no later than July 1, 2016,~~ the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;

(3) The instructional program shall include:

- a. Procedures for diagnosing learner needs;
- b. Methods and strategies for teaching that incorporate learner needs;
- c. Resource-based learning opportunities;
- d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
- e. The provision of remedial instruction as needed.

(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

(5) The extended learning opportunities in (4) above shall:

- a. Consist of activities designed to:
 1. Provide acknowledgement of achievement or supplement regular academic courses; and
 2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
 1. Provides for the administration and supervision of the program;
 2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
 3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
 4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and

5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;

c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and

d. Be available to all students; and

(6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

a. Intramural and interscholastic athletics;

b. Performing groups;

c. Academic clubs and societies;

d. Student government;

e. Activities and services that afford students with disabilities an equal opportunity to participate; and

f. Any other activities that:

1. Supplement and enrich regular academic courses;

2. Provide opportunities for social development;

3. Encourage participation in the arts, athletics, and other cooperative groups; and

4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

(1) Ed 306.31, relative to an arts education;

(2) Ed 306.33, relative to a business education;

(3) Ed 306.34, relative to a career and technical education;

(4) Ed 306.35, relative to a career education;

(5) Ed 306.37, relative to an English/language arts and reading program;

(6) Ed 306.38, relative to a family and consumer science education;

- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; and
- (17) Ed 306.27(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.

(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:

- (1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or
- (2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.

(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.

(g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.

(h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.

(i) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.

(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.

(l) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above.

(n) The following shall apply relative to the required program of studies:

(1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;

(2) Each high school may use any relevant title to identify a particular course;

(3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;

(4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;

(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

- a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;
- b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;
- c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);
- d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and
- e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high

school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);

(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(l)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.

(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(q) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies.

(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy;

(s) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;

(2) A school may award a special diploma that recognizes academic achievement;

(3) Graduation competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(t) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and

mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district no later than July 1, 2015:

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit

Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(z) College readiness in specific areas of learning, for example, science, technology, engineering and mathematics (STEM) which requires higher levels of mathematical functions and reasoning, may require achievement of competencies that are above and beyond the core graduation competencies outlined above.

(aa) The graduation competencies in digital literacy education shall be met by either:

(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate

(ab) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.

(ac) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:

(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and

(2) The high school principal may approve a particular interdisciplinary course if he/she determines that:

a. The course has been adopted by a faculty team; and

b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.

(ad) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:

(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and

(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.

(ae) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in (ad) below; or

(3) Those individuals in special or unusual circumstances as provided by local school board policy.

(af) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.

(ag) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.

(ah) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:

(1) Such action is in the best interests of the student; and

(2) At least one of the following circumstances exists:

a. The student has a debilitating illness which limits school attendance;

b. The student has a physical disability which precludes participation in physical education;

- c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
- d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.

(ai) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

(aj) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this subsection shall be construed to prevent instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.46, effective 1-6-16 (Document #11020), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, ***and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade,*** provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, ~~and~~ history, ***and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h),*** in a program consistent with ***the requirements under*** RSA 193-C:3, III; and
- b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

- (1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, ~~and~~ history, ***and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h),*** in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

a. Acquire and use information to clarify issues and seek solutions to societal problems;

b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;

c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and

d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history, **and Holocaust and genocide education pursuant to Ed 306.27(aj)**, in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

a. At least one credit in national and state history pursuant to RSA 189:11;

b. At least one credit in world history or global studies;

c. At least one credit in geography;

d. At least ½ credit in United States and New Hampshire government/civics;

e. At least ½ credit in economics; and

f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Adopt Ed 306.49 as follows:

Ed 306.49 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, to begin no later than 8th grade provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as defined by RSA 193-E:3-a, II-a. through II-c. including:

- a. An understanding of the terms genocide and Holocaust, as defined by RSA 193-E:3-a, II-a. and II-b.;
- b. An understanding of:
 1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;
 2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);
 3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;
 4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and
 5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs.
- c. Historical facts about the causes and events of the Holocaust and other genocides; and
- d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

- a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;
- b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and
- c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.

Public comment received as of 1-9-2022

From: [Zachary Harmon](#)
To: [Phelps, Amanda](#); [Adams, Angela](#)
Cc: [Rev. Heidi Carrington Heath](#)
Subject: Comments for when the Board of Education regarding Holocaust and Genocide Education
Date: Wednesday, November 3, 2021 3:32:18 PM
Attachments: [Comments for the Board of Education Regarding Holocaust and Genocide Education Rules.pdf](#)

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Greetings Ms. Phelps and Ms. Adams,

Thank you so much for your help earlier in helping me understand the process for submitting comments for the Board of Education. As I understand it, the Board of Education won't be hearing anything regarding Holocaust and Genocide Educaiton until December, but I thought I would submit this letter just in case it would be helpful to have it submitted intime for the November 3rd deadline from the New Hampshire Coucnil of Churches.

Please let me know if you have any questions or if there is anything further that I should do. Also please let me know if you have any difficulty with the formatting of the comments.

Thank you so much for your time,
Rev. Zac Harmon

--

The Rev. Zachary Harmon
Vicar, St. Christopher's Episcopal Church
187 East Road
Hampstead, NH 03841
Cell: 503-798-0501

St. Christopher's Episcopal Church

187 East Road, Hampstead, NH 03841



Dear Honorable Members of the Board of Education:

Thank you for working so hard on crafting an education policy around Holocaust and Genocide Education Studies and for the intention and care you have shown in this work.

As the New Hampshire Council of Churches Representative on the state Holocaust and Genocide Education Commission, I want to highlight to you the importance of listing the Armenian Genocide in the proposed rules. Many significant genocides and mass atrocities are listed in the proposed rules, and these are good inclusions. However, the exclusion of the Armenian Genocide is a profound absence.

There are Armenian members of the congregation I serve (St. Christopher's Episcopal Church in Hampstead), and there is also a significant Armenian community in New Hampshire. Many of them are descendants of Armenian Genocide survivors. Armenian-American Christians also attend many of the churches of the New Hampshire Council of Churches. In my ministry I have witnessed how the history and legacy of the Armenian Genocide impacts some of the people in our pews and some of the residents of our Granite State.

It is also difficult to discuss the creation of the word 'Genocide' without discussing the central historical figure of Raphael Lemkin who developed the definition of genocide. Lemkin was inspired in part to develop the word 'genocide' so that he could describe the crime of systemic murders and atrocities Armenians had experienced based on their ethnicity and religion in the last days of the Ottoman Empire. (<https://encyclopedia.ushmm.org/content/en/article/coining-a-word-and-championing-a-cause-the-story-of-raphael-lemkin>)

The Armenian Genocide has been recognized by the United States Government as well.

Thank you for your time, courtesy and attention. Thank you for the challenging and important work you have undertaken.

Sincerely,

The Rev. Zachary Harmon

NH Council of Churches Representative on the Holocaust and Genocide Education Commission

Vicar,
St. Christopher's Episcopal Church



The Senate of the State of New Hampshire

107 North Main Street, Concord, N.H. 03301-4951

November 18, 2021

Chairman Drew Cline
361 North Amherst Road
Bedford, NH 03110

Dear Chairman Cline,

At its November 15, 2021 meeting the Commission on Holocaust and Genocide Education voted to ask its chairman to convey the following message to the State Board of Education:

The Commission on Holocaust and Genocide Education wishes to share its support for the Board of Education initial proposal for Ed Rules 306.49. We know the Board will consider the input from the public hearing on December 9th and hope that the Board will move forward in the approval process as expeditiously as possible.

Thank you for conveying this to the members of the State Board of Education,

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Kahn".

Senator Jay Kahn
NH Senate District 10

Cc: Commissioner Louis Frank Edelblut
Amanda Phelps
Angela Adams

From: [Moir Ryan](#)
To: [Adams, Angela](#); [Phelps, Amanda](#); [Cline, Andrew](#)
Subject: Holocaust legislation
Date: Tuesday, December 7, 2021 10:53:10 PM

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Dear State Board of Education,

My name is Moira Ryan and I am writing to you as an individual. I am a member of the State Special Education Advisory Committee to the education commissioner, however, I am here to speak as myself. During the SAC committee meeting, there was no quorum and therefore no vote on any official SAC comment regarding legislation.

The topic at hand was the holocaust legislation that is coming before you today for discussion. The Holocaust, also known as the Shoah, was the genocide of over 6 million Jewish people between 1941 and 1945 (caused by the end of WW2) by Adolf Hitler and the Nazi Regime. This was about 2/3 of the total Jewish population and had an impact on the jews and will continue to do so in the future.

While there were other people who were killed during WW2 (many Americans were murdered on the Bataan death March and in Japanese labor camps, as well as other people who the Nazi regime deemed undesirable), there was no group as openly targeted as jews were. One of the groups that was targeted at the beginning of the war was in fact people who were deemed to be feeble minded, however, this group was targeted largely because of the popular belief in Eugenics. The T4 program, which identified and evaluated people who were considered feeble minded, encouraged lack of treatment and injection of drugs to promote their deaths. The program ran from 1939-1941 and was discounted due to its unpopularity and protesting. Incidentally, there were no protests for the jews, likely as whole families were killed and there was no one left to speak. The disabled were not subject to the same horrific treatment as the Jewish people who were treated like animals and forced to watch their loved ones die in the horrific ghettos, or stuffed into Cattle cars and treated like animals, or gassed with Zyklon B in front of their families. Or forced to dig their own graves and be buried with some still alive. When Hitler knew he was losing the war, he abandoned other prisoners, but still moved Jewish people from Concentration camp to concentration camp in an effort to kill the remaining Jews and make Europe "JudenFrei." I am sorry to say that the people on the SAC committee could not separate this atrocity from groups like Black Lives Matter or Columbus bringing disease to the New World. In fact, there were people on the SAC who felt that disabled people were more important than Jews as "none of them survived the Holocaust" but there were "jews that did survive." The Holocaust is specific to Jewish people as they were systemically destroyed just for being jews. It is important to note that there

were MANY American eugenists who believed that people who had disabling medical conditions were defective and they experienced discrimination. As tragic as this is, it does not fall to the same level as the Holocaust, which is specific to the Jewish people. Again, while the other events were tragic, they deserve their own space in history and should not be lumped in with the Holocaust, which is specific to the over 6 million Jews targeted, robbed, forced into horrific living conditions, and murdered just because they were Jewish. By lumping all discrimination together, the meaning and impact of the Holocaust was lost as was the horrific scale to which it occurred.

In addition to this, discussions around the Holocaust are very sensitive as what occurred are some of the worst actions people took against others. There should be some leeway to take into consideration whether or not a child is ready to hear some of these things and if they have challenges that limit understanding, maybe it is for another time. Some discretion needs to be used. Parents should also have the option (and should via RSAs already in place) to discuss the events or materials with their children themselves instead of the school teaching it. Some of the events of the Holocaust are terrifying and some kids just aren't ready.

While I understand that you wish to promote tolerance, the power and scale of the event is lost if every other historical event is included with it at the same time. I ask that you preserve the meaning of the Holocaust and honor the lives of the 6 million Jews killed by the Nazi Regime so that people can understand the scale and scope of what happened without conflating it with many, many other events. Again, there were many tragic actions during WW2 but the Holocaust itself is specific in that the treatment of one group of ethnic people went beyond the bounds of reason and had an impact on the Jewish people to the point where their population was almost completely destroyed.

Thank you.



racialunityteam1@gmail.com

603-263-6511

Non-profit 501 (C) (3)

January 6, 2021

**Kate Cassady, Ann Lane, Phillip Nazzaro, Drew Kline, Ryan Terrell,
Sally Griffin, Richard Sala,
State Board of Education
101 Pleasant Street, NH 03301**

EDUCATION MATTERS: RACIAL UNITY TEAM POSITION STATEMENT

The mission of the Racial Unity Team is “to advance relationships among people of different racial identities, increase understanding, and reduce racial bias in our communities.” Fostering a peaceful, loving, humanitarian view of the world is at the heart of our mission. Inherent in this is our focus on diversity, equity, inclusion, and justice (DEIJ) work within the public schools.

What does that mean in the classroom? We live in a diverse, complex, and often inequitable world. In order to help students effectively understand that world, educators must be free and encouraged to guide them in a critical and comprehensive examination of our history. Our schools must not only allow, but also, inspire a careful, honest study of history and culture.

The United States as a whole has much to be proud of, but where we find ourselves today makes it clear that the U.S. has never squarely faced the entirety of this history. While we have collectively and consistently highlighted remarkable achievements, such as developing the Bill of Rights and defeating the Axis powers during WWII, our society and its institutions have often chosen to value denial over historical accuracy, despite available evidence of historical facts. It has made that choice with respect to the causes of the Civil War, with the ways in which we frame the “discovery” and colonization of land, with how we choose to remember our Founding Fathers.

But who has traditionally had the power to decide what is included in our history and what is excluded? Our schools need a curriculum that ensures an inclusive and accurate history that is consistent with actual historical experience. Discomfort, guilt, even shame, may be a learner’s response to these historical facts, just as celebration and admiration may be responses to positive historical achievements. Both responses are legitimate in the process of becoming educated. And whatever their curricular choices, schools need to embrace and defend both intellectual honesty and respect for all available evidence.

The Racial Unity Team supports educators in their efforts to address issues around diversity, equity, inclusion, and justice in the classroom. This includes, but is certainly not limited to, teaching about our complex history. While sections of the “Right to Freedom from Discrimination in Workplaces and



racialunityteam1@gmail.com

603-263-6511

Non-profit 501 (C) (3)

Education” (297-298, NH House Bill 2) do not prohibit this work, the narrative among conservative groups and in some of the mainstream media is that they do. Despite what is actually written in the law, the reality is that these provisions discourage the careful examination of historical and current discriminatory practices within our schools and society.

What HB2 does prohibit is the teaching that any *individual or group of individuals are inherently superior or inferior to people of another group*. While this is not taught in our public schools, the prohibitions in HB2, alongside the inaccurate narrative perpetuated by those who wish to delegitimize public schools, have led to fear and confusion among educators about how and what they may teach, while encouraging complaints against them that jeopardize their licenses and careers.

The Racial Unity Team expressly denounces the actions of those, including those at the State level, which have created an atmosphere of fear and intimidation among educators. In turn, teachers are responding by removing from their classrooms concepts and conversations that shed light on harmful historical policies and practices. This atmosphere creates a barrier to providing students with a school experience that reflects DEIJ principles as well as a full education for protected classes of people.

We support efforts to **reverse** these legislative actions.

KS Mendis

Ken Mendis,
President, Racial Unity Team
ken.racialunityteam@gmail.com
603-395-1242
<https://racialunityteam.com/>

From: armenianchurchathyepointe@verizon.net
To: [Adams, Angela](#)
Subject: Fwd: NAMING THE ARMENIAN GENOCIDE AS THE CURRICULUM AROUND HOLOCAUST AND GENOCIDE EDUCATION
Date: Tuesday, November 23, 2021 3:52:43 PM

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

TO: Ms. Angela Adams, Executive Assistant to the Commissioner of the Board of Education.

Dear Ms. Adams:

Attached, please find my letter with regard to naming the Armenian Genocide as the Curriculum around Holocaust and Genocide Education. My Church is only minutes from the NH border and we have many Parishioners from NH. I know they, too, would appreciate having this important information in your curriculum.

I am very pleased and honored to submit this letter. Do not hesitate to reach out to me if you need anything, further, or if I can help in any way.

Thank you for your consideration. Please confirm receipt.

Rev. Fart Vart Gyoalyan
Pastor
The Armenian Apostolic Church at Hye Pointe
1280 Boston Road
Bradford, MA 01835



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THE ARMENIAN APOSTOLIC CHURCH AT HYE POINTE

REV. FR. VART GYOZALYAN, PASTOR - ՏԵՐ ՎԱՐԴ ԳՅՈՅԱԼՅԱՆ - ՀՈՒԿԿ

November 23, 2021

Dear Honorable Members of the Board of Education:

Thank you for your work in guiding and writing the policy for Holocaust and Genocide Education for New Hampshire schools. There has never been a more crucial time in the state of NH for this work to move forward. The New Hampshire Council of Churches is grateful to be one voice in this work.

We write today to strongly urge you to directly name the Armenian Genocide in the rules regarding Holocaust and Genocide Education. For many years, the Armenian people have made their home in New Hampshire. They have contributed to the enduring legacy of the Granite State. And yet, they have carried with them a painful and tragic history that we have often been reticent to name directly. In 2021, our federal government finally named the mass killing of the Armenian people by its proper name: genocide (after being recognized by the US House & Senate in 2019). We would encourage our state to reflect this in our education policy.

As an organization pursuing Christian unity and witness in NH, we believe it is our moral and ethical obligation to tell the truth. Our holy texts tell us that the truth shall set us free. It takes courage to acknowledge genocide. We hope this will be a next step in doing so. We particularly lift up the work and witness of the only Armenian Church in NH, Ararat Armenian Congregational Church, where our Armenian siblings have long sought refuge. They deserve for their full story to be told in our teaching of history. Thank you again for your support of this crucial work, and we look forward to the possibility of an even deeper moral courage, and truth-telling.

Warmest Regards,

Rev. Fr. Vart Gyozyan

Pastor

The Armenian Apostolic Church at Hye Pointe

V, B

Notice Number 2021-133

Rule Number Ed 1400

<p>1. Agency Name & Address:</p> <p>State Board of Education c/o Department of Education 101 Pleasant St. Concord, NH 03301</p>	<p>2. RSA Authority: <u>RSA 193-E:2-a, V(b)</u></p> <p>3. Federal Authority: _____</p> <p>4. Type of Action:</p> <p>Adoption _____</p> <p>Repeal _____</p> <p>Readoption _____</p> <p>Readoption w/amendment <u> x </u></p>
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5. Short Title: **Learn Everywhere Program for High School Graduation Credit**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 1400 regarding the Learn Everywhere Program for high school graduation credit is proposed for readoption with amendment. Parts Ed 1401 through Ed 1407 specify requirements to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation. The rules Ed 1402.01 on definitions, Ed 1405.01 on initial application requirements, and Ed 1403.02 on review by the Department of Education of the application for State Board approval of a program are being amended for clarification based on the implementation of the Program beginning in August 2020.

6. (b) Brief description of the groups affected:

School districts, staff, students, and parents of students are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 1400	RSA 193-E:2-a, V(b)

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name:	Amanda Phelps	Title:	Administrative Rules Coordinator
Address:	Department of Education 101 Pleasant St. Concord, NH 03301	Phone #:	(603) 931-9133
		Fax#:	(603) 271-4134
		E-mail:	amanda.j.phelps@doe.nh.gov
		TTY/TDD Access:	Relay NH 1-800-735-2964 or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **January 20, 2021**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **January 13, 2021 @ 10:30 a.m.**
Place: **Department of Education, Walker Building, 21 South Fruit Street,
Concord, NH 03301, Room 100**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 21:135, dated 12/3/2021

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost between the proposed rules and the existing rules.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s)

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

This proposal does not mandate any new, expanded, or modified programs or responsibilities to any political subdivision in such a way as to necessitate additional local expenditures by the political subdivisions, and therefore does not violate Part I, Article 28-a of the New Hampshire Constitution.

Readopt with amendment Ed 1400 to read as follows:

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, referred to as learn everywhere programs. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity that offers an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) “Alternative” means a choice of one or more opportunities.

(b) “Alternative program” means a learn everywhere program.

(c) “Commissioner” means the commissioner of the department of education.

(d) “Competency” means state competencies as defined in Ed 1402.01(i).

(e) “Department” means the department of education.

(f) “Individualized education program (IEP)” means “individualized education program” as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(g) “Learn everywhere program” means a state board approved alternative program for granting credit leading to graduation.

(h) “Local education agency (LEA)” means “local education agency” as defined in 34 CFR 300.28.

~~(i) “Office of academics and professional learning (OAPL)” means the office of academics and professional learning at the department of education.~~

(~~ji~~) “Program” means a sequence of instruction over a period of time, which meets the state competencies of a subject or subjects listed in Ed 306.27(t) resulting in a granting of credit leading to high school graduation.

(~~kj~~) “School” means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(~~lk~~) “State competency” means the expected content, concepts and skills to be mastered in a course which shall be deemed equivalent to graduation competencies in accordance with Ed 306.02(j) solely for the purpose of granting credit in the areas enumerated in Ed 306.27(t) table 306-2.

(~~ml~~) “State board” means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, as described in Ed 1401.02(a), seeking state board approval for an alternative program shall ~~complete and submit the “Application for Learn Everywhere Program” March 2019 edition,~~ to the department for review; ***an application that and includes all of the following elements:***

- (1) The sponsoring organization’s purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications and a statement assuring that the instructor satisfies those qualifications, which shall not be construed to imply that instructors require a New Hampshire educator license; and
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

(b) In addition to the application requirements outlined in 1403.01(a), an applicant shall also submit:

- (1) In the area of instructional program:
 - a. Identification of the education, program, or opportunity from Ed 306.27(t) for which students completing the learn everywhere program shall receive high school credit(s);
 - b. An outline of each program for which approval is sought, which includes goals, competencies, ***a detailed description of the course of instruction,*** and a description of expected student outcomes;
 - c. A plan for recording student progress in meeting expected student outcomes; ~~and~~

d. A description of assessments of student learning outcomes, including, but not limited to:

1. Instructor observation of project-based learning, including off-site learning projects;
2. Competency-based or performance based assessments;
3. Instructor observations of student performance;
4. Project evaluation rubrics used to evaluate program proficiencies; and
5. Other assessment approaches as determined by the learn everywhere program;

e. The number of credits the program will fulfill; and

f. A description of the competency-based grading system;

(2) In the area of admission:

- a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;
- b. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;
- c. A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP to include, but not be limited to coordinating:
 1. Required special education programs;
 2. Support services; and
 3. Least restrictive environment; and
- d. A statement that the program understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives Federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations;

~~(3) In the area of minimum standards:~~

- ~~a. A description of how the program meets the minimum standards for graduation credit for the program as referenced in Ed 306.31 through Ed 306.48;~~
- ~~b. Number of credits the program will fulfill; and~~
- ~~e. A competency-based grading description;~~

(43) In the area of facilities:

- a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program;
- b. A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations, including, but not limited to the following:
 1. Fire safety; and
 2. Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008; and
- c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(5) In the area of insurance:

- a. Proof of insurance for protection of children in care and in amounts as recommended by the program's insurance provider, which provider shall be licensed to do business in the state of New Hampshire and which the department shall be an additional named insured so as to receive notice of policy changes or cancellations;
- b. A policy for signature of parents or legal guardians of students, or emancipated minors, referred by an LEA to an approved Learn Everywhere program, which states "I (the parent/legal guardian of, or the emancipated student, _____/_____) covenant and agree at all times to indemnify and hold harmless the (school district), 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 state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

- a. The administrator of the ~~office of academics and professional learning (OAPL)~~, *of the learn everywhere program*, or designee, who shall serve as chair of the committee;
- b. Department representatives with content area expertise, curriculum competency expertise, or both;

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29 including:

- a. A representative from the extended learning opportunity network; and
- b. No less than 1 and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(h).

(b) Pursuant to RSA 541-A:29, the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

- (1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and
- (2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(c) The department shall provide support to the applicant during the application process.

(d) The learn everywhere program approval committee shall convene and shall evaluate the completed application for review by the board using the following criteria:

- (1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;
- (2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;
- (3) The program outline being proposed aligns with the selected Ed 306.27(t) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;
- (4) There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;
- (5) An adequate description is provided for staff member qualifications;
- (6) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and
- (7) A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(e) Pursuant to RSA 541-A:29, within 60 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(f) The administrator of OAPL shall submit the evaluation report to the commissioner who shall submit such report and a recommendation to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in Ed 1403.03(c), the application shall be conditionally approved if the state board determines that the remaining issues can be addressed in a timeframe not to exceed 90 days from notification by the state board, otherwise the application shall be denied.

(e) If the state board conditionally approves an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for conditional approval;
- (2) The conditions the applicant shall meet for final approval;
- (3) The deadline for submission of the conditional approval response; and
- (4) The consequence for failure to comply with the conditional approval requirements.

(f) If the state board denies an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply for approval at any time.

(g) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(h) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) 90 days prior to the expiration of a provisional approval, pursuant to Ed 1404.01(a), or a full approval, pursuant to Ed 1404.01(b), an applicant seeking renewal of a learn everywhere program

approval shall complete and submit the “Application for Learn Everywhere Program” March 2019 to the department along with the following:

(1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

(b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.

(c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

(d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.05 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

Ed 1404.01 State Board Approval.

(a) If the state board approves an initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a 1-year provisional approval, which can be renewed following the procedures outlined in Ed 1403.04.

(b) If the state board approves a renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.

(c) If the state board conditionally approves a renewal application for a learn everywhere program, the state board shall issue a conditional approval, not to exceed 180 days, with a specific deadline for conditions to be met.

(d) A list of approved learn everywhere programs and their approval status shall be maintained on the department’s website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements.-Each approved program shall annually, in September, submit to the state board a report which shall include, at a minimum, the following:

(a) A brief statement explaining how the program is meeting the goals of its mission statement; and

(b) The number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

(1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and

(2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

(1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and

(2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

(1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;

(2) The program is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) The program is not safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

(a) Within 30 days of a student’s successful completion of a program and submission of a learn everywhere program evaluation, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(a)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

(1) Course title;

(2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);

(3) Number of credits awarded; and

(4) Either:

a. “Mastery” to indicate completion of the program having met or substantially met all state competencies which results in a granting of credit; or

b. “Participate” to indicate the program was completed without having met or substantially met all state competencies. An IEP team may conclude that participation shows growth toward one or more of a student’s annual or appropriate measurable post-secondary goals.

(d) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(t). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.

Ed 1407.02 Issuing Credit for Graduation.

(a) Notwithstanding Ed 306, schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student’s grade point average.

(c) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(h), shall only be granted credit if approved by the school superintendent.

PART 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by OAPL as follows:

- (1) One on-site visit during the one-year provisional approval; and
- (2) At the discretion of the department any time during any approval period.

(b) OAPL shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department under circumstances including, but not limited to, one or more of the following:

- (1) The program commits a material violation of any of the conditions, standards, or procedures set forth in its application;
- (2) The program or sponsor organization knowingly violates Ed 1403.01(a)(4);
- (3) The program or sponsor organization fails to disclose or violates its disclosed criminal history records check policy;
- (4) The program or sponsor organization makes a material misrepresentation in its application;
- (5) The program or sponsor organization becomes insolvent; or
- (6) The program is found to be in violation of any law that undermines the purpose of the program.

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(c) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(d) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in Ed 1407.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board’s finding.

Ed 1408.02 Suspension, Revocation, and Withdrawal.

(a) The department may immediately suspend a program approval if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program approval prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1407.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board’s determination.

(c) The state board may place a program on probationary status for up to one year if the board determines that the complaint can be addressed with the implementation of a remedial plan, after which, if the plan is unsuccessful, the program approval shall be revoked.

(d) A program or sponsor organization may appeal the board’s decision pursuant to Ed 213.

Appendix I

Rule	Statute
Ed 1400	RSA 193-E:2-a, V(b)

January 13, 2022

EXECUTIVE SUMMARYCharter Renewal for *Great Bay Charter School***A. ACTION NEEDED**

A vote is needed from the State Board of Education to renew the charter of *Great Bay Charter School*. The renewal term is for five (5) years.

B. RATIONALE FOR ACTION

The renewal review and request are required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, X
 - RSA 194-B:16,VI
- Administrative Rules for Education, Part Ed 318 Chartered Public Schools
 - Ed 318.12 – Charter Renewal
 - Ed 318.13 – Review of Renewal Application

Great Bay Charter School was authorized by the State Board of Education on February 18, 2004. The school opened on January 3, 2005. Its five (5)-year renewal is due to expire on January 12, 2022.

C. EFFECTS OF THIS ACTION

Great Bay Charter School will be renewed for a five (5) year term.

D. POSSIBLE MOTION

Pursuant to Chapter 194-B and Ed 318 Chartered Public Schools, I move that the State Board of Education authorizes the charter renewal for *Great Bay Charter School*.

OR:

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



New Hampshire

Department of Education

INTENT TO RENEW CHARTER FORM

The renewal of a public charter school takes place every five (5) years.

The first step in the Renewal Process: A public charter school submits *Intent to Renew Charter* form to the New Hampshire Department of Education by the end of the school's fourth year of operation. *Ed 318.12*

The renewal process consists of the submission of a renewal application and a comprehensive on-site review conducted by a team of educators. The on-site review includes a review of academic, financial and organizational goals, academic performance, and focus group interviews with school leadership, teachers, parents, students and members of the Board of Trustees. For additional details, please review the Charter School Renewal Guide.

It is our intention to renew the charter for the following school:	
Name of Public Charter School	Great Bay Charter School
School Address	30 Linden Street Exeter, NH 03833
School Director	Peter Stackhouse
Email Address	pstackhouse@gbecs.org
School Director Signature	
Date	February 1, 2021
Board Chair Signature	
Date 2/8/2021	

Please submit completed document either by post or by email to both:

Commissioner Frank Edelblut NH Department of Education 101 Pleasant Street Concord, NH 03301-3494 Frank.Edelblut@doe.nh.gov	Jane Waterhouse NH Department of Education Charter School Office 101 Pleasant Street Concord, NH 03301-3860 Jane.A.Waterhouse@doe.nh.gov
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New Hampshire

Department of Education

CHARTER RENEWAL APPLICATION

Part 1: School Information, Cover Letter, Executive Summary

A. School Information: Page 1 of Application *To be included with Application Package*

Please answer questions and add information directly into this template.

SCHOOL NAME	GREAT BAY CHARTER SCHOOL
SCHOOL ID#	28620 (M); 28445 (H)
DATE	OCTOBER 4, 2021
GRADE LEVELS SERVED	6-12
TOTAL NUMBER OF TEACHING STAFF	13 INDIVIDUALS HOLDING FULL AND PART-TIME POSITIONS
NUMBER TEACHING STAFF CERTIFIED	8 CURRENTLY CERTIFIED
NUMBER TEACHING STAFF NON-CERTIFIED	2 EXPERIENCED (3+ YEARS); 3 WITH SOE IN PROCESS OF DEVELOPING PLANS
NUMBER TEACHING STAFF WITH 3 OR MORE YEARS OF TEACHING EXPERIENCE	2 UNCERTIFIED, 7 CERTIFIED WITH >3 OR MORE YEARS TEACHING EXPERIENCE
NUMBER PARAPROFESSIONALS	2.6 GBCS EMPLOYEES
SENDING DISTRICTS (LIST ALL)	30 TOWNS: SCHOOL DISTRICTS AS FOLLOWS: CANDIA, CONCORD, DEERFIELD, DERRY, DOVER, EPPING, FREMONT, EXETER REGION COOPERATIVE, GREENLAND, HAMPTON, HAMPTON FALLS, NEWMARKET, NORTH HAMPTON, NORTHWOOD, NOTTINGHAM, PORTSMOUTH, RAYMOND, SALEM, SANBORN (KINGSTON), SEABROOK, TIMBERLANE (PLAISTOW), WINNACUNNET (HAMPTON)
HEAD OF SCHOOL	PETER STACKHOUSE
BOARD CHAIR	ROY MORRISSETTE

Peter Stackhouse
Executive Director

Stacey Clark
Assistant Director



30 Linden Street
Exeter, NH 03833
Phone: (603) 775-8638
Fax: (603) 775-8528
www.gbcs.org
CEEB: 300182

October 4, 2021

Reference: GBCS Renewal Application Part B--Cover Letter:
(Addressing 1. Mission, 2. Goals, 3 Progress toward meeting goals)

Part 1. Great Bay Charter School Mission

Mission Statement: *The Great Bay Charter School provides an engaging, respectful learning environment enriched with flexible options to support students on a personalized path to college and career readiness, participatory citizenship, and service to others.*

The school's mission outlines the collective focus on initiatives related to ensuring a positive school culture of respect and flexibility, supporting students with their academic and social-emotional growth, and providing personalized options so that students can be prepared for college and/or careers after high school.

Great Bay Charter School (GBCS) (originally Great Bay eLearning Charter School) was formed in 2005 to serve students typically found in the 'mid-sixty percent' of a traditional high school student body profile. These students are those who may need more classroom support and/or engagement outside of a formal IEP, would benefit from flexibility, more personalization, or simply a smaller environment to help them be more successful. GBCS has evolved over this time from its initial model of an 8-10th grade program, to what is now 6-12th grade middle/high school program going forward.

The actual Mission Statement above was developed and revised in the Spring of 2021 with a collaborative effort of the school community building off of the school's broader visioning in 2013-14 and evolving adaptation of our Core Values and Beliefs, our ongoing initiatives related to personalization of learning, Universal Design for Learning (UDL), cross-curricular writing, project-based assessment, and most recently enhancing the social-emotional needs of our students.

After an initial draft statement was written for review, the staff met and provided feedback. Our students had a half-day 'Quickfire' activity in May, 2021 during which they focused as advisory and mixed groups on the words of the mission, its meaning, whether it represents GBCS, and whether we are living up to what the mission states we do. With that feedback in hand, a final revision was presented to the staff and presented to the Board of Trustees in August. We are confident that our Mission Statement is a clear concise encapsulation of our educational priorities and guiding document for our ongoing decision making.

During 2020-21, even with the challenges of COVID, the school maintained daily instruction in alternating remote and in-person sessions (hybrid model) through April, then in-person for the remainder of the school year. Classes and advisories met daily on a full-day schedule with one cohort on-site and another accessing remotely in synchronous fashion via *Zoom*.

The school maintained two student-led Personalized Learning Plan (PLP) conferences with all students meeting with their teams for beginning and end-of-year sessions to review goals and progress. This was facilitated through advisories. PLP conferences will return to in-person format this year.

GBCS continues its practice of promoting scholarship, leadership, service, and participation through its Recognition Program. Students could opt to complete a formal portfolio in one or more areas through their classes (scholarship) or advisory (leadership, service, participation).

GBCS is able to ensure that all students have a keyboard-based device for accessing work at school and home. Through its 1:1 technology initiative, students use either their own personal device or one is provided on loan from the school. The school further enhanced its on-site Wi-fi/ with a faster fiber connection during 2020-21.

To support students in the identified improvement area of mathematics progress, GBCS purchased and implemented the IXL program for assessing and diagnosing areas of mathematics strength and weakness. This was available for all students and was formally implemented in grades 6-8 in year one and as needed in grades 9-12. ELA will be implemented in the 2021-22 school year.

The school continued to implement the Collins Writing Program to ensure consistency in structure and language of literacy assignments across all grades. All projects are expected to be formatted and structured using the Seven Element Format. This offers both consistency and embedded relevance and flexibility to each project. The number and types of assignments using the program provided a vehicle for assessing competencies using the program's Focus Correction Areas (FCAs) structure.

GBCS has continued its work with Universal Design for Learning (UDL) a second-year cohort participant and now enters year three in 2021-22. Teachers worked consistently to plan lessons to provide flexibility in product options and eliminate barriers for learning. Philosophically, UDL aligns extremely well to support differentiation of instruction and student flexibility in choosing from a range of learning artifacts.

The school also initiated a Promising Futures for NH project via a grant received in the Spring of 2021. Continuing into 2021-22, this project will allow GBCS to build upon its resources and activities for supporting the social and emotional needs of our students. Through the training of staff, providing resources for parents, and enhancement of resources of our advisory curriculum using *Choose Love*, the school is trying to be proactive in enhancing the needs of students outside of the academic areas.

Parts 2/3. Goals/Progress Toward Meeting Goals (Combined below)

GBCS has now transitioned from its annual school goals (2020-21 and prior), to a more prescribed Accountability Plan aligned with the NH Charter School Accountability Process for the 2021-22 school year. (see Appendix) The application contains both progress toward meeting specific SMART goals for 2020-21 as well as the accountability plan with goals and action plans for 2021-22.

Great Bay Charter School Goals 2020-2021

Goal I. The school community will build upon its articulation of its Mission, core values and beliefs (CVB) and school-wide learning expectations (LE) by integrating competencies and learning targets into a purposefully designed system of instruction and assessment for all students grades 6-12.

Action Plan:

1. Complete the articulation of all GBCS (subject area) competencies (including learning targets) for all new and existing courses by October 2020
Progress: Competencies are in place for all existing courses. These include 8-10 subject-specific competencies and two cross-curricular competencies related to students' roles and responsibilities. As new courses are developed, competencies will be articulated.

Grade-level core classes are also mapped to the relevant guiding curriculum (Common Core for Literacy and Math), Next Generation Science Standards (Science), and NH Curriculum Frameworks (Social Studies).

Specialized non-core courses are developed using the various curriculum framework documents available from the DOE--Wellness, Art, Career, etc.

2. Course Catalog/Program of Studies complete by January 15, 2021
Progress: This document is in process, but has yet to be completed. With the disruption of the schedule and extra administrative tasks due to COVID, it was decided to delay this until it could be completed in 2021-22.
3. Incorporate standards (*Competencies and Learning Targets* linked to Learning Expectations) for all coursework and integrate Gradebook implementation and reporting throughout 2020-2021 school year
Progress: Articulation of competencies and learning targets is now expected to be included in course assignments (projects). This is being phased in either through identification of specific competencies/learning targets or within the Focus Correction Areas (FCAs) of each Type III or IV project/assignment.
4. Increase the performance of GBCS students on mandated standardized assessments (SAS and SAT). Increase number at targeted level of proficient or above by 20% across all grades during 2020-2021 school year and improve by 20% for students from previous grades (i.e. 6 to 7, 7 to 8).
Progress: As the NH SAS was not implemented in Spring, 2020, a comparison was not possible, but early reviews of 2021 NH SAS data for grades 6-8 indicates a consistent pattern with previous years.

Generally speaking GBCS has a higher percentage of students below proficiency target than we want and this is historically consistent. While not necessarily characterizing our students collectively as 'at risk,' we recognize that the majority/all students applying to GBCS are coming either due to a lack of academic success or for reasons that some other needs that they felt weren't being met at their previous program. In some cases, this was school or class size, but many also reported social-emotional reasons for changing schools. We typically have 25-35 new students join us each fall and several more at various points throughout the academic year.

Clearly, many of our students struggle with standardized testing and it was a significant challenge to provide accommodations for our students with IEPs

with no testing support from resident school districts. We also struggled to gain our typical level of participation due to the number of students who were remote and others whose attendance was challenging.

Our school is focused on determining the extent to which:

1. students are entering with significant learning deficits thus cannot successfully access the grade level curriculum without remediation or tiered supports
2. the school is instructing and assessing the expected grade level curriculum
3. the alignment of our assessment of competencies with the grade level competencies and learning targets
4. the degree to which understanding the assessment questions is preventing the understanding of the competency or learning target from being expressed

We have taken the following interim steps to explore and address these questions:

1. Developed a Data Strategies Team that will work with the Leadership Team to dig deeper into relevant data sources.
2. Members of our school Leadership Team are participating in ongoing workshops and improvement efforts with Demonstrated Success
3. Establish Performance Plus for a greater capacity to do a deeper review into individualized student learning data
4. Implemented IXL for getting a pre- and post-course annual assessment of learning data in Math and Literacy
5. Implementing a pre- and post- grade annual writing prompt to assess student writing growth
6. Implementing a 6th and 7th grade math lab so that each of these students will have focused math remediation opportunities in addition to their core grade level math classes.
7. Implemented a 6-9th grade Seminar that will provide students in each of these grades ongoing opportunities for writing, discussion, academic support, executive functioning support, and additional support for projects and ongoing academic work
8. Preparing targeted enrichment and remediation programming via ESSER II and III funding for addressing learner support and remediation 2021-22, 2022-23, and 2023-24. This will target opportunities for school-year and summer support.

Goal II. Increase opportunities for student agency at GBCS and increase student engagement in personalizing his/her learning through: the development and review of his/her personalized learning plan (PLP), articulation of non-traditional curricular opportunities, articulation of advisory curriculum, access to technology, implementation of Universal Design for Learning (UDL) and refinement of the GBCS support/enrichment program.

Action Plan:

1. Develop, implement, and refine adjustments to the GBCS support/ enrichment program—ongoing—review in June, 2021

Progress: The School has implemented its daily support/enrichment program for the last three school years. Over this time, we have experimented with variations off the daily standard practice of an advisor-based daily support block. We have had formal practices in which students needing extra help were pulled at the

teacher request and could self-select/sign up with teachers based on need. It also became an important opportunity for students with IEPs needing supports to access both paraprofessional and special educator-based support in the day.

As most of the Spring of 2020 and most of the 20-21 school year were somewhat disrupted by COVID-related scheduling (hybrid and/or remote access), the block was important opportunities for students to access supports in their day.

Going forward, we would still like to explore ways to formalize formal assignments for supporting demonstrated academic weakness and social/emotional needs. We would also like to formalize more enrichment opportunities for students who are performing as expected, but would benefit from enrichment opportunities.

- 2. Provide more formalized access to students in the selection of electives and personalized learning options—May, 2021**
Progress: For the last two years, we have done a good job of incorporating the end-of-year transcript review with elective options, particularly for rising Juniors and Seniors. This gives them more input into their schedule leading into the summer preceding the next school year.

Our ninth and tenth grade students have a schedule more dominated by core classes. Their few elective options are largely driven by availability of slots after 11th and 12th graders are scheduled.

- 3. Promote and implement a formal organizational approach to the use of Internships and Extended Learning Opportunities (ELOs) at GBCS. At least 30% of all graduates will have participated in at least one ELO or internship-- by June, 2021, 60% by 2022, and 100% by 2023**
Progress: With COVID-19, there was little chance to meet this goal, particularly regarding internships. We have, however, encouraged students to think outside-the-box to access ELOs, including non-traditional credit-earning opportunities, online programs, and college courses.
- 4. Continue plan for implementation of a 1:1 technology initiative plan to ensure that every GBCS student has access to a personal, portable device.**
Progress: During the 2020-2021 school year, each GBCS student, whether in-person, remote, or hybrid, had access to a personal keyboard-based device. In some cases they used a personal device, but in most they borrowed one from the school.
- 5. Engage in professional discussions and begin to formalize the implementation of UDL principles in lesson planning, design and implementation ensuring the accessibility of all students—ongoing, review June, 2021**
Progress: This was the second year of participation in the UDL implementation initiative. Our teachers were very much in alignment with the focus on anticipating and removing barriers to learning by providing multiple

opportunities for demonstrating work via varied artifact choices. We did not formally implement UDL lesson design templates as our teachers have been using a long-used project template (Seven Element Assignment) from the Collins Writing Program. This structure ensures that focus correction areas (FCAs) are identified and artifact options are articulated.

Goal III. Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program.

Action Plan:

1. Review, develop, and implement procedures to maximize the recruitment and retention of GBCS students resulting in an enrollment at or about the maximum capacity: 150 students by September 2020, 160 by September 2021, and 170 by September 2022.

Progress: In short, COVID-19 has created a new set of circumstances and huge impacts on our former enrollment trends. While we are still the same program with the same potential pool of potential enrollees, a totally new set of influences were introduced. Parents seeking potential options adjusted the timing of their searches, made decisions based on scheduling, hesitated or switched schools based on status/plans for remote learning, and simply weighed options differently than they had previously.

We gained some students in 2020-21 specifically because we were a desirable, in-person option if their local district(s) were remote. On the other hand, we lost students we would have previously enrolled in typical years, due to the increased turmoil of transportation, parents not being able to juggle multiple schedules at home, or other factors beyond our control.

Our enrollment was a disappointing 128 at opening on September 1, 2021, but increased over the year with a more typical 145 by year end. Planning for this increased capacity was certainly a challenge for us and this will continue as long as factors outside of our control, particularly COVID-19, influence parents' educational decisions.

Budgetary decisions based upon predicting enrollments (i.e. revenue) will continue to be a challenge as long as the impacts of the pandemic are felt. Our 2021-22 budget was approved based on revenue projections from 138 students. As of August 26, we have 146 students enrolled after a busy summer of meeting prospective new students and families.

2. Seek and/or develop relationships that result in additional resources (revenue, internships, educational resources, etc.) from GBCS community, area businesses, and local communities where our students reside--ongoing, by June 30, 2021

Progress: Little substantive action or progress was made in business and community connections as the impacts of the pandemic were felt by everyone.

GBCS did apply for and was granted a \$232,400 forgivable PPP loan for maintaining our employee positions. We further leveraged COVID-related funding (ESSER I, II, SPSRF, and flexibilities within Titles IIa and IVa for important improvements to our 1:1 technology capacity, remote learning support, and in-house technology infrastructure.

3. **Seek a potential pathway to a long-term, sustainable agreement with the Exeter Region Cooperative School District related to facility, food service, avenues for collaboration, financial support, and GBCS support of the Adult Education program. Ongoing, by June 30, 2021**

Progress: Work continues in this area. During the spring of 2020, ERCSD proposed a budget cut in its previous funding support in the 2021-2022 budget from \$280,000 to \$162,500. This was the result of a move to formulate a more enrollment-based decision to support only the ERCSD students at GBCS. Based on the number of students enrolled at GBCS when the budget number was formulated, support for ERSCD resident students enrolled at GBCS now stands at approximately \$2500 per student, approximately the shortfall between our revenue and demonstrated cost per pupil.

GBCS personnel presented a program overview to the ERCSD Curriculum and Philosophy subcommittee in May, 2021 and plans to invite ERCSD Board members to a breakfast forum at our school in the Fall.

The school was also actively involved in working with GBCS parents and the District regarding IEP Services for 2021-22.

Sincerely,

A handwritten signature in black ink that reads "Peter E. Stackhouse". The signature is written in a cursive style with a large initial "P" and a long horizontal stroke at the end.

Peter E. Stackhouse, Executive Director

B. Cover Letter (Page 2 of the application)

- 1) Mission Statement: *Highlight any changes*
- 2) Goals Defined
- 3) Progress the school has made towards its academic, programmatic and organizational goals.

C. Executive Summary (If Applicable, Page 3 of the application)

Summary of charter amendments over the past 5 years

Part 2: Reports on School Features (ED 318.12)

Answer questions directly into this Renewal Application

Narratives, data, charts, diagrams or any other evidence should be inserted directly to the specific sections. If you need to add appendices, please label the appendices with the corresponding letters and numbers, for example:

Appendix 1
Part 2: Reports
Enrollment and Projected Growth

Please respond to each of the following:

- 1) Enrollment and projected growth of student body for the next 5 years:

GBCS is currently approved for/capped at 170 students in grades 6-12. With COVID influences it is difficult to project how learner loss and social-emotional impacts will act to lessen interest in our school. Anticipating that students will be seeking alternative educational programs, based on our current enrollment, anticipated need, and community political dynamics, it is realistic to project that our enrollment will be:

21-22: 145-155	148
22-23: 147-157	150
23-24: 150-160	153
24-25: 152-162	155
25-26: 154-164	158

- 2) Curriculum and Instruction: *Any changes or growth as a result of anticipated growth:*

The only curricular/instructional changes have been new subject-based electives for our Upper (high) School grades. These electives are typically semester or year-long and we have been rotating them so that students have a rotating availability of elective options in adjacent semesters/years.

Our recent initiatives related to personalization and Universal Design for Learning have been integrated into our instructional planning practices. These do not represent philosophical, ideological, or logistical shifts, but have positively influenced broader flexibility, thus access to lessons to a diverse, heterogeneous group of learners.

3) Technology Programs:

GBCS uses Google Applications within a school-based domain for student and staff accounts at school. We have greatly simplified our technology infrastructure over the last two years, effectively operating only a fiber-based wireless network with managed access points and firewall to monitor traffic. We have gone away from our traditional server-based network, greatly reducing our technology overhead and complexity of operation.

Each teacher uses Google Classroom for structuring and maintaining resources for his/her class. Students can access all resources and submit work electronically through this platform.

The school is in its third year of a 1:1 device format with all students able to access the student Wi-fi while at school on keyboard-based devices. Students can utilize either their own laptop or a Chromebook that we will provide (lend) to them for the academic year. The school also has several ‘loaners’ available for students who need to borrow a device for the day.

GBCS utilizes a competency-based program for assessing technology competencies and students earn proficiency either through completion of an integrated technology course (taken by all 9th graders), through a technology course at their previous school, or by a portfolio through a technology Individualized Learning Plan (ILP).

The school is in its second full year utilizing IXL, an online assessment and skill-building program, for additional assessment and remediation of learning gaps in Mathematics and has started to utilize the program for ELA assessment and support in literacy this year.

4) Academic Attainment:

GBCS operates on a cumulative semester or full year academic program with high school students earning competency unit ‘credit’ for courses toward graduation requirements. middle school subject area competencies are integrated and assessed in these grades as well with students making progress toward grade level completion.

Students may have the whole semester (or year) to meet the competencies in order to successfully complete the course. Competencies may be met in various ways and often, teachers will modify later projects to incorporate earlier competencies for which a student might need more evidence.

In 2020-2021, three students were retained (two at 9th grade). One 12th grade student did not complete requirements for graduation.

5) Stakeholders: *Family/parent/stakeholder involvement and future needs, plans for increased involvement:*

GBCS has an active Booster Group led by a steering committee of parents, staff, and occasionally some attending students. The steering committee serves to organize the group’s activities and also is a great sources of parent feedback for the school.

The Boosters Group tends to focus on fundraising, community outreach and supporting student activities, but will also assist in many ways. For example, a group of parents are rotating to assist the school transport meals from Exeter High School to GBCS two days per week.

In Spring of 2021, concerned parents began to engage with GBCS regarding special education-related issues that they were similarly experiencing as residents of the same school district. Both school and parents worked to resolve the issues they were experiencing with district supports. This year has seemingly been much more positive for them thus far. This parent group as also evolved into a support network and information gathering group in support of students (and parents of students) with IEPs.

GBCS also involves parents in various support and committee capacities. Some examples include Funding Advisory Groups/Committees (Title IVa and ESSER III Fund plan), local school district budget process involvement, lunch program assistance, student activities support, and gathers feedback via whole-school survey and individual feedback.

6) Fundraising: *Fundraising efforts, results, future fundraising goals and plans to achieve sustainability:*

Scrip Program

The school has an ongoing retail gift card sales (Scrip) program that we started years ago. Through this program, families or supporters can purchase gift cards through our school paying face value. We are charged a discounted rate for the cards by the broker and the discount is revenue for our school. Typically, holiday purchases are our busiest time and we run a focused fundraiser over several weeks—Thanksgiving to Christmas. Typically, this fundraiser raises approximately \$5000 annually

Savers Clothing Drive(s)

Our school also regularly participates in community-wide clothing donation drives which we use as a fundraiser with Savers. Our school is paid by the pound for donated items which are bagged, collected and brought to their facility. Typically, this fundraiser raises \$800-\$1000 for each event and we usually do drives in the fall and spring.

Raffle Calendars

This year we are running two raffle calendar fundraisers, one in October and another in March. With a raffle chance for each calendar sold, supporters have opportunities to win 31 daily prizes to be drawn in each day of these months. All students and staff are asked to participate and each fundraiser has the potential to raise over \$15,000 for our school.

School District Support

When initially opened in 2005 by Exeter Region Cooperative School District (ERCSD), Great Bay Charter School (Great Bay eLearning Charter School (GBeCS) as the school was known at that time) was a district-supported and integrated entity. All personnel were employees of the ERCSD and while the budget was developed administratively and approved by the GBeCS Board of Trustees, ERCSD monitored and approved personnel levels.

As the school expanded with a grade each year according to its growth plan, this personnel growth conflicted with District budgeting pressures and it was ultimately decided to take the full GBCS personnel budget at the time (approximately \$435,000) and issue that to the school annually as a support payment. (This arrangement was never documented in writing.) All future personnel growth would need to be managed by GBeCS.

In subsequent years, with changes in district administration, this amount was cut to \$300,000; then reduced again \$280,000 in 2013 where it remained until March of 2021. As of June 30, 2012, all GBCS personnel were cut from the ERCSD contracts, thus forcing GBeCS to employ and contract with all its employees beginning on July 1, 2012. With personnel 'entanglements' ended, the District continued to support GBeCS programs through quarterly support payments.

In March, 2021 after further changes in district administration and local School Board, the decision was made to develop a formula-based approach to supporting ERCSD resident students at GBCS. The current, approved support of \$162,500 from ERCSD for 2021-22 represents approximately \$2,500 per ERCSD resident student (about 1/3 of our student body). This figure is approximately the difference per student between the revenue GBCS receives and its per pupil cost. This additional cut of \$117,500 for 2021-22 will be have to be made up by the school community in fundraising, seeking alternative funding sources, and/or potential program/personnel cuts.

Unique Funding Opportunities

With the onset of the COVID-19 pandemic, GBCS has taken advantage of several government funding opportunities. GBCS did apply for and was granted a \$232,400 forgivable PPP loan (forgiven in April, 2021) for maintaining our employee positions in the 2020-2021 school year.

We further leveraged COVID-related funding (ESSER I, II, SPSRF, and flexibilities within Titles IIa and IVa) for important improvements to our 1:1 technology capacity, remote learning support, and in-house technology infrastructure.

For 2021-22 with Board approval, the School is using about 22% (\$50,000) of the PPP (forgiven) loan to offset planned revenue losses due to our \$117,500 district support cut and planning a family gift/donation program to offset as much of the ERCSD cut as possible. Our 2021-22 enrollment is approximately ten students higher than budgeted, thus approximately \$73,000 of potential revenue may be recovered over the school year.

The School actively seeks grant opportunities and received a \$32,000 Promising Futures for NH Grant from the NHDOE for supporting social-emotional well-being of our school community. We have student, parent, and staff activities that are being supported by this grant with funding in both the 2020-21 and 2021-22 school years.

We will actively seek additional grant opportunities in the future, but must be cautious that we can administratively manage the myriad of funding programs that we currently have in process/planned. These include ESSER II, ESSER III, Promising Futures for NH, Title I, Title IIa, Title IVa.

7) School Accountability Plan: *Measurable Goals and Objectives, Timeline and Analysis/ Summary: 1*

GBCS has previously established annual school goals, but has transitioned these to the Accountability Plan format used in the NH Charter School review process. In addition, the School is currently in the process of developing a formalized School Improvement Plan using support from Demonstrated Success. We have participated in several workshops and meetings regarding reviewing data and getting a true picture of our students' needs. While this is underway, we have implemented school-wide SMART Goals addressing anticipated literacy and mathematics needs areas in addition to our school's annual goals.

Progress toward Annual Goals is addressed specifically in Part 3.

8) Budget: *Attach proposed budget for the next 5 years.*

a) *Budget narrative*

The school's budget is established annually and typically approved in March or April of the preceding year. In FY 2021, Great Bay Charter School's revenue found 64% from State Adequacy Aid, 23% from local sources, and 13% from other sources. GBCS expended 59.4% on Regular Education, 17.5% on School Administration and 23.1% combined in all other areas.

The school's per pupil cost was \$10,649 for Middle School, \$10,734 for high school, and \$10,706 per student overall.

b) How the school will use public funds:

Like most schools in New Hampshire, Great Bay Charter School allocates a significant amount of its available resources to recruit and maintain quality staff. As most public funds available to our school are based on annual enrollment, there is a real business-world connection between maintaining a high-quality program and maintaining and hopefully growing student enrollment.

GBCS recognizes the need to be competitive, while at the same time working within its financial means. Challenges related to COVID-19 were met with a firm staff dedication to continuity of quality programming and student engagement. Our staff continues to be the foundation upon which our culture, programming, and community are built. Maintaining this balance is increasingly more difficult with annual increases in Medical, Retirement, and other personnel-related benefit expenses.

The school's expenditures on personnel are responsible given the availability of resources, the area in which we operate (Exeter, Seacoast), and experience level and qualifications of our staff. The school has leveraged relationships with the local school district for facilities support, food service, and some financial support of its resident students.

We have taken steps to scale down and simplify our technology infrastructure while ensuring students' access to a 1:1 device. This has led to savings in both equipment, maintenance, and personnel aspects of maintaining a more complex infrastructure.

If families are not satisfied with our school, like any customers, they will seek other options. Many times, these circumstances are not under our control (moving to other geographic areas, transportation issues, etc.), but other times they are. Our staff often discusses this reality of not only enrolling new students each year, but maintaining our current enrollment so that our growth is positive economically. We do this through our flexibility, personal connections, engagement in the school community, and pride in our school.

c) A detailed description of the specific school board's reasoning for allocating funds:

The Executive Director proposes the annual budget based upon any shifts in revenues, a projected enrollment based on historical and current trends, and expenses that are being proposed for the upcoming year.

The Board receives a monthly Balance Sheet and Profit and Loss (Budget vs. Actual Expenses) and our expenses are monitored and, if necessary, adjusted further based on ongoing predictions. The members are understanding of the complexity of predicting revenues months in advance of the new school year and also understand that conditions related to fundraising during a pandemic, adapting to evolving local district support, and predicting revenues in general is difficult.

The Board's priorities have clearly supported personnel-salaries and benefits in the overall financial picture of the school's operation. They have also encouraged and supported various fundraising efforts, active engagement with the local school district for maintaining our various relationships, and supported our school publicly both within and outside the events of our school community.

9) Sustainability Measures (ex: finances, enrollment stability, Board member and staff retention, partnerships):

Generally, the school has the facility and staffing capacity to serve 17 students per grade in grades 6-8 (51 students in Lower School) and 34 students per grade in 9-12 (2 sections each), resulting in 136 in Upper School. This would be a total potential enrollment capacity of 187; our enrollment has been previously capped by the DOE at 170.

Given our mission, location, the students we typically serve, and the diverse nature of our school community, our annual enrollment tends fluctuate within the 138-148 range, a function of graduating approximately 30+ students each year, losing an additional ten or so due to changing educational situations, and the potential for bringing in students who are looking for a 6-12th grade alternative that our school's mission provides.

Since its inception, our sixth grade has brought in 8-12 new students at the beginning of each year and we tend to add slowly to that number throughout the year. This creates unfilled 'slots' in our enrollment while still requiring similar staffing capacity, but this is balanced by the positive outcome that it has created the foundation for more established enrollments in grades 7 and 8.

Most elementary schools in our area are either K-5 or K-8 programs, so logical transitions into sixth and ninth grades at GBCS are now present. Many of our students however, transition after some event(s), negative experiences, or dissatisfaction with their other programs. They transition to us at the beginning of the school year, but also throughout the school year as well.

Planning for 'expected' enrollment throughout the year provides challenges in setting sections and staffing. Ideally, we would like to have a firm 17, our unofficial capacity in each section. If each section held 17 students, we would have reached our capacity and could fully plan staffing and programmatic needs.

As a general rule, we anticipate and plan annually to have one section of each 6-8 grade and two of each 9-12 grades. To keep COVID-related distancing at maximum and manage class sizes appropriately, adjustments were made in 2020-21 and 2021-22 school years. For example, initially forecasting one section of some of our lower enrolled grades in the Spring, two sections were ultimately created for grades 8, 9, 10 this year to facilitate anticipated additions throughout the school year. With somewhat smaller than typical number in 11th and 12th grades, we have shifted staffing resources to the lower grades accordingly.

As a positive outcome to creating spaces for potential growth, transitioning a larger group of 8th graders to 9th grade creates a solid foundation for high school transitions.

Typical of charter schools in New Hampshire, GBCS is keenly aware of the impact of enrollment on revenues. The 2021-22 budget was built and approved with revenues from an 'anticipated enrollment' of 138 students. On September 13, 2021, we are at 148. This potential revenue increase will solidify our financial standing in a school year in which we already expect \$117,500 less in district support and \$27,000 less than anticipated in Disparity Aid due to unexpectedly lower Free-Reduced qualifying numbers resulting from the free lunch waiver and a lessened motivation for parents to submit the qualifying paperwork.

10) Best Practices *Efforts to disseminate best practices, and coordination with local or other school districts:*

Great Bay Charter School is eager to disseminate information about our practices. Prior to COVID-19 restrictions, we hosted visitors from other schools, participated in many collegial meetings with educators outside of GBCS, and were actively involved in the League of Innovative Schools, NH Charter Alliance, NH Charter Leaders Group. We also have made recent presentations to the local school district Board and subcommittees, informing them of our program.

The Executive Director has participated in various committees related to evaluating new Charter Schools and participated on renewal committees. He has also supported Charter School leaders through connections through the Alliance, Charter Leaders Group, and by individual contact. In 2021, he was contacted to advise on a proposal idea for a new charter school.

11) Successes (*What has worked*):

The foundation of GBCS is the culture that has been thoughtfully created and maintained. When our students talk to visitors about their school, they almost always refer to a feeling of ‘family.’ Students are referring to positive connections with their adults and peers, a feeling of caring, connection, and flexibility. This is purposeful and deliberate.

GBCS recognizes that positive relationships and flexibility are key elements required for creating opportunities for student success. Students opt to apply and enroll here, doing so because something wasn’t working well for them in their previous program. Many common themes emerge when asking students why they apply. The want: a smaller setting, more engagement with teachers, to form better relationships with teachers, more flexibility and personalization in their classes, social experiences free of bullying/harassment, a fresh start academically, a different approach to teaching and learning, to be part of a school community, to have friends, etc.

Advisory is the organizational cornerstone of this culture. We have had faculty advisories for many years, but our program continues to evolve positively as we have initiated and refined practices emphasizing personalization (Personalized Learning Plans (PLPs), Universal Design for Learning (UDL), and supporting social emotional needs of students (Choose Love).

The school’s general structure also helps to contribute to maintaining a small school ‘feel.’ Our lower school teaching team of four teachers works with the 6-8th graders and maintains continuity and consistency with these students. Four advisories have been formed in lower school for 2021-2022.

Upper school students have a similar structure with 9th and 10th graders each sharing a team of teachers. Collectively, upper school teachers also work with students in both required and elective courses for 11th and 12th grades. There are 6 upper school advisories.

GBCS was able to maintain strong daily connections with students both during the Spring, 2020 and throughout the 2020-2021 school year (changes due to COVID-19). Even when completely remote, GBCS held structured classes following our daily school schedule. When in the hybrid model, students who were remote stayed connected with their classmates in the building following our daily schedule with Zoom/In-person formats.

With only a few exceptions, GBCS accepts each student who applies to our school provided that there is a potential for success with our program. Respect from each of our community members, staff and students alike, is a non-negotiable criterion upon which all expectations are

based. GBCS is a diverse community in many ways and our community members need to be understanding and respectful of this diversity as we interact and support each other.

For several years now, our students have participated in the development of goals-based Personalized Learning Plans (PLPs). Student-led PLP conferences are held each fall and spring to discuss the student's personal plan. They review strengths and weaknesses, set goals, discuss opportunities to personalize in classes, and discuss the student as a team working together to help the student succeed.

12) Challenges/Areas for Improvement (*What has not worked*):

GBCS continues to be challenged by our school's test results and the external perception that many of our students are not demonstrating progress on NH SAS and SAT tests. We are actively seeking data sources and strategies to both inform and demonstrate additional data sources to show the progress our students make beyond these tests.

The fact that approximately 30-35% of our students are new to our school each year creates both potential challenges to our ongoing culture and the organizational need to gather data, get to know our students, and support them in the best manner possible. As each of these students is seeking to address some challenge from their previous educational experiences (size, type of academic program, seeking stronger connections, various social challenges, mental health-related challenges, etc.) recognizing and integrating support for these diverse needs is understandably impacted by our available resources.

GBCS students reside in 30 different NH towns and come from many school districts. Ensuring student access to their entitled special education service has lately become most challenging, particularly during and due to COVID-19 restrictions. Our school had many positive examples of districts who adapted to supporting students either remotely or with personnel coming into our school, but we also experienced growing frustration with students going largely unsupported due to lack of personnel, restrictive practices regarding remote support, or other reasons.

Nowhere was this frustration more evident than with our students going largely unsupported, particularly during NH SAS testing. Our staff did its best to support testing accommodations, but the school simply could not provide these without outside assistance from the districts.

Part 3: Affirmative Evidence

Please respond by providing evidence to each of the following questions, 1 - 6.

Please insert narratives, data, charts, diagrams or any other evidence directly to the specific sections. If you need to add appendices, please label the appendices with the question number and letter, for example:

Appendix 1
Affirmative Evidence
Question 1a

1. Is the school making progress toward achieving its mission?

- a. What progress has the school made toward its academic goals? List the goals and describe the progress.

Response:

Goal I. Academic--The school community will build upon its articulation of its Mission, core values and beliefs (CVB) and school-wide learning expectations (LE) by integrating competencies and learning targets into a purposefully designed system of instruction and assessment for all students grades 6-12.

Action Plan:

1. Complete the articulation of all GBCS (subject area) competencies (including learning targets) for all new and existing courses by October 2020

Progress: Competencies are in place for all existing courses. These include 8-10 subject-specific competencies and two cross-curricular competencies related to students' roles and responsibilities. As new courses are developed, competencies will be articulated.

Grade-level core classes are also mapped to the relevant guiding curriculum (Common Core for Literacy and Math), Next Generation Science Standards (Science), and NH Curriculum Frameworks (Social Studies).

Specialized non-core courses are developed using the various curriculum framework documents available from the DOE--Wellness, Art, Career, etc.

2. Course Catalog/Program of Studies complete by January 15, 2021

Progress:

This document is in process, but has yet to be completed. With the disruption of the schedule and extra administrative tasks due to COVID, it was decided to delay this until it could be completed in 2021-22.

3. Incorporate standards (*Competencies and Learning Targets* linked to Learning Expectations) for all coursework and integrate Gradebook implementation and reporting throughout 2020-2021 school year

Progress:

Articulation of competencies and learning targets is now expected to be included in course assignments (projects), either specifically identified at the top or through the FCAs that are being assessed. This aspect has been phased in either through identification of specific

competencies/learning targets or within the Focus Correction Areas (FCAs) of each Type III or IV project/assignment.

4. Increase the performance of GBCS students on mandated standardized assessments (SAS and SAT). Increase number at targeted level of proficient or above by 20% across all grades during 2020-2021 school year and improve by 20% for students from previous grades (i.e. 6 to 7, 7 to 8).

Progress:

As the NH SAS was not implemented in Spring, 2020, a comparison with 2021 data was not possible, but early reviews of 2021 NH SAS data for grades 6-8 indicates a consistent pattern with previous years.

Generally speaking GBCS has a higher percentage of students below proficiency target than we should have and this has been relatively consistent historically in the various test administrations that have been implemented. We do have students who perform at or above the targeted level of proficiency, but have had a number of students each year whose progress on the assessment does not align with the growth they show in their classes, through their project work, or social-emotionally through their success at our school.

It is unfair to categorize Great Bay Charter School students collectively as ‘at risk,’ but we recognize that all students applying to GBCS are coming either due to a lack of academic success or due to a search for meeting some other need that families felt weren’t being met at their previous program. In some cases, this is academic, in other cases, social-emotional.

We typically have 30-35 new students join us each fall and several more at various points throughout the academic year. GBCS has not had a formal process of examining prior assessment history, but is enrolling in Performance Plus to pursue gathering data related to prior learning gaps, and/or review success with prior year curriculum using the NH SAS.

It is convenient, but a huge oversimplification to say that our students have not collectively shown greater levels of performance on the NH SAS or SAT for any one reason or to blame it on COVID. Some of our students have certainly have done very well and perhaps more will be able to perform better with more attention to practice and training with the assessment earlier in the year. Having already discussed and reaffirmed our instructional approach to grade level curriculum, GBCS is now focusing on improving testing logistics, student support, assessment practice, and developing additional assessments to preview and proactively address learning gaps.

COVID-19 scheduling and student hybrid attendance during the testing window certainly impacted the manner in which we implemented our testing as did a noted lack of IEP accommodation support and difficulty scheduling this for the number of students with IEPs testing impacted student performance. There were few, if any outside district resources available to students with IEPs beyond our own staff’s efforts to assist them.

Clearly, many of our students struggle with perseverance and successful strategies for taking standardized testing and it was a significant challenge to provide accommodations for our students with IEPs with no testing support from resident school districts. We also struggled to gain our typical level of participation due to the number of students who were remote and others whose hybrid attendance was challenging.

Through school improvement planning based upon a comprehensive review of all sources of learning data available, GBCS is now focused on determining the extent to which:

- 1. students are entering with significant learning deficits thus cannot successfully access the grade level curriculum without remediation (Performance Plus, Lower School Team, Data Strategies team review)**
- 2. the school is instructing and assessing the expected grade level curriculum (Teacher and school review done, but further discussion will be ongoing.)**
- 3. the alignment of our assessment of competencies with the grade level competencies and learning targets (Teacher and school review)**
- 4. the degree to which understanding the assessment questions is preventing the understanding of the competency or learning target from being expressed (Teacher and school review)**

While these structures are being put into place and data review commences, we have taken the following interim steps to explore and address these questions:

- 1. We have developed a Data Strategies Team that will work with the Leadership Team to dig deeper into relevant data sources.**
- 2. Members of our school Leadership Team are participating in ongoing workshops and improvement efforts with Demonstrated Success**
- 3. We are in the process of getting Performance Plus in place for a deeper dive into individualized student historical data**
- 4. We have implemented IXL for getting a pre- and post-course annual assessment of learning data in Math and Literacy**
- 5. We are implementing a pre- and post- grade annual writing prompt to assess student writing growth**
- 6. We are implementing a 6th and 7th grade math lab so that each of these students will have focused math remediation opportunities in addition to their core grade level math classes.**
- 7. We have implemented a 6-9th grade Seminar that will provide students in each of these grades ongoing opportunities for writing, discussion, academic support, executive functioning support, and additional support for projects and ongoing academic work**
- 8. Preparing targeted enrichment and remediation programming via ESSER II and III funding for addressing learner support and remediation 2021-22, 2022-23, and 2023-24. This will target opportunities for school-year and summer support.**

- b. What progress has the school made toward its programmatic goals? List the goals and describe the progress.

Response:

Goal II. Programmatic/Academic--Increase opportunities for student agency at GBCS and increase student engagement in personalizing his/her learning through: the development and review of his/her personalized learning plan (PLP), articulation of non-traditional curricular opportunities, articulation of advisory curriculum, access to technology, implementation of Universal Design for Learning (UDL) and refinement of the GBCS support/enrichment program.

Action Plan:

1. Develop, implement, and refine adjustments to the GBCS support/ enrichment program—ongoing—review in June, 2021

Progress: The School has implemented its daily support/enrichment program for the last three school years. Over this time, we have experimented with variations off the daily standard practice of an advisor-based daily support block. We have had formal practices in which students needing extra help were pulled at the teacher request and could self-select/sign up with teachers based on need. It also became an important opportunity for students with IEPs needing supports to access both paraprofessional and special educator-based support in the day.

As most of the Spring of 2020 and most of the 20-21 school year were somewhat disrupted by COVID-related scheduling (hybrid and/or remote access), the block was important opportunities for students to access supports in their day.

Going forward, we would still like to explore ways to formalize formal assignments for supporting demonstrated academic weakness and social/emotional needs. We would also like to formalize more enrichment opportunities for students who are performing as expected, but would benefit from enrichment opportunities.

2. Provide more formalized access to students in the selection of electives and personalized learning options—May, 2021

Progress: For the last several years, GBCS has performed a multiple transcript reviews for each Senior to ensure requirements are being met, elective interests are noted, and to assist in the building of the students' program as they approach graduation.

During Spring of 2020 and 2021, conferencing was held with rising Seniors in anticipation of course needs based on these transcript reviews. We have done a more efficient job of incorporating the end-of-year transcript review, determining elective options, and scheduling, particularly for rising Juniors and Seniors. This gives our students more input into their schedule

leading into the summer preceding the next school year and facilitates the various curricular needs as we build a master schedule.

Our ninth and tenth grade students have a schedule more dominated by core classes. Their few elective options are largely driven by availability of slots after 11th and 12th graders are scheduled.

3. Promote and implement a formal organizational approach to the use of Internships and Extended Learning Opportunities (ELOs) at GBCS. At least 30% of all graduates will have participated in at least one ELO or internship-- by June, 2021, 60% by 2022, and 100% by 2023

Progress: With COVID-19, there was little chance to meet this goal, particularly regarding internships. We have, however, encouraged students to think outside-the-box to access ELOs, including non-traditional credit-earning opportunities, online programs, and college courses. Two students in our graduating class of 29 took college courses, several other students took VLACS electives, and several others participated in Individualized Learning Plans (ILPs) throughout the 2020-2021 school year.

4. Plan and implement a 1:1 technology initiative to ensure that every GBCS student has access to a personal, portable device.

Progress: During the 2020-2021 school year, each GBCS student, whether in-person, remote, or hybrid, had access to a personal keyboard-based device. In some cases, they used a personal device, but in most they borrowed one from the school.

5. Engage in professional discussions and begin to formalize the implementation of UDL principles in lesson planning, design and implementation ensuring the accessibility of all students—ongoing, review June, 2021

Progress: This was the second year of participation in the UDL implementation initiative. Our teachers were very much in alignment with the focus on anticipating and removing barriers to learning by providing multiple opportunities for demonstrating work via varied artifact choices. We did not formally implement UDL lesson design templates as our teachers have been using a long-used project template (Seven Element Assignment) from the Collins Writing Program. This structure ensures that focus correction areas (FCAs) are identified and artifact options are articulated.

- c. What progress has the school made toward its organizational goals? List the goals and describe the progress.

Response:

Goal III. Non-Academic Organizational: Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program.

Action Plan:

1. Review, develop, and implement procedures to maximize the recruitment and retention of GBCS students resulting in an enrollment at or about the maximum capacity: 150 students by September 2020, 160 by September 2021, and 170 by September 2022.

Progress:

In short, COVID-19 has created a new set of circumstances and huge impacts on our former enrollment trends. While we are still the same program with the same potential pool of potential enrollees, a totally new set of influences were introduced. Parents seeking potential options adjusted the timing of their searches, made decisions based on scheduling, hesitated or switched schools based on status/plans for remote learning, and simply weighed options differently than they had previously.

We gained some students in 2020-21 specifically because we were a desirable, in-person option if their local district(s) were remote. On the other hand, we lost students we would have previously enrolled in typical years, due to the increased turmoil of transportation, parents not being able to juggle multiple schedules at home, or other factors beyond our control.

Our enrollment was a disappointing 128 at opening on September 1, 2020, but increased over the year with a more typical 145 by year end. Planning for this increased capacity was certainly a challenge for us and this will continue as long as factors outside of our control, particularly COVID-19, influence parents' educational decisions.

Budgetary decisions based upon predicting enrollments (i.e. revenue) will continue to be a challenge as long as the impacts of the pandemic are felt. Our 2021-22 budget was approved based on revenue projections from 138 students. As of August 26, we have 146 students enrolled after a busy summer of meeting prospective new students and families.

2. Seek and/or develop relationships that result in additional resources (revenue, internships, educational resources, etc.) from GBCS community, area businesses, and local communities where our students reside--ongoing, by June 30, 2021

Progress:

Little substantive action or progress was made in business and community connections as the impacts of the pandemic were felt by everyone. GBCS did apply for and was granted a \$232,400 forgivable PPP loan for maintaining our employee positions. We further leveraged COVID-related funding (ESSER I, II, SPSRF, and flexibilities within Titles IIa and IVa for important improvements to our 1:1 technology capacity, remote learning support, and in-house technology infrastructure.

3. Seek a potential pathway to a long-term, sustainable agreement with the Exeter Region Cooperative School District related to facility, food service, avenues for collaboration, financial support, and GBCS support of the Adult Education program. Ongoing, by June 30, 2021

Progress: Work continues in this area. During the spring of 2020, ERCSD proposed a budget cut in its previous funding support in the 2021-2022 budget from \$280,000 to \$162,500. This was the result of a move to formulate a more enrollment-based decision to support only the ERCSD students at GBCS. Based on the number of students enrolled at GBCS when the budget number was formulated, support for ERCSD resident students enrolled at GBCS now stands at approximately \$2500 per student, approximately the shortfall between our revenue and demonstrated cost per pupil.

GBCS personnel presented a program overview to the ERCSD Curriculum and Philosophy subcommittee in May, 2021 and plans to invite ERCSD Board members to a breakfast forum at our school in the Fall. The school was also actively involved in working with GBCS parents and the District regarding IEP Services for 2021-22.

2. Is the charter school responsibly using public funds?

- a. Has the school completed timely quarterly financial reports that comply with accepted standards of public school accounting and are shared publicly?

Response:

Quarterly financial reports are completed and available

- b. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Response:

Per our audit review, GBCS purchasing and billing practices meet the acceptable standards for public school accounting.

- c. Has the school provided an annual external audit for the past 4 years with no material defects? (From FY 2020 completed using GASB auditing standards?)

Response:

GBCS has been audited each year since 2012 by Plodzick and Sanderson. Prior to 2012 our school was audited by Plodzick and Sanderson as part of the Exeter Region Cooperative School District audit process.

- d. Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?

Response:

School Board minutes indicate clear communication of accurate information related to the school's financial condition. Minutes are approved by Board vote and posted on the school's website.

e. Please provide a balance sheet setting forth the school's assets, liabilities, and fund balances or equities.

Response:

See attached file as of September 21, 2021 (latest balance sheet presented at most recent Trustees meeting)

f. Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process? *(For School District authorized schools only)*

Response:

Not applicable; however, two Trustees have been voluntary participants on the Exeter Region Cooperative School District (ERCSD) budget advisory committee.

g. Please describe the transportation services currently available and how the school assists families with transportation options.

Response:

Local bus route transportation within SAU 16 to and from Exeter High School (morning and afternoon), shuttle bus between Tuck Learning Campus and EHS.

3. Is the charter school promoting student attainment of expected knowledge and skills?

a. Are students meeting proficiency standards as measured by state assessments? If not, please provide justification:

Response:

As stated previously, our school continues to be challenged by NH SAS and SAT test results. Several of our students perform at or above proficiency expectations for their grade levels, but many others do not. Analysis of Performance Plus data indicates that many of our students performing below grade level on standardized testing were also doing so at their previous schools. Students performing at or above grade level continue to do so at GBCS.

Accessing Performance Plus has allowed us to dig deeper into the data to see prior assessment results. We have also implemented IXL Math and ELA beginning-of-school year assessments to look for gaps, inconsistencies in assessments, and begin a gap-focused remediation program using the program and supported by our math lab.

We have also analyzed and explored any curricular gaps to ensure that our students are instructed according the grade level standards. The school is currently working with Demonstrated Success to develop more formalized data collection opportunities using local assessments like school-based writing prompts from the Collins Writing Program (argument, compare-contrast, and summarizing informational text). This will allow students to demonstrate and the school to report learning across multiple sources.

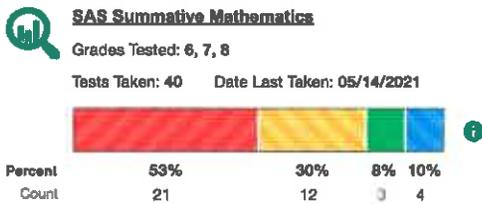
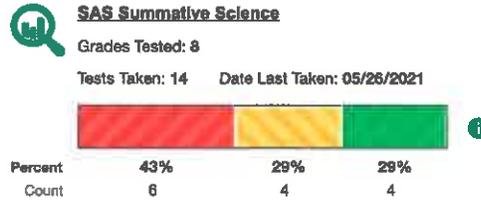
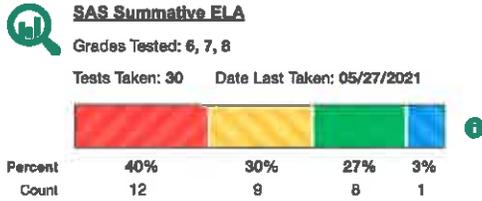
The charts below indicate NH SAS results from spring, 2021. Each of our targeted activities as previously outlined are being done to transition the students from the red/yellow categories to the green/blue categories.

NH Assessment Results 2021

The charts below indicate the overall total of students in Grades 6-8 in each proficiency category.

Performance Distribution, By Test Group: Great Bay Charter School, 2020-2021

Filtered By **Test Reasons:** All Test Reasons | **Reporting Time Period:** 06/19/2021 | **Sorted By:** Date Last Taken



ELA by Grade

Average Score and Performance Distribution for **Summative: ELA Grade 6 (Spring 2021 (SAS Summative))**, by School and Reporting Category: Great Bay Charter School, 2020-2021

Filtered By **School:** All Schools | **Test Reasons:** Spring 2021 (SAS Summative) |

School	Total											
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient								
District	8	610 ± 12	<table border="1"> <thead> <tr> <th>Percent</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>4</td> </tr> <tr> <td>38%</td> <td>3</td> </tr> <tr> <td>11%</td> <td>1</td> </tr> </tbody> </table>	Percent	Count	50%	4	38%	3	11%	1	13%
Percent	Count											
50%	4											
38%	3											
11%	1											
Great Bay Charter School (M)	8	610 ± 12	<table border="1"> <thead> <tr> <th>Percent</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>4</td> </tr> <tr> <td>38%</td> <td>3</td> </tr> <tr> <td>11%</td> <td>1</td> </tr> </tbody> </table>	Percent	Count	50%	4	38%	3	11%	1	13%
Percent	Count											
50%	4											
38%	3											
11%	1											

Average Score and Performance Distribution for Summative: ELA Grade 7 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By **School:** All Schools | **Test Reasons:** Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	9	636 ± 14	<p>Percent Count: 33% 3, 22% 2, 44% 4</p>	44%
Great Bay Charter School (M)	9	636 ± 14	<p>Percent Count: 33% 3, 22% 2, 44% 4</p>	44%

Average Score and Performance Distribution for Summative: ELA Grade 8 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By **School:** All Schools | **Test Reasons:** Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	13	642 ± 16	<p>Percent Count: 38% 5, 31% 4, 23% 3, 8% 1</p>	31%
Great Bay Charter School (M)	13	642 ± 16	<p>Percent Count: 38% 5, 31% 4, 23% 3, 8% 1</p>	31%

Math by Grade

Average Score and Performance Distribution for Summative: Math Grade 6 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By **School:** All Schools | **Test Reasons:** Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	12	456 ± 9	<p>Percent Count: 83% 10, 8% 1, 8% 1</p>	8%
Great Bay Charter School (M)	12	456 ± 9	<p>Percent Count: 83% 10, 8% 1, 8% 1</p>	8%

Average Score and Performance Distribution for Summative: Math Grade 7 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By School: All Schools | Test Reasons: Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	14	527 ± 12	<p>Percent Count: 38% 5, 43% 6, 7% 1, 14% 2</p>	21%
Great Bay Charter School (M)	14	527 ± 12	<p>Percent Count: 38% 5, 43% 6, 7% 1, 14% 2</p>	21%

Average Score and Performance Distribution for Summative: Math Grade 8 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By School: All Schools | Test Reasons: Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	14	550 ± 18	<p>Percent Count: 43% 6, 36% 5, 7% 1, 14% 2</p>	21%
Great Bay Charter School (M)	14	550 ± 18	<p>Percent Count: 43% 6, 36% 5, 7% 1, 14% 2</p>	21%

Science

Average Score and Performance Distribution for Summative: Science Grade 8 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By School: All Schools | Test Reasons: Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	14	845 ± 4	<p>Percent Count: 43% 6, 29% 4, 29% 4</p>	29%
Great Bay Charter School (M)	14	845 ± 4	<p>Percent Count: 43% 6, 29% 4, 29% 4</p>	29%

SAT School Day March 2021 - May 2021, 11th grade - Scores & Benchmarks

Total Score/Section Scores

Group	Number of Test Takers	Total Score 400-1500	ERW Score 200-800	Math Score 200-800
School	16	862	450	412
State	10,599	1027	518	510

Students with IEPs

During 2020-21 students with IEPs made up 43% (six students) of grade six, 28% (five students) of grade seven, 22% (four students) of grade eight, and 33% (eight students) of grade eleven.

- b. Are students making academic growth toward meeting state proficiency standards? Please provide data to support your response.

Response:

GBCS students in each grade produce many evidentiary artifacts throughout the academic year to demonstrate competencies in each of their classes. Class competencies are based upon the appropriate subject or grade-level curriculum standards in the Common Core (Math and ELA) and as well as other subject-specific curriculum framework documents (Next Generation Science, NH Social Studies, Art, Wellness, etc.) upon which these course proficiencies are derived.

In addition, students also demonstrate proficiency in our school's cross-curricular competencies in advisory which serves as an organizing structure for exhibition projects and our required Senior Capstone Project.

High school students not meeting subject-specific competencies are either required to recover them during summer school or, if necessary, repeat classes in order to earn competency unit credit. Lower school students struggling with competencies and requiring academic interventions are supported on the team or by support personnel. Quantity and types of artifacts can be and often are modified when necessary.

c. How is the school meeting the needs of students identified for additional support?

Response:

Generally, all GBCS students have access to classroom teacher support, extra support during a 30-minute support block each day, and various structures (advisory monitoring, team monitoring, and grade/credit reviews) to respond if necessary. During support block, students may either seek help from their teachers, from their advisor, or work on current artifacts.

All GBCS teachers are required to post their ongoing assignments in Google classroom along with any lesson supports so students (and parents) can have access in the event of absence or a missing assignment. Advisories are expected to check in with student progress weekly and students, parents, and advisors can monitor progress in PowerSchool. PowerSchool is updated at least bi-weekly and students and parents can monitor any missing work, artifacts that might be re-submitted, or address any issues.

The school provides access to a 1:1 device (Chromebook) for any student needing one and these devices can access Wi-fi both inside and outside of school. The students are given Google access in which they can access email, Classroom, Drive, plus a number of educational applications.

The school ensures that any student needing academic supplies can access them. These are received by donation and supplemented as necessary by staff and school.

The school also participates in *End 68 Hours of Hunger*, a local program in which bagged supplementary food supplies are available for students to take home each weekend. Through local and school efforts, many students also receive food baskets and supplementary gift cards at the holiday periods. In 2019-2020 we distributed approximately 33 holiday baskets and in 2020-2021, due to COVID, our efforts transitioned more toward gift cards distributing approximately \$4000 in gift cards.

Response to all that are applicable:

1. Educationally disadvantaged/at risk: The GBCS programs are designed to meet the broadest needs of a group that is essentially entering our school at-risk. Students arrive at different times and at multiple entry points in our grade range. As previously stated our student body is diverse in students' strengths, weaknesses, interests, and ability to persevere. Many of our students have previous inconsistencies creating academic challenges, while others face challenges socially or emotionally. They come from traditional school systems, charter schools, home schools, or online programs, but each are seeking a fresh start and ability to be part of a school community.
2. Students with Special Education needs: GBCS works with over twenty different school districts to meet the needs of its students with IEPs. Approximately one-third of our 147 students are from SAU 16 communities with about 50% of these having IEPs. This district sends a special educator from both the middle and high school staffs for approximately ½ day x 5 per week. Another district sends a support paraprofessional to work with its resident students several days per week. GBCS employs 2.6 paraprofessionals who are scheduled to work with students requiring specific supports and their apportioned time is billed to the districts. One of our teachers has taken on

the role of Support Services Liaison (supplemental stipend) coordinating with the various school districts in which our students reside.

- 3. Federal Title Programs: GBCS is currently developing a plan for using available Title I funds in support of students with math and literacy needs. The school also accesses Title IVa funds to supplement school programming each year.**
- 4. Homeless: The school monitors and supports its homeless students/families as much as possible. We are actively involved with regional programs and religious support organizations to help homeless students get rides to appointments, get clothing and living supplies, and ensure that students can participate in our programs. Over the past several years, we have arranged transportation, provided gift cards, referred families to other organizations, and provided temporary housing (local lodging) for families in need.**
- 5. Neglected/Delinquent: n/a**
- 6. ELL: n/a**
- 7. Migrant/Refugee: n/a**

- d. Are students making progress toward any personally established goals set by students or non-academic goals established in the Charter?**

Response:

Great Bay Charter School is an outstanding community of hardworking caring educators, and thoughtful appreciative students and families. It is sometimes hard to quantify the qualitative anecdotal measures of our success.

We are often told that attending graduation gives the best view of GBCS. The ceremony encapsulates the energy, caring, and appreciation that students and families have for their school. Each student is invited to speak if he/she/they wish and typically 3 or 4 students from our graduating class give speeches during the ceremony. They speak of the connections, the support, and their growth from a deeply personal view. Rarely can one make it through the ceremony without shedding tears (multiple times). They speak from the heart and with meaning, not because of some rank in class or academic prize. They do so because they feel they have something to share and that needs to be said.

On several occasions over many years, the Executive Director has been pulled aside and told by parents, grandparents, and friends: "This school saves lives!" "I don't know what we would have done or where we'd be if we hadn't found GBCS." "Thank you for everything you've done, (my student) would not have graduated without this school!"

These statements are not exaggerated to deflect from any review of our program. They are heart-felt, appreciative words that we hear over and over, year after year. Great Bay Charter School has now graduated over 400 students since our first graduating class in 2008. Our alumni have gone on to earn post-graduate certificates, undergraduate degrees, and graduate degrees and have done so at a myriad of post-secondary programs ranging from trade schools, community colleges, four-year colleges and universities, and the armed services. Our students have gone on to become consultants, biologists, heavy equipment mechanics, photojournalists, artists, yoga instructors, automotive

technicians, nurses, teachers, gaming programmers, landscapers, graphic artists, published authors, and a host of other professions.

Our current students will talk about their school as a family. This is not solicited, it is the way they see and experience it. Each year they adapt to new community members, welcoming new friends and adjusting to those with whom they might not agree or share much in common. They recognize that this is the way it is here; people care about each other or at least allow individuals to be themselves. Without realizing the impact or depth of its meaning on those who work with them on a daily basis, ‘we are a family’ is perhaps the best complement that educators can hear from their students.

Great Bay Charter School is truly a family with all the challenges and baggage that family brings. Each day we bring about 160 students and staff together to work and learn. Some days family members don’t get along, other days, there is nothing more satisfying than feeling a part of something bigger. We care about our students as people and help them to explore and maximize their strengths, minimize their weaknesses, and take advantage of the flexibility and structure that we provide. As educators we get invested personally and emotionally in their struggles and successes each block, each day, each week and each year.

Each student is encouraged and given a chance to figuratively ‘break the rear-view mirror’ when they come through our door. In other words, don’t look back, look ahead. Leave your past baggage behind and start fresh. We accept you for who you are and will help you move forward from here.

e. Describe the community services opportunities available to the students.

Response:

GBCS leases spaces from Exeter Region Cooperative School District (ERCSD) sharing educational facilities (gym, cafeteria, outside fields, parking, etc.) on campus with other entities. Various community events occur on campus (Exeter voting, youth sports (fields), recreational sports (gymnasium), Boy Scouts (cafeteria) farmers’ market, etc.) occur on campus under the supervision of ERCSD.

Exeter Area YMCA is approximately 200 yards down the street and has afterschool programs for students and daily programs for adults. Prior to COVID-19, GBCS has used the YMCA for contracted Physical Education programming.

Exeter Adult Education is located on the floor below our area and runs daily programming for adult education and HiSET. GBCS allows Adult Education to use its classroom spaces for night school enrichment programming in the fall and spring semesters.

f. Describe the Data Management System currently used to track and report on student data.

Response:

GBCS uses PowerSchool as its Student Information System (SIS) paying SAU 16 an annual fee based on our site enrollment. We are a separate school with our own administrative access within the SAU's license, but are subject to the broader district-level administrative oversight within the whole system.

The school has also purchased a subscription to Performance Plus and will be using this as a significant support for State and local data.

4. Is the school sustainable?

- a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations?

Response:

The school's Board of Trustees functions effectively and in accordance with public meeting laws and regulations. Generally, the Board meets monthly on the 3rd Tuesday of each month except during July. Agendas and meeting notices are posted in the building and on our website.

- b. Has the school established systems to manage school operations efficiently?

Response:

The school has established systems to manage school operations efficiently and in a cost-effective manner. The school operates its educational programs, food service program, business office, and all other operation tasks with the dedication and hard work of one administrator, 1.6 administrative support professionals, teacher leaders with stipend-based, supplemental compensation, and a faculty whose members are willing to pitch in and help out whenever help is needed.

The school has developed partnerships with the local school district (ERCSD/SAU 16) related to its lease/facility, food service, Adult Education, and various paid ancillary services (PowerSchool, School Messenger, postal meter use, etc.)

GBCS contracts with a business consultant to assist with IRS, audit, and year-end tasks, but most business services (accounts payable and receivable, payroll, banking, etc.) are handled in house.

This year parent volunteers have assisted with transportation of our lunches that are prepared at Exeter High School and must be picked up and delivered to our campus each day. Parents pick up two days, our staff picks up three.

- c. Are there systems in place to assure instructional quality?

Response:

Instructional quality is assessed via the current evaluation plan which combines teacher self-assessment using Rubrics (Kim Marshall, 2015), self-reflection, and administrative review. Staff members are asked to develop a minimum to two annual professional goals tied to the goals of the school which tie both professional development and evaluation together.

The school's instructional staff participate in regular professional development based on initiatives that have been prioritized for the school year. Currently, these are attending to social-emotional well-being of students and personalized learning.

GBCS implements an annual, goals-driven Personalized Learning Plan (PLP) for each student. The school philosophically aligns with and implements the principles of Universal Design for Learning (UDL) to differentiate, create flexible options, and remove barriers to the demonstration of learning.

d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Response:

This has been addressed in multiple questions, however the following is noted:

GBCS has had a long-standing relationship with SAU 16/ERCSD but that district has recently shifted its approach to supporting students at GBCS. Where previously they had paraprofessionals and more itinerant staff supporting the students, the current desire is to have our school provide these services and bill the district. We are working to accommodate this transition with limited resources and a shortage of candidates. Several other school districts also prefer this approach to supporting their students.

Other districts prefer a more hands-on approach to student support. They send itinerant staff or have made arrangements for students to receive services in other ways.

Our school is adapting to the increasing demands on organizing and employing special education staff and is doing so at a challenging time. While it is our hope that this will ultimately make supporting students more streamlined, having to take on more employees, and develop/implement a special education support infrastructure has been an additional significant challenge.

e. Have Criminal Records Checks been completed for all school staff and volunteers?

Response:

All staff have had criminal records checks done either as employees of the Exeter Region Cooperative School District (pre-2012 hires) or new hires (post-2012). New staff are required to have a criminal records check upon being hired. These are conducted using the LiveScan system through the NH DMV facilities with the confidential results returned to the Executive Director

f. Are physical facilities safe, clean and suitable for the purposes of the school?

Response:

The physical facilities are safe, clean, and very suitable for the purposes of the school. As previously stated, GBCS operates within the Tuck Learning Campus (former site of Exeter High School). Our

classrooms, offices, and other facilities (gym, café, and outdoor areas) are well suited for our program, maintained, and clean.

g. Is the school emotionally safe for children and adults, free from bullying?

Response:

Given our school culture, bullying is not an insidious problem, but potential reports of bullying and harassment are taken seriously, investigated and responded to swiftly. The school has policies in place and follows these.

Each year GBCS typically investigates a small number 3-5 reports of bullying/harassment across grades 6-12, most of which are one-time incidents or conflicts that are quite easily addressed. Others tend to be more related to ‘bad breakups’ in which friends, former students or peers from other communities get involved via social media.

Whenever necessary, GBCS reports and seek the advice of law enforcement and has communicated with administrations of other schools to assist in resolving these types of situations when they arise, but these incidents are very rare.

h. Does the school have a viable financial plan to support its program?

Response:

GBCS has viable plan for maintaining a balanced annual budget. The school is able to meet its expenses while operating on modest reserves at times that revenues are not coming in (late spring and summer). The school has taken only one loan PPP (forgiven) thus owes no moneys toward short or long-term debt.

There have been many adjustments we have been forced to make regarding reduced district support and have taken/will take advantage of many COVID-related supplemental programs (PPP, ESSER I-III, SPSRF, flexibilities within Title IIa and IVa, Food and Nutrition waiver, etc.) The school’s involvement in these programs will continue as long as project funds are eligible to be used.

i. (For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired.

Response: n/a

j. Are there sufficient indications of continuing enrollment to sustain the school’s program and meet its plans for growth?

Response:

Enrollment at GBCS has been relatively stable exclusive of fluctuations due to COVID-19 and the uncertainty of districts’ uses of remote vs. in-person learning. After the 2019-2020 school year, we lost the typical graduates plus some other non-graduates, but had difficulty replacing them for the beginning of the 2020-2021 school year. During 2020-21 GBCS benefitted in the short term gaining several students wanting an in-person program, thus the enrollment grew throughout the year. We

did lose several at year-end and during the year as they went back to in-person learning at their district schools, apparently as was planned, not seeking GBCS as a long-term option.

2021-2022 gives a great indication that GBCS enrollment will be stable or continue to grow as we are currently at 147 students with significant potential to gain more students as effects of remote learning, difficult social-emotional transitions, and increased anxiety about school lead them to seek other alternatives.

k. Does the school employ teachers who meet state requirements for experience and/or certification?

Response:

Administration

- **1.0 Executive Director: 15th year at GBCS + GBeCS Trustee and pre-charter planning committee for Great Bay eLearning Charter School origin in 2004-2006. 33rd year in Public education--science teaching and building and district administration * (Experienced Educator--Superintendent, Principal, Life Science gr 9-12 and Middle School Science gr 5-8)**

Teachers

- **1.0 English Teacher/stipend for Asst. Director 13th year at GBCS ***
- **1.0 Math Teacher/stipend for Student Support Liaison 13th year at GBCS ***
- **1.0 Math Teacher 16th year at GBCS ***
- **1.0 Social Studies Teacher 9th year at GBCS ****
- **1.0 Social Studies Teacher 8th year (L.o.A. for 21-22) ***
- **1.0 Science Teacher 3rd year at GBCS ***
- **1.0 Science Teacher 3rd year at GBCS ****
- **1.0 English Teacher 2nd year *****
- **1.0 ELA Teacher 3rd year *****
- **0.8 Social Studies Teacher 1st year at GBCS (for L.o.A.) ***
- **0.4 Social Studies Teacher +student support *****
- **1.0 Wellness/Science Teacher (new position) ***
- **1.0 English Teacher 1st year at GBCS ***
- **1.0 Art Teacher 1st year at GBCS ***

Student Support

- **1.0 Paraprofessional 5th year at GBCS**
- **0.6 Paraprofessional 7th year at GBCS**
- **1.0 Paraprofessional 1st year at GBCS ***

Administrative/School Support

- **1.0 Admin Support 15th year at GBCS**
- **0.6 Admin Support 3rd year at GBCS**

Key to Certification Status and

- *holds valid teaching credential in NH**
- ** greater than 8 years teaching experience**
- ***holds SOE, working toward certification**

1. Does the school demonstrate an ability to retain skilled and qualified staff?

Response:

The school has retained skilled and qualified staff and has offered unique opportunities to new staff coming into education from varied pathways. Our school tries to maintain competitiveness with employee salaries and benefits with other school districts in our area and is able to do so, particularly at entry. Without the stability of growing revenue, the school has generally been able to maintain 2% annual increases while at the same time maintaining medical, dental, life, short-term and long-term disability insurance for its employees.

Our overall staffing has generally been quite stable, but entering this year, we experienced an usual situation with two teachers leaving and other taking a year leave of absence. We hired three teachers for these positions and were also able to hire two additional individuals for a combination support and teaching roles. We also hired an additional paraprofessional whose time will be billed to multiple school districts for IEP support.

The following staffing changes were observed:

End of 2020-21

- **Resignation-- Reason for leaving: transitioning into private business**
- **Resignation—Reason for leaving: returning to a graduate school program full time**
- **Leave Request-- Granted one year leave of absence**

End of 2017-18

- **1) Non-renewal**
- **2) Resignation--hired in larger district**
- **3) Resignation—sought position closer to residence**

End of 2016-17

- **Resignation—relocation out of State**

m. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

Response:

On September 27, 2021, a four-question electronic survey was sent to all GBCS parents/guardians to specifically get responses to this question. The first three questions were based on a five point Likert Scale (Strongly Disagree (1), to Neutral (3) to Strongly Agree (5) As of October 1, fifty-three parents (36%) had responded as follows:

- I am satisfied with Great Bay Charter School's academic programming.
Average response value: 4.70
- I am satisfied with school-to-family interactions at Great Bay Charter School.
Average response value: 4.83
- I am satisfied with Great Bay Charter School's timely and accurate communications.
Average response value: 4.79

A fourth open response question was added:

If you felt you could not agree/strongly agree with any of the statements above, we would appreciate any feedback you can provide about how to improve in these areas. Thank you.

The following responses were received:

- I feel that teachers should communicate with the parents about children's progress before grades close and make sure there is no missing assignments and make sure parents understand how the teachers grade the kids assignments...meaning what does 1 mean or 2 or 3 or 4 or 5...
- Very happy with the school for all 3 kids!
- I would like to see some of the academics be more rigorous and continue to guide my child to think more deeply about topics even when it might not be a strong interest area. More writing with critical thinking and stronger feedback on form and content.
- GBCS has been a great experience for us my daughter has excelled here
- The open house notification was sent on Monday, which gave us no time to clear our schedule to attend on Wednesday night. A week's notice would have great. Everything has been excellent!
- My daughter's first day at GBECS was 9/28/2021, so I have not had enough interaction to answer these questions fully.
- N/A
- Awesome school and staff
- Would love to see languages offered but otherwise, GBCS far exceeds the public SAU!!!
- We are extremely grateful for such a supportive school for our child.

While this data represents a little over 1/3 of GBCS parents, we appreciate and are glad to share their feedback.

- n. Describe what the school intends to do to ensure it remains active in dissemination of successful and best practices?

Response:

GBCS teachers have regularly presented at both NH Charter Alliance and Great Schools Partnership/NESSC conferences. Some have maintained connections with colleagues in former schools and have maintained professional PLG relationships in which information about our school is shared.

The Executive Director has long participated in NH Charter Leader and NH Alliance Meetings and has offered strategies to new and assistance-seeking colleagues. He has also assisted with multiple DOE committees for newly proposed and renewing charter schools.

Both the Executive Director and Assistant Director have recently presented to local school board subcommittees (ERCSD). We have presented on history of financial support and curriculum and philosophy-related topics.

- o. Describe the School's communication processes.

Response:

Generally, GBCS communication is multi-layered depending on audience and purpose. The school now does minimal whole-school U.S.P.S. mailing with the summer information forms packet and final grade reports typically the only whole-school mailing done.

Most general updates for the entire school community are sent by the *School Messenger system* with a written (email) and/or phone call formats. The email updates are typically posted on our Facebook page.

Information regarding classes and student grades/progress are accessed electronically via PowerSchool or Google Classroom. Students each have accounts; parents are invited to Classroom via teacher emails or the school (for PowerSchool). Parents can request separate accounts for PowerSchool and are encouraged to do so.

GBCS grades are cumulative over the semester or entire year. Quarterly and ongoing progress updates are available through PowerSchool. The school prints midterm progress reports/end-of-semester one grades and makes them available to students and parents in print and electronically. End-of-year grade reports are mailed.

Advisors send regular communications via email to their advisory parents and teachers reach out whenever necessary to discuss progress or other issues. The school holds one fall informational open house with staff for all parents and two student-led Personalized Learning Plan (PLP) conferences for each student at the beginning and end of each year.

During the pandemic, most meetings and public events were modified to Zoom formats. Currently,

5. Current Status of the Board of Trustees Ed 318.16(a)

- a. Have there been any changes in the membership of the Board of Trustees?

Response:

Bill DiGiau resigned; Cheryl McDonough added in Spring, 2021

b. Have there been any changes in the Board of Trustees' methods of operation or amendments to the by-laws?

Response:

No changes

c. Have there been any recusals made by members of the Board of Trustees?

Response:

No recusals

d. Describe the skills and responsibilities of the members of the Board of Trustees. Include the committees they serve on and the expectations for their participation in fundraising and community and school events.

Response:

- **Roy Morrisette (Chair) 30+ year locally elected Board member, lifelong member of community, GBCS Trustee since 2005**
Committee: (ERCSD Budget Advisory, Local District Support, Policy Review)
- **Lucy Cushman (Vice Chair) Multi-year locally elected Board member, lifelong member of community. GBCS Trustee since 2005**
(Committee: (ERCSD Budget Advisory, Local District Support))
- **Sarah Bedingfield (Member) Post-secondary School Affiliation,**
- **Geri Denton (Member) GBCS Parent, Interim Treasurer**
Committee: Local District Support
- **Kim Casey (Member) GBCS alumni parent, former State Legislator**
- **Lisa Gillis (Member) GBCS alumni parent**
- **Cheryl McDonough (Member) GBCS alumni parent, former GBCS Co-Principal (retired), Attorney**
Committee: Policy Review
- **Bill Perkins (Member) Local district middle school administrator, long-time member of community**

6. Student Data

a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?

Response:

98% graduated or promoted. Three students were retained, one at grade 12, two grade 9

b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?

Response:

88.6% in 2020-21 This is atypically low for GBCS, but included attendance for both in-person and remote learners throughout a COVID-19 influenced year that had students in-person only, remote only, and hybrid (mixed) Our remote learning attendance may have been reported a bit lower than actual as students were marked absent if they did not sign into advisory for daily attendance.

We know that some students participated in classes after advisory attendance was

recorded on some school days and we tried to correct this as applicable. As a result, there were some students who were actually present in remote classes who were marked absent for school-day attendance.

d. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement?

Response:

Zero incidents in 2020-21 required law enforcement intervention.

e. What is the number of incident reports prepared under RSA 126 U:7. Child restraints notice and record keeping requirements (see attached excerpt from NH Education Laws)

Response:

Zero incidents

f. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6?

Response:

Two incidents of bullying were substantiated in 2020-21.

Part 4: Policy Development and Forms

Policy Development (Check the policies that have been developed):

	Records Retention pursuant to RSA 189:29-a
	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29
	Sexual Harassment, as detailed in ED 303.02 (j) and (k)
	Pupil Safety and Violence Protection, pursuant to RSA 193-F
	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI
	Due Process, pursuant to RSA 194-B:8
	Suicide Prevention Education in Schools, pursuant to RSA 193-J Technical Advisory
	Duty to Report (Misconduct against a credential holder in the school) pursuant to Ed 510 Technical Advisory
	School Employee and Designated School Volunteer Criminal History Records Check Technical Advisory

Required Updated Forms (Please provide dates the following forms were last updated)

Dates	Forms ED 318.13(b)(6)
September 27, 2021	Certificate of Occupancy

September, 2021	Fire Inspection Certificate
	Building Safety Inspection
In process	Health Inspection
Submitted to DOE	Insurance Certificate
FY 2021 (and back)	Financial Audit

Part 5: SIGNATURES	
Please complete the following section:	
Name of Head of School	Peter E. Stackhouse
Signature of Head of School	
Date	October 4, 2021
Name of Board Chair	Roy E. Morrisette
Signature of Chairman of the Board	
Date	October 4, 2021

Submit to:

**New Hampshire Department of Education
 Attention: Commissioner Frank Edelblut
 101 Pleasant Street
 Concord, NH 03301-3494**

Email to: Frank.Edelblut@doe.nh.gov
and
Jane.Waterhouse@doe.nh.gov

Great Bay Charter School Renewal Application
Appendix

Table of Contents

Part 2 Goals

Page 6 Question 8 Five-year Budget--Attached

Part 3 Affirmative Evidence (We will share a folder with all electronic documents.)

Page 17 Question 2 a. Quarterly reports (available electronically for review)
c. Audit Reports available (available for review)
d. Minutes and Agendas (all electronically available and
posted on website)
e. Balance Sheet--Attached

Page 18 Question 3 a. More detailed NHSAS reports (available electronically)

Page 26 Question 4 c. Teacher evaluation document (available electronically)

Part 4 Policy Development

All policies (available electronically and posted on website)

Forms

Forms will be shared electronically

Other

Charter School Accountability Plan—attached

Great Bay Charter School
2021-2022 Approved Budget and Five-year Projection

Ordinary Income/Expense

Income

	Approved Budget 21-22	Projected 22-23	Projected 24	Projected 25	Projected 26
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40200 - District Support

Proceeds from PPP Forgiven Loan

40300 - Grants-Temp Restricted

Promising Futures for NH Carryover

Title I

Title Iia

Title Iva

CRR/ESSER II

ARP ESSER III (est allocation)

41000 - Fundraising

41001 - Fundraising-General Donations & Other

41002 - Fundraising-Great Lakes

41003 - Fundraising-Retail Income

41004 - Fundraising-A La Carte Income

41011 - Student Lunch Income

Student Lunch Income FRL Reimburse

41000 - Fundraising - Family Donations

Total 41000 - Fundraising

41311 - Adequacy Aid Grant - St of NH

41312 - Disparity Aid Based on FRL Qual

41311 - Adequacy Aid Grant - St of NH - Other

Total 41311 - Adequacy Aid Grant - St of NH

41314 - Tuition Summer School

41400 - Special Ed Revenue

41500 - STD/LTD Revenue

49000 - Interest Income

Total Income

Gross Profit

Expense

1000 - Instruction

Reimburse Expense Account

1100110 - Teachers Salaries

1100211 - Health Insurance

1100212 - Dental Insurance

628,077.45

137,675.50

7,382.00

162,500.00	162,500.00	162,500.00	162,500.00	162,500.00	162,500.00
47,488.00	38,888.00	-	51,100.00	21,050.00	-
20,000.00	-	-	-	-	-
89,226.19	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00
9,511.05	9,511.05	9,511.05	9,511.05	9,511.05	9,511.05
10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
124,337.33	-	-	-	-	-
89,300.00	89,300.00	89,300.00	89,300.00	89,300.00	89,300.00
10,000.00	20,000.00	30,000.00	35,000.00	35,000.00	35,000.00
5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
16,875.00	16,875.00	16,875.00	16,875.00	16,875.00	16,875.00
16,875.00	16,875.00	16,875.00	16,875.00	16,875.00	16,875.00
100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00
151,250.00	161,250.00	171,250.00	176,250.00	176,250.00	176,250.00
83,000.00	83,000.00	83,000.00	83,000.00	83,000.00	83,000.00
1,012,773.72	1,050,000.00	1,102,000.00	1,116,500.00	1,170,000.00	1,170,000.00
1,095,773.72	1,133,000.00	1,185,000.00	1,199,500.00	1,253,000.00	1,253,000.00
1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00
54,530.00	55,620.80	56,733.01	57,867.67	59,025.03	59,025.03
5,000.00	-	-	-	-	-
700.00	700.00	700.00	700.00	700.00	700.00
1,771,716.29	1,697,169.65	1,721,394.06	1,703,828.72	1,728,436.08	1,728,436.08

1,771,716.29	1,697,169.65	1,721,394.06	1,703,828.72	1,728,436.08	1,728,436.08
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628,077.45

137,675.50

7,382.00

640,639.00

144,559.28

7,961.10

653,451.78

144,559.28

7,961.10

666,520.81

151,787.24

8,359.16

679,851.23

151,787.24

8,359.16

Great Bay Charter School
2021-2022 Approved Budget and Five-Year Projection

	Approved Budget 21-22	Projected 22-23	Projected 24	Projected 25	Projected 26	Projected 25-26
1100213 · Life Insurance	1,010.00	1,010.00	1,010.00	1,010.00	1,010.00	1,010.00
1100214 · Short Term Disability Ins	3,514.16	3,514.16	3,514.16	3,514.16	3,514.16	3,514.16
1100215 · Long Term Disability Ins	1,249.00	1,249.00	1,249.00	1,249.00	1,249.00	1,249.00
1100220 · FICA	48,047.92	48,008.88	48,989.06	50,988.84	52,008.62	52,008.62
1100232 · Retirement-Certified	85,702.11	89,626.75	89,626.75	94,108.09	94,108.09	94,108.09
1100250 · Unemployment Compensation	1,850.00	1,850.00	1,850.00	1,850.00	1,850.00	1,850.00
1100260 · Workers Compensation	1,963.00	1,963.00	1,963.00	1,963.00	1,963.00	1,963.00
1100610 · General Teaching Supplies	10,000.00	9,973.00	9,946.00	9,919.00	9,892.00	9,892.00
1100641 · Books & Other Printed Media	3,500.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
1100733 · New Furniture & Fixtures	2,000.00	-	-	-	-	-
Title I/II Program	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Total 1000 · Instruction	942,171.14	962,354.17	976,120.13	1,002,289.30	1,016,592.49	
1200 · Special Education						
1200118 · Salaries of S.E. Aides	54,530.00	55,620.60	56,733.01	57,867.67	59,025.03	59,025.03
1200 · Special Education - Other	-	-	-	-	-	-
Total 1200 · Special Education	54,530.00	55,620.60	56,733.01	57,867.67	59,025.03	
1400 · Other Instructional Programs						
1411110 · Co-Curricular Salaries	2,958.00	2,958.00	2,958.00	2,958.00	2,958.00	2,958.00
1411320 · Co-Curric Contracted Services	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
1411610 · Co-Curricular Supplies	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
1430110 · Summer School Salaries	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00
1400 · Other Instructional Programs - Title I	89,228.19	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00
Total 1400 · Other Instructional Programs	106,584.19	52,356.00	52,356.00	52,356.00	52,356.00	52,356.00
2120 · Guidance Services						
2120110 · Guidance Services	500.00	500.00	500.00	500.00	500.00	500.00
2120610 · General Supplies for Guidance	500.00	500.00	500.00	500.00	500.00	500.00
2120 Student Support Project (ESSER 3)	53,233.33	53,250.00	54,000.00	-	-	-
2120 · Guidance Services - Other	53,233.33	-	-	-	-	-
Total 2120 · Guidance Services	53,733.33	53,750.00	54,500.00	500.00	500.00	500.00
2130 · Health Services						
2130110 · Nurse Salary	58,140.00	59,302.80	60,488.86	61,698.63	62,932.61	62,932.61
2130211 · Health Insurance	21,146.48	22,203.81	22,203.81	23,314.00	23,314.00	23,314.00
2130212 · Dental Insurance	1,115.00	1,170.75	1,170.75	1,229.29	1,229.29	1,229.29
2130213 · Life Insurance	92.00	92.00	92.00	92.00	92.00	92.00
2130214 · Short Term Disability Ins	362.96	362.96	362.96	362.96	362.96	362.96
2130215 · Long Term Disability Ins	119.00	119.00	119.00	119.00	119.00	119.00
2130220 · FICA	4,447.71	4,536.66	4,627.40	4,719.95	4,814.34	4,814.34

Great Bay Charter School
2021-2022 Approved Budget and Five-year Projection

	Approved Budget 21-22	Projected 22-23	Projected 24	23- Projected	25- Projected	24- Projected	25-26 Projected
2130232 · Retirement-Certified	12,221.03	12,453.59	12,702.66	12,956.71	13,215.85	13,474.90	13,733.95
2130250 · Unemployment Compensation	203.00	203.00	203.00	203.00	203.00	203.00	203.00
2130260 · Workers Compensation	218.00	218.00	218.00	218.00	218.00	218.00	218.00
2130610 · General Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2130739 · Equipment - Health Sys	300.00	300.00	300.00	300.00	300.00	300.00	300.00
2130 · Health Services - Other	-	-	-	-	-	-	-
Total 2130 · Health Services	99,365.18	101,962.57	103,488.43	106,213.53	107,801.04	109,313.00	110,824.00
2210 · Improvement of Instruction	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
2210100 · Stipend for Teacher Conference	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
2210110 · Stipends for Teachers (Summer)	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
2210322 · Prof Sys/Reg Instr - Conferences	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2210640 · Books and Info Resources	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
2210 · Improvement of Instruction - Other	29,000.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 2210 · Improvement of Instruction	29,000.00	0.00	0.00	0.00	0.00	0.00	0.00
2225 · Computer Assisted Instruction	28,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00
2225320 · Tech Contracted Services	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00
2225532 · Data Communications/Internet	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
2225610 · Computer Supplies	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
2225650 · Computer Software	-	-	-	-	-	-	-
2225732 · Chromebook Purchases	3,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2225734 · Computer, commun., Network Equi	3,500.00	-	850.00	-	-	-	-
2225 · Computer Assisted Instruction - Other	40,600.00	21,100.00	21,950.00	21,100.00	21,100.00	21,100.00	21,100.00
Total 2225 · Computer Assisted Instruction	40,600.00	21,100.00	21,950.00	21,100.00	21,100.00	21,100.00	21,100.00
2310 · Support Services-School Board	300.00	300.00	300.00	300.00	300.00	300.00	300.00
2310610 · Administration Supplies	2,100.00	2,100.00	2,100.00	2,100.00	2,100.00	2,100.00	2,100.00
2312110 · Secretary / Clerk Services	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
2313321 · Business Services	17,000.00	17,000.00	17,000.00	17,000.00	17,000.00	17,000.00	17,000.00
2317321 · Audit Services	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2318321 · Legal Services	150.00	150.00	150.00	150.00	150.00	150.00	150.00
2319319 · Trustees Expenses	-	-	-	-	-	-	-
2310 · Support Services-School Board - Other	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00
Total 2310 · Support Services-School Board	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00

Great Bay Charter School
2021-2022 Approved Budget and Five-year Projection

	Approved Budget 21-22	Projected 22-23	Projected 24	Projected 23-25	Projected 24-26	Projected 25-28
2400 · Support Services-School Admin.						
2400320 · Contracted Services - Grad	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
2400610 · Administration Supplies - Grad	600.00	600.00	600.00	600.00	600.00	600.00
2410110 · Adm In Exec Dir/Asst Dir Salary	133,476.18	136,145.70	138,868.62	141,645.99	144,478.91	147,312.83
2410115 · Admin Assistant School Salary	49,287.42	50,273.17	51,278.63	52,304.20	53,360.29	54,437.51
2410121 · Student Services Liaison Stipend	3,125.00	3,187.50	3,251.25	3,316.28	3,382.60	3,450.50
2410213 · Health Insurance	35,403.80	37,173.99	37,173.99	39,032.69	39,032.69	39,032.69
2410212 · Dental Insurance	2,564.00	2,692.20	2,826.81	2,968.15	3,116.56	3,274.65
2410213 · Life Insurance	321.00	321.00	321.00	321.00	321.00	321.00
2410214 · Short Term Disability Ins	1,341.60	1,341.60	1,341.60	1,341.60	1,341.60	1,341.60
2410215 · Long Term Disability Ins	519.00	519.00	519.00	519.00	519.00	519.00
2410220 · FICA	14,220.48	14,504.89	14,794.99	15,090.88	15,392.70	15,694.52
2410232 · Retirement Certified	26,085.50	26,590.60	29,162.41	29,745.66	30,340.57	30,945.48
2410250 · Unemployment Compensation	582.00	582.00	582.00	582.00	582.00	582.00
2410260 · Workers Compensation	626.00	626.00	626.00	626.00	626.00	626.00
2410320 · Contracted Services	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
2410430 · Repairs and Maintenance	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
2410534 · Postage Fees	800.00	800.00	800.00	800.00	800.00	800.00
2410560 · Marketing Retail	1,000.00	-	-	-	-	-
2410590 · Travel	920.00	920.00	920.00	920.00	920.00	920.00
2410610 · General Supplies	5,000.00	3,000.00	2,980.00	2,000.00	3,000.00	3,000.00
2410650 · Software / Lic Fees	2,500.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2410733 · Leased Equipment	500.00	500.00	500.00	500.00	500.00	500.00
2410739 · Equipment	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
2410810 · Dues & Memberships	500.00	500.00	500.00	500.00	500.00	500.00
2400 · Support Services-School Admin. - Other	287,371.98	291,277.65	296,046.30	301,813.46	307,803.92	313,812.48
2500 · Support Services-Fiscal Service						
2510115 · Admin Assistant Business Salary	23,337.00	23,803.74	24,279.81	24,765.41	25,260.72	25,765.41
2510211 · Health Insurance	16,340.52	17,157.55	18,015.42	18,916.19	19,862.00	20,802.00
2510212 · Dental Insurance	1,329.00	1,395.45	1,465.22	1,538.48	1,615.41	1,694.41
2510213 · Life Insurance	67.00	67.00	67.00	67.00	67.00	67.00
2510214 · Short Term Disability Ins	426.40	426.40	426.40	426.40	426.40	426.40
2510215 · Long Term Disability Ins	158.00	158.00	158.00	158.00	158.00	158.00
2510220 · FICA	1,786.28	1,820.99	1,857.41	1,894.55	1,932.45	1,970.35
2510250 · Unemployment Compensation	152.00	152.00	152.00	152.00	152.00	152.00

Great Bay Charter School
2021-2022 Approved Budget and Five-Year Projection

	Approved Budget 21-22	Projected 22-23	Projected 24	Projected 23-25	Projected 24-25	Projected 25-26
2510260 · Workers Compensation	164.00	164.00	164.00	164.00	164.00	164.00
2510650 · Software / Lic Fees	500.00	500.00	500.00	500.00	500.00	500.00
2520860 · Merchant Fees	500.00	500.00	500.00	500.00	500.00	500.00
2520870 · Payroll Service Fees	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00
2520890 · Bank Service Charges	-	-	-	-	-	-
2500 · Support Services-Fiscal Service - Other	-	-	-	-	-	-
Total 2500 · Support Services-Fiscal Service	45,859.20	47,245.12	48,695.27	50,182.04	51,737.98	
2600 · Operations of Plant	33,750.00	33,750.00	33,750.00	33,750.00	33,750.00	33,750.00
2610321 · Food Service	-	-	-	-	-	-
2610400 · Student Lunch Expense	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
2620450 · Space Rental	3,701.58	3,701.58	3,701.58	3,701.58	3,701.58	3,701.58
2620521 · Comp Liability Insurance	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
2620610 · Food Service Supplies	-	-	-	-	-	-
2620720 · Food Svc. Equip.	1,000.00	-	-	-	-	-
2600 · Operations of Plant - Other	89,951.58	89,951.58	89,951.58	89,951.58	89,951.58	89,951.58
Total 2600 · Operations of Plant	89,951.58	89,951.58	89,951.58	89,951.58	89,951.58	89,951.58
2700 · Student Transportation Services	-	-	-	-	-	-
2725519 · Field Trips	-	-	-	-	-	-
2700 · Student Transportation Services - Other	0.00	0.00	0.00	0.00	0.00	0.00
Total 2700 · Student Transportation Services	0.00	0.00	0.00	0.00	0.00	0.00
Total Expense	1,771,716.61	1,697,169.69	1,721,382.71	1,703,805.58	1,728,420.04	
Net Ordinary Income	-0.32	-0.04	11.35	23.14	16.04	
Net Income	-0.32	-0.04	11.35	23.14	16.04	

Great Bay Charter School
Balance Sheet
As of September 21, 2021
Sep 21, 21

ASSETS

Current Assets

Checking/Savings

10101 · People's-Operating-0328	3,354.52
10105 · Peoples Scholarship-0336	998.00
10120 · The Provident Operating 4261	320,861.29
10121 · The Provident Investment -4360	401,285.78
10122 · The Provident Merchant -4302	1,224.05
10123 · The Provident Student -4310	2,930.51
10124 · The Provident Food Svc -4328	3,284.26

Total Checking/Savings 733,938.41

Total Current Assets 733,938.41

Fixed Assets

15000 · Furniture and Equipment	29,855.15
15900 · Accumulated Depreciation	-27,207.36

Total Fixed Assets 2,647.79

Other Assets

16010 · Prepaid Insurance	265.32
18700 · Security Deposits Asset	50.00

Total Other Assets 315.32

TOTAL ASSETS 736,901.52

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

20000 · Accounts Payable	<u>76.32</u>
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Total Accounts Payable 76.32

Other Current Liabilities

20120 · Scholarship Fund	1,425.00
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22100 · Payroll Liabilities	
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22400 · Retirement Certified	17,008.87
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22700 · LegalShield	-14.88
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Total 22100 · Payroll Liabilities 16,993.99

Total Other Current Liabilities 18,418.99

Total Current Liabilities 18,495.31

Total Liabilities 18,495.31

Equity

32000 · Unrestricted Net Assets	663,671.97
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Net Income	<u>54,734.24</u>
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Total Equity 718,406.21

TOTAL LIABILITIES & EQUITY 736,901.52

CHARTER SCHOOL ACCOUNTABILITY PLAN
Goals and Objectives 2021-2022

School Name: Great Bay Charter School

Date: September 2021

Accountability Plan Information:

Once a charter school development team has created a vision and mission for the school, the goals, objectives, and action plans can be developed to activate the school's mission and achieve its vision.

A Charter School Accountability Plan is required by RSA 194-B:3,II(dd)

An accountability plan serves as a roadmap for continuous school improvement. It ensures that progress towards the school's organizational, programmatic and academic goals and objectives are developed, implemented and continuously monitored for success.

Definitions:

Goals are strategic, long-term, broad outcomes that the school wants to achieve; they are the direction the school wants to take.

Objectives are short-term, precise strategies for accomplishing a specific task that can be achieved in a limited period of time and lead to the achievement of a long-term goal. Objectives identify the pathways taken to accomplish the goal. They are specific, measurable and time-bound, with defined completion dates.

Measurement: Criteria used to measure progress towards the accomplishment of the goal.

Timeframe: A clearly defined period of time to accomplish a goal or objective, including a start date and a target completion date.

Progress Checks: Periodic reviews to determine progress made towards accomplishment of goals.

Outcome: A description of the benefit gained from achieving a goal.

Types of Goals for the Accountability Plan:

Organizational Goals focus on a school's long-range intentions for school operations and overall business philosophy; the foundation of the school as identified in the school's charter. They help define the school's purpose, assist its growth and achieve its financial objectives.

Programmatic Goals are designed to improve educational practices in, for example, curriculum, professional development and the criteria and standards identified in programs of study.

Academic Goals focus on the educational outcomes a school sets for itself, for example, student performance goals and the competencies, skills, and attributes that students should achieve upon completion of a course, program or grade level.

The following template can be revised to meet the focus and needs of your school. Please adjust as needed.

Organizational Goals

1. Goal and Description:

Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program. —Enrollment and Sustainable Practices including staff recruitment and retention

Who is responsible: Leadership Team

Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective 01.1: Review, develop, and implement procedures to maximize the recruitment and retention of GBCS students resulting in an enrollment at or about the maximum capacity:</p>	<p>Targeted enrollment: 150 students by Sept 30 2021 155 by Sept 30 2022 160 by Sept 30, 2023</p>	<p>BOY, AOY, Beginning of Year vs. EOY</p>	<p>BOY, AOY (Sem I end), EOY</p>	<p>Grow revenue through maximizing enrollment vs. capacity</p>
<p>Objective 01.2: Seek and/or develop relationships that result in additional resources (revenue, internships, educational resources, etc.) from GBCS community, area businesses, and local communities where our students reside--ongoing, by June 30, 2022</p>	<p>Have two partnerships in place for 2022-23 school year</p>	<p>Beginning of school, 2023</p>	<p>Sem I end, End of School</p>	<p>Partnerships will strengthen the school's ability to access different resources.</p>
<p>Objective 01.3: Review salary/benefit-related expenses, looking at other charter schools and local school districts to seek cost-effective, sustainable options. May, 2022</p>	<p>Spreadsheet of salary and benefit expenses for charters and comparable SE districts</p>	<p>June 30, 2022</p>	<p>January, 2022</p>	<p>Salary and benefit information will aid in budget formation and HR decisions</p>
<p>Objective 01.4 Modify and enhance a staff mentor/induction program to help transition and support new staff</p>	<p>Modified/developed induction program</p>	<p>For Fall, 2022</p>	<p>Mid-year 21-22 and end of year, 2022</p>	<p>Induction program will help facilitate and support new staff</p>

2. Goal and Description:

Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program.—Charter School/School District Relationships

Who is responsible: Executive Director, Trustees

Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective O2.1: Develop and enhance sustainable agreements with the Exeter Region Cooperative School District related to facility, food service, avenues for collaboration, financial support, and GBCS support of the Adult Education program.</p>	<p>Renew: Lease agreement Food Service Agreement Clarify//Articulate: Support agreement</p>	<p>Ongoing activities by June 30, 2022</p>	<p>Nov 1, 2021, Feb 1, 2022</p>	<p>Sustainable use of facility, food service, and programmatic support</p>
<p>Objective O2.2: Seek pathways to supportive relationships with other school districts using the formula-based system with ERCSD</p>	<p>Communication with other districts to promote and potentially receive support</p>	<p>Ongoing, 2021-22</p>	<p>January, 2022</p>	<p>Communication and support from other school districts for students at GBCS</p>

3. Goal and Description: *Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program.--Fundraising*

Who is responsible: Leadership Team, Boosters, Grant Advisory Team

Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective 03.1: Increase the participation in fundraising activities and initiatives involving students and families of the CBCS community</p>	<p>Advisory minimum participatory fundraising-- \$1000 per advisory for each fundraiser totaling \$15,000 or more</p> <p>Family pledge-- \$1000 per family totaling \$100,000</p> <p>School-based Fundraising (two raffle calendars in October 2021 and March, 2022</p> <p>\$20,000 Community/Social Events with fundraising components: \$5000</p>	<p>Ongoing, by year end</p>	<p>End of Quarter 1, 2, 3, 4</p>	<ul style="list-style-type: none"> Greater student and family participation in raising revenue Outside opportunities for funding are explored
<p>Objective 03.2: Seek grant opportunities for new avenues to program support that support and enhance current programs</p>	<p>Apply for one new grant during 2021-2022 school year</p>	<p>Sem I end</p>	<p>Apply by year end 2022 or summer of 2022</p>	<p>New funding sources are explored and utilized</p>

Programmatic Goals

1. Goal and Description:

The Great Bay Charter School community will enhance its programs to ensure that it 'lives' the school's mission, core values and beliefs, and school-wide learning expectations by integrating competencies and learning targets into a purposefully designed system of instruction and assessment for all students grades 6-12.

Who is responsible: Asst Director, Teachers, Promising Futures Grant Team, Exec. Director, Admin. Asst. School

Objectives	Measurement	Timeline	Progress Checks	Outcome
Objective P1.1: Compile and catalog all subject area competencies with learning targets for all new and existing courses	Course competencies are formalized; collected in centralized location accessible to all	by October 15, 2021	End of Sept, 21	All grades/course competencies are available for review
Objective P1.2: Publish course description/program of studies for use during course selection during Spring, Summer, 2022	Program of Studies Document	by March 30, 2022	November, 2021	Program of Studies Document available
Objective P1.3: Incorporate standards (<i>competencies and learning targets</i>) in each course with integration into Gradebook for reporting. Ongoing, 2021-2022, review in June, 2022	Gradebook review for consistency and integration Evidence in course syllabi	November 15, 2021	End of August, Sept, Oct, 2021	Consistent, integration of competencies and learning targets into assessment reporting
Objective P1.4 Enhance the advisory curriculum to include broader, grade-level expectations for the <i>Choose Love</i> Program.	Advisory logs of implementation	June, 2022	Review Logs at end of Quarter 1, 2, 3, 4	Greater consistency and expansion of <i>Choose Love</i> into Advisory curriculum

<p>Objective P1.5 Continue and enhance the implementation of school's 1:1 technology plan to ensure that every GBCS student has access to a personal, portable device.</p>	<p>Ensure all students have access day one at GBCS Plan for 22-23 and 23-24</p>	<p>Aug 30, ongoing throughout year</p>	<p>Ongoing review and planning</p>	<p>Further enhancement of 1:1 technology with greater student accountability for equipment and more clear organizational logistics</p>
<p>2. Goal and Description: <i>Increase opportunities for student agency at GBCS and increase students' engagement in personalizing their academic and social-emotional learning through: the development and review of his/her personalized learning plan (PLP), articulation of non-traditional curricular opportunities, articulation and implementation of advisory curriculum, implementation of Universal Design for Learning (UDL), refinement of the GBCS support/enrichment program, and increased awareness social-emotional well-being.</i></p>				
<p>Who is responsible: Leadership Team, Asst. Director</p>				
<p>Objectives</p> <p>1. Objective P2.1: Develop, implement, and refine adjustments to the GBCS support/ enrichment program—ongoing—review at year end June, 2022</p>	<p>Measurement</p> <p>Further enhancement of existing program with adjustments to maximize student support and enrichment opportunities</p>	<p>Timeline</p> <p>June, 2022</p>	<p>Progress Checks</p> <p>Sept 30, 2021, End of Quarters 2, 3</p>	<p>Outcome</p> <p>Greater clarity for the potential use of the program, with potential modifications if necessary for Fall, 2022</p>
<p>2. Objective P2.2: Provide more formalized access to students in the selection of electives and personalized learning options—December, 2021 and May, 2022</p>	<p>Measurement</p> <p>Course selection guide, student course selection, and master scheduling clarity for Fall, 22</p>	<p>Timeline</p> <p>June, 2022</p>	<p>Progress Checks</p> <p>Sept 30, 2021, End of Quarters 2, 3</p>	<p>Outcome</p> <p>Junior and Senior Students have access to course descriptions, course selection options are made, and school has better clarity for master scheduling</p>

<p>3. Objective P2.3: Promote and implement a formal organizational approach to the use of Extended Learning Opportunities (ELOs) at GBCS.</p>	<p>At least 10% of all graduates will have participated in at least one ELO by June, 2022, 30% by 2023, and 50% by 2024.</p>	<p>As described in measurement</p>	<p>Quarter 2, End of Year—2022, 2023, 2024</p>	<p>Enhances personalization of students' programs</p>
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3.Goal and Description:
The school will increase the consistency of use of the Collins Writing Program, principles of Universal Design for Learning (UDL), and Choose Love by all teachers across all grade levels and all subjects.

<p>Who is responsible: Data Strategies Team, Leadership Team, GBCS Teachers</p>				
Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective P3.1: Establish and confirm implementation of expectations for number and Collins writing type in each curriculum area</p>	<p>Develop one writing sample, with rubric to be used at each grade</p>	<p>by April, 2022</p>	<p>Q1, 2 end</p>	<p>One school-wide writing sample implemented across all grades by April, 2022</p>
<p>Objective P3.2: Incorporate flexible assessment options (artifacts) and other UDL planning ideas in projects and lesson implementation</p>	<p>Evidence visible in Projects and lessons</p>	<p>Shared folders set up by October 1</p>	<p>Folders reviewed by December 15, 2021</p>	<p>All students will have access to personalized options for assessment of their learning</p>
<p>Objective P3.3: All advisories will be implementing weekly Choose Love lesson activities</p>	<p>Activities are implemented (Advisory Logs)</p>	<p>Shared folders set up by October 1</p>	<p>Folders reviewed by December 15, 2021</p>	<p>Consistency and enhancement of Advisory Curriculum</p>

Academic Goals

1. Goal and Description:
Maximize Great Bay Charter School students' potential to demonstrate grade level proficiency on the NH SAS and SAT mandated testing

Who is responsible: Data Strategies Team, Leadership Team, GBCS Teachers

Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective AI.1: Increase the performance of GBCS students on mandated standardized assessments (SAS and SAT) in grades 6-8 and 11. –overall student grade level proficiency</p>	<p>Increase number of students at targeted level of grade level proficiency by 30% across each grade during 2021-2022 school year.</p>	<p>After 21-22 Assessment</p>	<p>After Modular and/interim assessments; End of year, post-assessment</p>	<p>Students will have the maximum potential for demonstrating growth on required tests</p>
<p>Objective AI.2: Increase the performance of GBCS students on mandated standardized assessments (SAS and SAT) in grades 6-8 and 11. –improvement student proficiency level at each grade</p>	<p>Improve previous year proficiency assessment level for individual students: Move 50% of students one category or more, to at least targeted level of proficient.</p>	<p>After 21-22 Assessment</p>	<p>After Modular and/interim assessments; End of year, post-assessment</p>	<p>Students will have the maximum potential for demonstrating growth on required tests</p>

2. Goal and Description:

Great Bay Charter School will strategically review student learning data, implement support strategies for closing gaps where appropriate, and ensure that it can communicate all data to indicate program effectiveness

Who is responsible: Data Strategies Team, Leadership Team, GBCS Teachers

Objectives	Measurement	Timeline	Progress Checks	Outcome
Objective A2.1: Develop a school-wide approach to data review that integrates individual review, team review, committee review and Leadership Team Review	Develop data strategies plan	By November 30, 2021		Data Strategies plan can drive review of assessment data and
Objective A2.2: Use available data through Performance PLUS and local assessments to better understand student achievement gaps, implement potential remediation approaches, and assess project results	All staff have access and review student data	By October 15, 2021	End of Q2	School will have clearer picture of new and continuing students data picture
Objective A2.3: Seek out and implement local assessments to be incorporated into the portfolio of student learning data	Implement at least two assessments and incorporate into Performance PLUS	Ongoing, by May, 2022	End of Q2	School will have greater capacity to report additional assessment data in addition to NH SAS and SAT



New Hampshire

Department of Education

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

GREAT BAY PUBLIC CHARTERED SCHOOL

Charter Renewal and Visitation Report



Great Bay

CHARTER SCHOOL

**30 Linden Street
Exeter, NH**

**Date of Report: November 29, 2021
Date of School Visitation: October 25, 2021**

**CHARTER SCHOOL RENEWAL
VISITATION REPORT**

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

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

II. SCHOOL PROFILE

The Great Bay Chartered Public School is an open enrollment public charter school, serving students in grades 6 through 12, with an average annual enrollment of 150 students each school year. As a public chartered school, Great Bay Charter School is open to student applicants from any New Hampshire community.

On the 18th of February, 2004, the New Hampshire State Board of Education granted a charter to Great Bay Charter School. The school opened to students on the 3rd of January, 2005. It operates with oversight by a Board of Trustees and the New Hampshire Department of Education.

Great Bay Charter School provides an alternative approach for educating students by emphasizing project-based learning in a smaller, flexible, supportive learning environment. A strong emphasis on writing across the curriculum and deliberate interdisciplinary connections among curriculum areas allow students to make logical connections and transfer knowledge among disciplines.

Great Bay Charter School utilizes a strong faculty advisory program to ensure that all students have a significant adult monitoring their progress in addition to their teachers. The school emphasizes an active classroom-based environment, a strong school community, and connections of students with their school through meaningful interactions among students and between students and their teachers.

School Mission Statement

The Great Bay Charter School provides an engaging, respectful learning environment enriched with flexible options to support students on a personalized path to college and career readiness, participatory citizenship, and service to others.

The school's mission outlines the collective focus on initiatives related to ensuring a positive school culture of respect and flexibility, supporting students with their academic and social-emotional growth and providing personalized options so that students can be prepared for college and/or careers after high school.

Statement of Core Values and Beliefs

We, the Great Bay Charter School Learning Community, believe that students and teachers benefit most from a respectful, diverse, project-based learning environment. Our program is based on the strong conviction that every student can learn. We further believe that all learners teach and all teachers learn. We are committed to sharing our experiences about teaching and learning with other schools, as well as individual educators and students from outside of our school. Above all, we value open minds, acceptance, healthy relationships, active cognitive engagement, student voice, integrity, and social responsibility.

III. RENEWAL ON-SITE VISITATION

On October 25, 2021, the renewal on-site visitation for the Great Bay Charter School was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school. The peer review team reviewed the school's renewal application prior to the visit. The school's executive director, Peter Stackhouse organized the visit schedule and the interview focus groups.

The On-site Visiting Team: Jennifer Siegfried, Talmage Bayer, Jane Waterhouse

The visiting team conducted interviews, classroom observations, and reviewed documents with a focus on the following:

- Implementation of the charter school's mission;
- Effectiveness of the charter school in terms of cost accounting and financial reporting;

- Implementation and effectiveness of the curriculum and defined measures of competencies;
- Indicators that the charter school and the board of trustees function effectively;
- Systems in place for school sustainability.

The following school documents were reviewed:

- Application for Renewal of Charter
- Board Meeting Minutes
- Financial Reports
- School Curriculum
- Academic Achievement Data
- Report Cards
- Class Schedules and Faculty List with Certifications
- Student and Staff Handbooks
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

IV. SUMMARY OF RENEWAL APPLICATION REVIEW

Student Achievement

At Great Bay Charter School (GBCS), students are recognized for the following:

- Scholarship
- Leadership
- Participation
- Service

GBCS students are able to demonstrate their understanding of knowledge and skills attained through a common core aligned curriculum and course competencies that are set up in students' personalized learning plans, with goals which are tailored to match their unique learning styles and interests. Teacher and student-led advisories help students with reviewing strengths and weaknesses, setting goals and planning and tracking their progress. Teachers work in teams to support students and ensure that each student achieves success.

Great Bay Charter School uses multiple methods to assess the work of students and to monitor progress. Ongoing formative and summative assessments from curriculum resources and teacher generated assessments are consistent throughout all core subject areas. IXL diagnostics and NH SAS assessments provide cumulative and comparative data that measures student growth and proficiency. Student portfolios, Quick Fire Challenges, recognition programs, and student learning exhibitions are also used to measure progress.

GBCS’s proficiency levels have been lower than the school’s expectations over the past few years. The school attributes these levels to:

- 30 – 35% of students new to the school each year, coming from 30 different NH communities, and having diverse needs;
- New students who have not experienced much academic success where they came from and who may have other learning challenges as well, such as social emotional reasons for changing schools;
- 31 % of students having a disability and requiring special education services;
- Challenges students faced during the pandemic, including social emotional and economic disadvantages;
- As we see in many of the New Hampshire charter high schools that have a high population of at-risk students, academic data by grade level or whole school can be distorted, disproportionally influenced by a small number of underperforming students, when class sizes have low enrollment numbers.

The school has acknowledged that there is work to be done to increase student growth and proficiency as is evidenced by the NH SAS results. They have identified the areas that need additional focus and are currently undergoing research to understand the reason for the gaps in student achievement and have undertaken steps to further explore and address the issues.

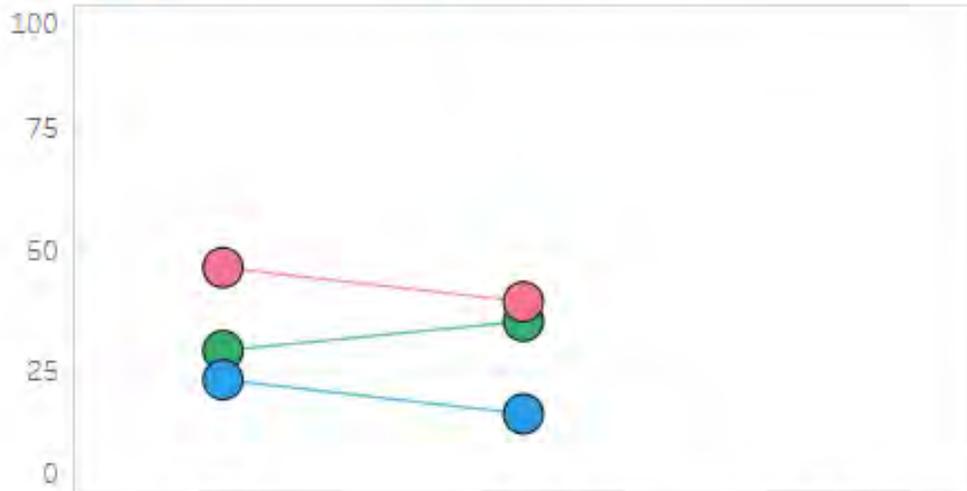
It is important to understand that once in the GBCS program, students experience a culture of respect and flexibility that permeates the entire program, and a multi-layered system of support enabling them to thrive. From the students’, parents’, teachers’ and administrative team’s perspective, students are making great academic progress and growth. GBCS’s educational model improves students’ confidence and motivation, and when they begin to experience success, they are able to increase their participation, progress through competencies, take on leadership roles, and give their service to the community.

The tracking of assessments showing student proficiency, growth, SAT results and graduation rates over the past 3 years can be seen below in the following graphs.



Assessment Proficiency Over Time

■ ELA Proficiency
 ■ Math Proficiency
 ■ Science Proficiency



		2018	2019	2020
ELA Proficiency	District	46%	39%	*COVID
	State	58%	56%	*COVID
Math Proficiency	District	23%	16%	*COVID
	State	48%	48%	*COVID
Science Proficiency	District	29%	35%	*COVID
	State	41%	39%	*COVID

Entity Comparison | All Indicators for Past 3 Years

		Great Bay Charter School		Kreiva Academy Public Charter ..	
		2019	2020	2019	2020
Academic Growth	Student Growth - ELA	39.00	*COVID	42.00	*COVID
	Student Growth - Math	29.00	*COVID	21.00	*COVID
Achievement	Proficiency - ELA (%)	39.00%	*COVID	34.00%	*COVID
	Proficiency - Math (%)	16.00%	*COVID	14.00%	*COVID
	Proficiency - Math & ELA (%)	27.30%	*COVID	24.00%	*COVID
College and Career Readiness	Dropout Rate (%)	4.72%	1.72%	0.00%	4.55%
	Graduation Rate - 4YR (%)	79.41%	97.14%	*N	*N
	Graduation Rate - 5YR (%)	72.97%	82.35%	NA	*N
	Post-secondary Enrollment Rate (%)	53.57%	15.63%	NA	*N

Student Admissions

The student admissions process includes a review of each student’s submitted application materials and a student/parent interview. This interview helps to determine the following:

- potential for success at the Great Bay Charter School,
- potential to contribute positively to the learning community,
- whether the school’s programs and the student’s individual academic needs are aligned.

If there are more applicants than available spaces, the school implements a lottery process.

The student application and lottery process are available on the school website.

Once students are admitted to the school, they go through a student-led school orientation.

The NH State Board approved enrollment is capped at 170 students.

Enrollment Projection for School Years 2022 – 2026

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Current: 156	147-157	150-160	152-162	154-164

Governance/Leadership

The insight of the founders of Great Bay Charter School continues to be clearly articulated in the tenets of the mission statement, which describes the intent to provide a respectful and engaging learning environment, personalized, project-based learning with flexible options to prepare students for college and careers after high school.

A very active and committed eight-member Board of Trustees is responsible for the governance of the school and the oversight of the school operations in accordance with the charter, the mission, the board bylaws and the budget established annually by the executive director and the Board.

The Board of Trustees is comprised of a diverse group of long standing members, including the following:

- A current school administrator,
- A member with post-secondary school affiliation,
- An alumni parent,
- An alumni parent who was a former State Legislator,
- One current GBCS parent,
- Two community members, with many years of Board experience, GBCS trustees since 2005,
- An attorney – also an alumni parent.

Recruitment of an additional parent for the board is currently in progress.

Monthly meetings are held and are open to the public, and meeting minutes are recorded and published on the school's website. The trustees currently oversee the work of three committees, each of which has specific goals and responsibilities. Board members are also expected to participate in school and community events and in school activities whenever possible. Several of the student clubs are initiated and overseen by board members.

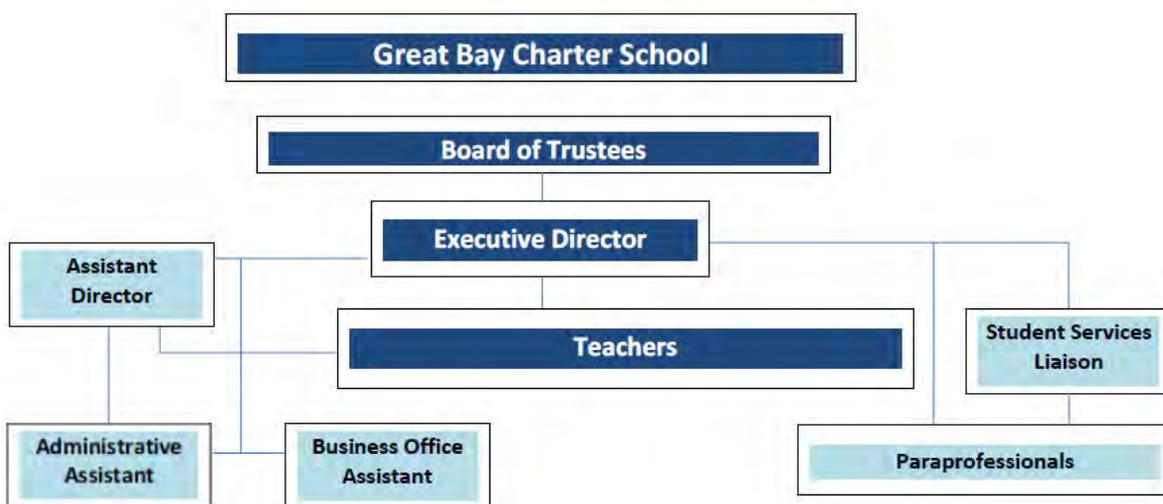
2021-2022 Committees

- Policy Review
- Budget Advisory
- Local District Support

Great Bay Charter School has thrived under the highly skilled management practices, education experiences and vision of the school principal, Peter Stackhouse, who has built a strong collaborative support system where students, parents, teachers and staff feel valued and respected and that their voice matters. The leadership hierarchy at the school has clearly identified roles.

Great Bay Charter School Organizational Chart

2021-2022 School Year



Staffing

Great Bay Charter School has a staff of 13 full and part-time individuals. Eight teachers are certified, two uncertified teachers have more than three years of experience, and three teachers have Statements of Eligibility and are currently in the process of developing their plans.

Teacher retention is high, in part due to a comprehensive and competitive benefits package and a professional development plan, and also the opportunity for teacher voice, and the respect, gratitude and support demonstrated by the Board, the administration, the students and their parents. The teachers feel valued and they see daily how their commitment and work has a positive impact and makes a difference to lives of their students.

The following list identifies the current teaching roles, the credentials, the FTEs and the length of service at GBCS:

Administration

- **1.0 Executive Director: 15th year at GBCS + GBeCS Trustee and pre-charter planning committee for Great Bay eLearning Charter School origin in 2004-2006. 33rd year in Public education--science teaching and building and district administration * (Experienced Educator--Superintendent, Principal, Life Science gr 9-12 and Middle School Science gr 5-8)**

Teachers

- **1.0 English Teacher/stipend for Asst. Director 13th year at GBCS ***
- **1.0 Math Teacher/stipend for Student Support Liaison 13th year at GBCS ***
- **1.0 Math Teacher 16th year at GBCS ***
- **1.0 Social Studies Teacher 9th year at GBCS ****
- **1.0 Social Studies Teacher 8th year (L.o.A. for 21-22) ***
- **1.0 Science Teacher 3rd year at GBCS ***
- **1.0 Science Teacher 3rd year at GBCS ****
- **1.0 English Teacher 2nd year *****
- **1.0 ELA Teacher 3rd year *****
- **0.8 Social Studies Teacher 1st year at GBCS (for L.o.A.) ***
- **0.4 Social Studies Teacher +student support *****
- **1.0 Wellness/Science Teacher (new position) ***
- **1.0 English Teacher 1st year at GBCS ***
- **1.0 Art Teacher 1st year at GBCS ***

Student Support

- **1.0 Paraprofessional 5th year at GBCS**
- **0.6 Paraprofessional 7th year at GBCS**
- **1.0 Paraprofessional 1st year at GBCS ***

Administrative/School Support

- **1.0 Admin Support 15th year at GBCS**
- **0.6 Admin Support 3rd year at GBCS**

Key to Certification Status and

- ***holds valid teaching credential in NH**
- **** greater than 8 years teaching experience**
- *****holds SOE, working toward certification**

Stakeholder Involvement

Great Bay Charter School has a long-established program for parent involvement called the Booster Group. This is led by a steering committee of parents, staff and current students. It is an excellent vehicle for access to parent feedback and ideas. They take responsibility for organizing

activities related to contact with the school community and are a source for fundraising within the areas that the school services. This group assists the school in numerous ways, such as meal transport, special education matters, staff appreciation activities, and participation in the funding advisory group. Outreach to the community at large does not appear to be a major focus of the school and it may benefit them to review how developing relationships with the local business community could be of benefit to them. A further understanding of how the school manages its relationships with its sending SAU's and the DOE would have been of assistance. In conclusion the school's relationship with its parents is excellent; however, a considered strategy for expanding its outreach to a wider spectrum of stakeholders may be of benefit to all parties.

Great Bay has partnered with several community businesses and organizations for students to participate in ELOs, internships, career explorations, and community services activities, for example, the YMCA, local food pantries, church organizations, and Seacoast School of Technology.

Funding

As with all public charter schools, Great Bay Charter School's primary source of income is from New Hampshire State adequacy funding. This is illustrated in the report below of the school's profit and loss accounts to June 1, 2021, which identifies the various sources of funding that the school generates and how it aligned with their projected budget for the same period. The report shows the extent of the funds raised over and above the State Adequacy income.

It can be seen that Great Bay Charter School has developed a diverse range of income streams ranging from straightforward donations to student lunch income. The total fundraising amount raised represented 84% of the annual budgeted fundraising income. This figure is impressive when the impact of the pandemic restrictions is taken into account. Subsequently, over the years, the school has developed a wide range of external avenues for additional income streams. GBCS is committed to continuous review of its fundraising program and is confident of its continuing contribution to the schools financial strength.

A major funding challenge for Great Bay Charter School is the reduction of the Exeter School District's financial support each year. For FY 2021-2022 this most recent reduction totaled \$117,000. The forgiveness of a \$50,000 PPP loan and an increase in student enrollment in 2021-2020 by 10 will help to offset this shortfall by an adding an additional \$73,000 to the income line of the budget. The school is acutely aware of the financial impact student numbers have on the financial stability of Charter Schools and sustaining the current student roll of 156 will provide Great Bay with a solid platform financially despite continued reductions from associated programs such as school lunches. However, a strategic fundraising plan and/or several budgetary cuts may be required in the future to overcome this continuing challenge.

**Great Bay Charter School
Profit & Loss Budget vs. Actual
July 1 2020 through June 30, 2021**

	Jul '20 - Jun 21	Budget	Over/Under Budget
Ordinary Income/Expense			
Income			
40200 - District Support	280,000.00	280,000.00	0.00
40300 - Grants-Temp Restricted	64,795.08	34,000.00	30,795.08
40301 - Grants-Supplemental SPSRF COVID 19 Grant	31,200.00	0.00	31,200.00
40500 - STD Claim Revenue	11,078.08	0.00	11,078.08
40500 - Health Insurance Adj Employee Pd	5,606.00	0.00	5,606.00
41000 - Fundraising			
41001 - Fundraising-Donations & Other	14,431.96	10,000.00	4,431.96
41002 - Fundraising-Great Lakes	1,064.20	6,000.00	-4,935.80
41003 - Fundraising-Retail Income	444.84	1,000.00	-555.36
41004 - Lunch-A La Carte Income	314.00	1,500.00	-1,186.00
41005 - Fundraising-Chromebook Donations	4,544.25	6,000.00	-1,455.75
41006 - ECRSD Lunch Reimburse Revenue	234.75	0.00	234.75
41007 - Scholarship Revenue	1,750.00	0.00	1,750.00
41010 - Summer School Tuition	1,460.00	0.00	1,460.00
41011 - Student Lunch Income	22,872.08	31,500.00	-8,627.94
Total 41000 - Fundraising	47,115.86	56,000.00	-8,884.14
41311 - Adequacy Aid Grant - St of NH			
41312 - Supplemental Aid Based on FRL Qualif	87,608.51	76,000.00	9,608.51
41311 - Adequacy Aid Grant - St of NH - Other	1,027,063.32	1,076,200.00	-51,106.68
Total 41311 - Adequacy Aid Grant - St of NH	1,114,701.83	1,156,200.00	-41,498.17
41313 - NHRS Refund	10,347.93	0.00	10,347.93
41314 - Tuition Summer School	0.00	2,000.00	-2,000.00
41315 - HealthTrust Return of Surplus	11,485.25	0.00	11,485.25
41400 - Special Ed Revenue	24,501.28	3,400.00	21,101.28
49000 - Interest Income	1,165.41	700.00	465.41
Total Income	1,601,994.72	1,532,300.00	69,694.72
Gross Profit	1,601,994.72	1,532,300.00	69,694.72
Expense			
1000 - Instruction			
1100110 - Teachers Salaries	627,381.14	561,400.00	65,981.14
1100121 - Instructional Assistant	42,977.92	0.00	42,977.92
1100211 - Health Insurance	111,806.01	119,277.00	-7,671.99
1100212 - Dental Insurance	6,520.14	7,582.00	-1,061.86
1100213 - Life Insurance	1,080.75	1,010.00	70.75
1100214 - Short Term Disability Ins	3,977.21	3,379.00	598.21
1100215 - Long Term Disability Ins	1,254.07	1,149.00	105.07
1100220 - FICA	50,943.34	42,947.00	7,996.34
1100232 - Retirement-Certified	84,799.08	96,929.00	-15,129.92
1100250 - Unemployment Compensation	282.00	1,624.00	-1,541.40
1100260 - Workers Compensation	1,743.67	1,963.00	-219.13
1100320 - Professional Svs For Curr Dev	0.00	0.00	0.00
1100610 - General Teaching Supplies	1,397.48	10,000.00	-8,602.52
1100641 - Books & Other Printed Media	1,512.34	3,500.00	-1,987.66

Transportation

Currently, students who reside in the town of Exeter have access to the local bus routes for transportation to the high school, and then they take a shuttle bus to Great Bay Charter School. For students who reside outside of the Exeter Regional Cooperative School District, private vehicles and carpooling efforts are the methods by which students are transported daily.

V. SUMMARY OF FOCUS GROUP INTERVIEWS

The Great Bay Charter School made arrangements for parents, members of the Board of Trustees, students, and staff members to participate in virtual focus group interviews on the day of the visit. The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

Board of Trustees

Five members of the Board of Trustees participated in the interview. All board members take their role of governing and oversight of the school seriously; they were well informed about the mission of the school and are intent on doing their part to ensure that the school continues to grow, meet the needs of its students and be sustainable.

They are are impressed with the program's growth and systems that have been put in place by the executive director. Board members see the importance of this program meeting the needs of diverse learners, and see the following as some of the key components for the success of the school:

- Portfolio and self-evaluations for the staff and administration;
- The academic program is producing desired results. Board members cited that they are pleased by the fact that the school is not test-driven, and that student progress is competency-based. The Board is very satisfied with the academic reports given by the director, especially the high graduation rates;
- The school is a community where all stakeholders work together for the success of the school and the students. What Board members hear from teachers, students, and parents is very impressive. They are satisfied with all aspects of the educational program;
- Strong community support for the school;
- Support provided to the administration team whenever needed;
- Diverse and skilled board with experience in legal, school administration, teaching higher education, policy development, and extensive board experience;
- Board members substitute for administration when needed, review of documents as they are developed, run afterschool clubs for students, participate in community and school activities and events;
- The director is very experienced and skilled in his role. The board has complete confidence in his abilities. The director has carried the bulk of the load for 15 years. He has the ability to *magically take a small amount of funding and run a school with it!*

Challenges and Areas for Growth:

- The short and long-term uncertainty of continued funding.
- Recruiting one more parent for the board;

- Developing and setting up formal committees: Policy, Procedures, Long-Term Sustainability, Supervision, School Improvement, and Data. Currently, committees are set up on an as needed basis;
- Planning to look into a board evaluation process;

Administration Interviews

The peer review team interviewed two administrators, the executive director and the assistant director. In the peer review team's conversation with the administrative team, it was apparent that every student who attends Great Bay Charter School is valued and well-cared for by the staff. It is evident that the school works with each students who comes into the school, no matter how diverse the needs. The director shared that the ethos of the school is to *work with the students we have, not the ones we may wish we had*, and this is a commitment that is shared by every faculty member. The school leadership engages in a growth mindset that has a focus on the development whole student, *not for school but for life*, as the school's motto states.

The school has been very successful over the past five years and has made many improvements to their program, for example, developing learning expectations that cover the graduation requirements, and completing work on competencies and learning targets, which has provided a standardized pathway for students. As students approach 11th and 12 grade, the curriculum becomes much more electives driven, and the elective options have been developed and continue to be developed based upon student's interests and needs.

A more comprehensive and strategic fundraising plan has also been developed which was necessitated by reductions in district funding year on year. The school is contemplating shifting some of the burden of raising funds to families who are able to donate to an annual appeal. Expanding the school to include fifth grade is also under consideration, as the middle school program has been very successful, and this endeavor could potentially increase the enrollment to the approved cap of 170 students, subsequently increasing the school's state adequacy funding. This would benefit the school's financial sustainability.

One of the director's goals is to accommodate as many students as they can, to be flexible and provide a better opportunity for success in school and in the student's post high school lives.

According to the administrative team, a few areas for concern and improvement are:

- Completing the course catalogue, which is currently under construction;
- Navigating the district's responsibility to support the special education of resident students.

Great Bay Charter School staff has built trusting and respectful relationships with the students, and the students thrive in this environment. Where once there was once failure, fear and anxiety for students, there is now enthusiasm, excitement, joy and success for the students at Great Bay Charter School.

Staff Interviews

The visiting team met with eleven staff members to gain perspectives on school operations, successes and challenges. The school has a very high level of staff retention, creating a cohesive and secure environment for students.

Successes shared by the staff:

- Teachers feel that parent involvement is great, and that parents are very supportive which results in strong connections;
- Teachers report a strong sense of community, camaraderie and administrative support of colleagues;
- There are currently 14 after-school enrichment opportunities provided for students;
- PLPs are developed and tracked during student-led advisories, which are small group meetings. Students are the drivers and they implement their plan. Parents attend the PLP meetings;
- The built-in support block is extremely beneficial to students, as is the before and after school support;
- Interdisciplinary projects bring teachers together to collaborate on creative ideas for projects;
- Teachers have the autonomy to meet learning targets, which are used to guide the academic program;
- PD days help teachers reach their required PD hours for certification, and make sure that they are continuously improving their methods and strategies to ensure students have what they need academically, socially and emotionally.
- Oversight is present; however, it is informal. Staff does not need to turn in work for evaluation. Staff members are very comfortable with the quiet, unobtrusive and collegial manner in which the school director stays abreast of what is happening in the classrooms, with the teachers and with the students.

Challenges and suggestions for improvement:

- Teachers would like a system developed where they could check off the competencies that students have achieved, as it would be easier to keep track of what students have completed and what they need to do.
- Additional collaboration time would be appreciated.

Student Interviews

Eleven students were interviewed. Students were articulate and shared personal experiences and the impact that the school program has had on their personal and academic growth. It was clear to the evaluators that that students are happy and satisfied with their choice of school. The following are some of the reasons:

- Interdisciplinary projects that we design based on our interest. So engaging!

- Teachers get to know us so they can differentiate our learning. They love teaching and they care about every student. They build trust so students open up to them.
- GBCS is a safe place, like a big fun family. We have a culture of respect. Students feel secure and then they can make friends, support each other, and really learn, grow, gain confidence, and advocate for themselves. It takes a while for new students to acclimate but it happens and then they blossom.
- Rigor is directly related to our academic needs and interests.
- Personalized learning: teachers challenge us and then lighten the load as needed.
- The school provides everything we need to be successful – they have us covered!
- 100% choice. Students are involved as much as possible: electives, courses, extracurricular, community service, leadership roles, internships, job shadowing for career exploration, PLPs, ELOs, community service.
- Advisories: students take turns leading advisories – a way to learn and practice being a leader.
- Activity nights once a month!
- Friday Clubs, examples: photography, art, debate. Everyone has to choose a Friday Club.
- Performance tasks – we need to articulate and demonstrate what we learned.
- FCAs are focus on Correction Area with a 0-5 system for the level of work.

Areas for Improvement;

- We need a language teacher;
- A library with a larger selection of books would be nice;
- Sports so we can play competitively;
- Please bring back the assemblies that stopped when COVID arrived.

Parent Interviews

Seven parents attended the parent interviews. The purpose of these interviews was to gain insight from parents regarding their meaningful involvement in their child’s programming, and to gain insight into general satisfaction and the extent to which students are demonstrating successes. Parents were found to be very supportive of the school, the staff, administration, the schools approach to learning and the way in which the school motivates the students. They were grateful for this educational option that best meets their children’s needs, interests and enjoyment.

Parents attribute their children’s successes to the following:

- Building personal relationships with the staff, administration and their peers;
- Staff goes so far above and beyond their teaching responsibilities;
- Administration hold everything together;
- Learning application: the delivery approach is to weave academics into real world circumstances;
- Reduction of anxiety: structure of the lessons projects have clear expectations that can be

broken into smaller components when needed;

- A focus on community, both within the school and within their volunteer service to the community in which they live;
- A safe environment in which to grow and thrive uninhibited – students are accepted no matter who they are;
- Over time, students with IEPs need less and less support and interventions;
- Small class sizes;
- Interesting project-based learning that fully engages students and that encourages independence, cooperation and accountability – helps to build confidence;
- Competencies challenges students;
- Flexibility in learning;
- Individualized learning plans;
- Student blossomed with the strong academic, social and emotional growth;
- Lots of communication from staff – able to track students’ progress;
- Parent group is very active in support of teachers (monthly teacher recognitions) and the school. Lot of opportunities to be involved as much as we can; fundraising, volunteering for community and school activities and events, school meal deliveries, raising awareness of the school in the communities, advocating for the school budget, completing surveys, after school activities.

Concerns/Areas for improvement:

- Would like to be invited to participate in the evaluation of the school program;
- Funding – district funding cuts are massive – challenging to overcome \$100,000 dollars in lost revenue in one year. Suggest pulling everyone in to discuss options and how we can tackle this as a community;
- Number of new students needing services = increase in expenses. Resident schools need to support students in offering services;
- Have Budget Committee work on grant writing;
- Create a Fundraising Committee;
- School counselor needed as the nurse is the defacto counselor right now.

VI. SUMMARY OF PROGRESS

A. Progress Toward Meeting Mission

Great Bay Charter School has demonstrated adequate progress towards meeting its academic, programmatic and organizational goals as outlined in this document.

B. Responsible Use of Public Funds

Great Bay Charter School has demonstrated responsible use of public funds. The Board of Trustees has the ultimate financial oversight of school finances and acts with full regard to the required reporting strictures and protocols expected of a Chartered Public School in New Hampshire.

The most recent Independent Audit report, on file as of June 30, 2020, determines that the financial statements present fairly in all material aspects and contain no citing. The school's billing and purchasing practices meet acceptable standards.

Quarterly financial reports were made available for this review, and are available to the public by request. They comply with accepted standards of public school accounting. Reasonable and prudent planning is evident in the financial reports and the annual budgets.

C. Indicators of School Sustainability

There are several areas that stand out when reviewing Great bay Charter School for sustainability:

- The Board of Trustees has operated effectively during this 5-year charter period;
- Students who may have struggled to fit in to large traditional public school settings are learning and thriving in the safe and supportive learning environment provided by the Great Bay Charter School;
- Staff retention – the executive director is in his 15th year and several teachers have been with the school from 13 – 16 years;
- Consistent student enrollment;
- Parent and student satisfaction: Parents strongly support the school's mission and acknowledge the often newly found success that students find at GBCS.
- GBCS offers an opportunity for an alternative learning program option that was not available in the local traditional public school setting;
- Parent volunteers engage in extracurricular activities, booster activities, teacher appreciation, fundraising and school events;
- A robust fundraising plan with future plans to increase annual goal amounts to compensate for reductions in district funding;
- A continuous process of school improvement, for example, mission revision, improvements to curriculum, instruction and assessments, course catalogue development, increased number of electives, development of a policy committee to write new and revise existing policies.

There will be a need to identify new funding sources such as annual appeals and grants to sustain the school in the event of further reductions in district funding. The future sustainability of the Great Bay Charter School model is evident, provided the financial supports continue, and the school can continue to maintain its student population.

D. Promoting Student Attainment of Expected Knowledge and Skills

“We learn, not for school but for life!” is the Great Bay Charter School motto. The school has demonstrated adequate progress in promoting student attainment of expected knowledge and skills for college and career readiness, as outlined in their mission and evidenced in this document. Student growth can be seen in scholarship, which is determined through the attainment of competencies, participation in classroom and school activities, leadership in committee work and advisories, and in the annual requirement of 20 hours of community service.

The school has acknowledged that proficiency is low in several areas; however, an improvement plan has been created to address these areas and steps are currently being taken to strengthen the program.

VII. COMMENDATIONS and RECOMMENDATIONS:

Commendations:

- The school has the benefit of a diverse and long-serving Board membership, focused upon the short, medium and long term growth and sustainability of the school. The school administration is fortunate to have this group of skilled individuals for support in all aspects of the educational program, whilst ensuring that school remains true to the mission, vision and core beliefs.
- The faculty and staff are commended for implementing a student-centered learning culture and climate within the school that is welcoming and supportive of student needs and interests. Included in this is the commitment to competency, project-based and personalized learning, and to meeting the educational and social emotional needs of students.
- Excellent relationship with parents and students as demonstrated by the feedback from surveys and the interviews with the peer review team. Parents and students report great satisfaction with academic programming, school-family interactions, timely and accurate communications, and that the school is an emotionally safe environment.
- Parents are to be commended for their often tireless support of the school, through the very active and successful Booster Group, volunteering for classroom school and community events and activities, staff recognitions and celebrations, and for the assistance they provide for the school lunch deliveries twice weekly.
- Strong history of stable enrollment and employee retention. Positive school climate is to be commended at GBCS and ensuring that teachers are compensated well for the work they do; annual salary increases, comprehensive benefit package, stipends for extra work, professional development...

- All stakeholders commented on the school operating like a family that takes care of one another. What a safe and wonderful climate to learn in every day!
- The school has had a faculty advisor for many years and continues to refine and build on this facet of school support with a focus on Personalized Learning plans, Universal Design for Learning and supporting students' emotional needs by using the Choose Love philosophy.

Recommendations:

- **Program of Studies:** Completion of the Program of Studies will provide clarity to students and families on what trajectory towards graduation means philosophically and logistically at GBCS and formally align courses and learning targets.
- **Board of Trustees:** Training for board members; develop process for onboarding new members, conduct board evaluations (could be self-evaluations), and conduct administrator evaluations.
- **Staff:** Develop a system where teachers check off the learning targets and competencies for easier tracking and reporting. Teachers could use more time for collaboration, especially with the multidisciplinary projects.
- **Special Education:** Develop a system where districts provide for the special education needs of students. Consider contracts and charging hourly rates.
- **Sustainability:**

- Funding: Develop a strategic fundraising plan and/or consider the possibility of future budgetary cuts to overcome budgetary shortfalls, should the reductions in district funding continue.

Approach other resident districts to develop partnerships and request financial support for resident students who not only attend GBCS, but also benefit greatly from this educational option.

- Student Recruitment: Continue to develop community outreach programming and marketing the successes of students with the local business community and community members at-large.

Recommend developing a student recruitment plan that will list all strategies, dates and action plans, with annual goal numbers and metrics for measuring success of each activity

- Partnerships: Consider how to formulate a plan for outreach to the wider community in which the school operates such as the business community for both fund raising opportunities and student recruitment.

VIII. OVERALL FINDINGS

In accordance with the criteria for Charter School Renewal, the Great Bay Charter School meets the requirements for: Progress Toward Meeting Mission; Responsible Use of Public Funds; Indicators of School Sustainability; and, Promoting Student Attainment of Expected Knowledge and Skills.

Great Bay Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

Renewal Evaluation Team

Lead Evaluators:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Co-Evaluators:

Jennifer Siegfried, Director of Operations and Services, Kreiva Academy Chartered Public School

Talmage Bayer, Charter School Grants and programs Administrator, New Hampshire Department of Education

Respectfully submitted,

Jane Waterhouse

Jane Waterhouse

Curriculum, Assessment Tools and Current Instructional Practices

School Name: Great Bay Charter School

Date: 2021-2022

Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
MATH	Elementary	n/a	n/a	n/a	n/a
	Middle	School developed, aligned to Common core	<ul style="list-style-type: none"> • Online Resources • Teacher texts • Common core • IXL suggested remedial exercises 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • IXL diagnostic • NH SAS Teacher-generated assessments
	High School	School developed courses, aligned to Common core	<ul style="list-style-type: none"> • Online Resources • Teacher texts • Common core • IXL suggested remedial exercises 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • IXL diagnostic • NH SAS Teacher-generated assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
ENGLISH LANGUAGE ARTS	Elementary	n/a	n/a	n/a	n/a
	Middle	School developed, aligned to Common core, Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts • Common core • IXL suggested remedial exercises 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • IXL diagnostic • NH SAS Teacher-generated assessments

	High School	School developed courses, aligned to Common core Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts • Common core IXL suggested remedial exercises 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • IXL diagnostic • NH SAS Teacher-generated assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
SCIENCE	Elementary	n/a	n/a	n/a	n/a
	Middle School	School developed, aligned to Next Generation Science Standards Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing- and Activity-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and summative project assessments • NH SAS (Gr 8) • Teacher-generated assessments
	High School	School developed courses, aligned to Next Generation Science Standards Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing- and Activity-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and summative project assessments • NH SAS (Gr 11) • Teacher-generated assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
SOCIAL STUDIES/ HUMANITIES	Elementary	n/a	n/a	n/a	n/a
		School developed, aligned to NH	<ul style="list-style-type: none"> • Online Resources • Teacher texts 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments

	Middle	Social Studies Frameworks, Common core, Competency-based		skinny) in all grade levels <ul style="list-style-type: none"> • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Teacher-generated assessments
	High School	School developed courses aligned to NH Social Studies Frameworks, Common core, Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • Teacher-generated assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
TECHNOLOGY	Elementary	n/a	n/a	n/a	n/a
	Middle School	Integrated, competency-based	Online resources, project-based	<ul style="list-style-type: none"> • Integration of tech competencies into classes 	Student portfolio
	High School	Integrated, competency-based School-developed Individ Learning Plan (ILP) to ensure any missing competencies are met	Online resources, project-based	<ul style="list-style-type: none"> • Integration of tech competencies into classes 	Student portfolio
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
	Elementary	n/a	n/a	n/a	n/a

PHYSICAL EDUCATION	Middle School	School developed Wellness, Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher developed materials • Campus facility and YMCA 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Teacher-generated assessments
	High School	School developed Wellness, ELOs, ILPs and elective courses Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher developed materials • Campus facility and YMCA 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	Teacher-generated assessments

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[EB](#) Safety Program
[EBBB](#) Accident Reports
[EBBC](#) First Aid and Emergency Care
[EBCA](#) Emergency Plans
[EBCA-R](#) Emergency Plans-Checklist
[EBCB](#) Fire Drills
[EBCB-R](#) Fire Exit Drills in Educational Occupancies
[EBCD](#) Emergency Closings
[ECAB](#) Program Accessibility at Public Events and Functions
[EDC](#) Authorized Use of School Owned Materials
[EEBB](#) Use of Private Vehicles to Transport Students
[EFD](#) School Cafeteria Charging
[EFD-R](#) School Cafeteria Charging Procedures
[EGA](#) Responsible Computer, Network and Internet Use
[EGAD](#) Copyright Compliance
[EGAG](#) Internet File Log Retention
[EGAH](#) E-mail Retention
[EHA](#) Data Backup and Internet Security Policy
[EHAA](#) Computer Security, E-mail and Internet Communications

[EHB](#) Records Retention
[EHB-R](#) Records Retention Schedule

SECTION G: PERSONNEL GBA

[GBA](#) Equal Opportunity Employment
[GBAA](#) Sexual Harassment and Sexual Violence
[GBCD](#) Criminal Records Check
[GBCD-R](#) School Employee Background Investigation
[GBEA](#) Staff Ethics & Employee Conflict of Interest
[GBEB](#) Staff Conduct
[GBEBB](#) Employee-Student Relations
[GBEC](#) Drug Free Workplace
[GBED](#) Tobacco Ban Possession and Use on and Around School Grounds
[GBGBA](#) Use of Automated External Defibrillators
[GBJ](#) Personnel Records
[GBJ-R](#) Personnel Records
[GCB](#) Professional School Contracts
[GCO](#) Teacher Performance and Evaluation Systems
[GCQC](#) Resignation of Instructional Staff Member
[GCRD](#) Tutoring for Pay

SECTION I: INSTRUCTION

[IC](#) School Year
[ICA](#) School Calendar
[IGA](#) Curriculum Development
[IHAK](#) Character and Citizenship Education
[IJNDB](#) Technology Integration
[IJOA](#) Educational Field Trips
[IJOC](#) Volunteers
[IK](#) Earning of Credit
[IKE](#) Promotion & Retention of Students
[IKF](#) Graduation Requirements
[IMBC](#) Alternative Credit Options
[IMDA](#) Pledge of Allegiance
[IMG](#) Animals in School

SECTION J: STUDENTS

[JFABD](#) Admission of Homeless Students
[JFAD](#) Admission of Tuition and Non-resident Students
[JH](#) Student Absences and Excuses
[JH-R](#) Student Absences and Excuses-Rules
[JH-R3](#) GBCS Absences & Excuses-Rules
[JHB](#) Truancy

JHB-R	Truancy-Rev 1
JHC	Student Release Precautions
JI	Student Rights and Responsibilities
JICD	Student Conduct, Discipline and Due Process
JICD-R	Memorandum of Understanding
JICDD	Student Discipline Out-of-School Actions
JICE	Student Publications
JICFA	Hazing
JICH	Drug and Alcohol Use by Students
JICI	Dangerous Weapons on School Property
JICK	Pupil Safety and Violence Prevention
JIH	Student Searches and Their Property
JIH-R	Search of Students
JJF	Student Activities Fund Management
JKA	Use of Physical Restraint
JKD	Student Suspension
JKE	Long-Term Suspension or Expulsion
JKF	Student Engagement
JICG	Tobacco Ban, Use and Possession on School Grounds
JLC	Student Health Services
JLCB	Immunizations of Students
JLCB-R	Immunization Requirements
JLCD	Administering Medicine to Students
JLCE	Emergency Care and First Aid
JLCF	Student Wellness, Nutrition, and Physical Activity
JLDBB	Suicide Prevention
JLF	Reporting Child Abuse
JLIA	Supervision of Students
JQ	Care of School Property by Students
JRA	Student Records and Access

SECTION K: SCHOOL-COMMUNITY-HOME RELATIONS

KDC	Website Publishing Policy
KDC-R	Website Publishing Policy
KEB	Public Complaints about School Personnel
KEC	Public Complaints about Curriculum or Instructional Materials
KED	Public Complaints about Facilities or Services
KF	Use of School Facilities
KH	Solicitations in the School
KHB	Advertising in the School
KI	Visitors to the Schools

SECTION L: EDUCATION AGENCY RELATIONS

LEB

Dual Enrollment Programs

GREAT BAY CHARTER SCHOOL 2021-2022 CALENDAR

7.15.21
DRAFT

2021

JULY							Days
S	M	T	W	T	F	S	Student
				1	2	3	0
4	5	6	7	8	9	10	Staff
11	12	13	14	15	16	17	0
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

AUGUST							Days
S	M	T	W	T	F	S	Student
1	2	3	4	5	6	7	2
8	9	10	11	12	13	14	Staff
15	16	17	18	19	20	21	7
22	[23]	[24]	[25]	[26]	27	28	
29	30	31					

SEPTEMBER							Days
S	M	T	W	T	F	S	Student
			1	2	3	4	20
5	6	7	8	9	10	11	Staff
12	13	14	15	16	17	18	20
19	20	21	22	23	24	25	
26	27	28	29	30			

OCTOBER							Days
S	M	T	W	T	F	S	Student
					1	2	20
3	4	5	6	7	8	9	Staff
10	11	12	13	14	15	16	20
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

NOVEMBER							Days
S	M	T	W	T	F	S	Student
	1	[2]	3	4	5	6	17
7	8	9	10	11	12	13	Staff
14	15	16	17	18	19	20	18
21	22	23	24	25	26	27	
28	29	30					

DECEMBER							Days
S	M	T	W	T	F	S	Student
			1	2	3	4	17
5	6	7	8	9	10	11	Staff
12	13	14	15	16	17	18	17
19	20	21	22	<23>	24	25	
26	27	28	29	30	31		

2022

JANUARY							Days
S	M	T	W	T	F	S	Student
						1	20
2	3	4	5	6	7	8	Staff
9	10	11	12	13	14	15	20
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

FEBRUARY							Days
S	M	T	W	T	F	S	Student
			1	2	3	4	19
6	7	8	9	10	11	12	Staff
13	14	15	16	17	18	19	19
20	21	22	23	24	25	26	
27	28						

MARCH							Days
S	M	T	W	T	F	S	Student
		1	2	3	4	5	18
6	7	8	9	10	11	12	Staff
13	14	[15]	16	17	18	19	18
20	21	22	23	24	25	26	
27	28	29	30	31			

APRIL							Days
S	M	T	W	T	F	S	Student
					1	2	16
3	4	5	6	7	8	9	Staff
10	11	12	13	14	15	16	16
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

MAY							Days
S	M	T	W	T	F	S	Student
1	2	3	4	5	6	7	21
8	9	10	11	12	13	14	Staff
15	16	17	18	19	20	21	21
22	23	24	25	26	17	28	
29	30	31					

JUNE							Days
S	M	T	W	T	F	S	Student
			1	2	3	4	10
5	6	7	<8>	9	10	11	Staff
12	13	14**	[15]	16	17	18	11
19	20	21	22	23	24	25	
26	27	28	29	30			

Totals	
Student	180
Staff	187

**June 15, 16, 17 & 20 are snow
make-up days if needed

Important Dates

	2021	NS = No School
August		
Teacher In-Service	NS	Aug 23-27
New Student Orientation 9 - 11 am		27-Aug
School Opens - All Students		Aug 30
September		
Labor Day	NS	Sept 3 & 6
October		
Columbus Day	NS	Oct 11
November		
Teacher In-Service	NS	Nov 2
Veteran's Day	NS	Nov 11
Thanksgiving Recess	NS	Nov 24-26
December		
Early Release		Dec 23
Holiday Break	NS	Dec 24-Jan 2
2022		
January		
Holiday Break Ends		Jan 3
MLK, Jr. Day	NS	Jan 17
February		
Winter Vacation Begins	NS	Feb 28
March		
Winter Vacation	NS	Mar 1-4
Winter Vacation Ends		Mar 7
Teacher In-Service	NS	Mar 15
April		
Spring Vacation	NS	Apr 25-30
May		
Spring Vacation Ends		May 2
Memorial Day	NS	May 30
June		
Early Release		June 8
Last Day of School for students		June 14**
Graduation -- Tentative		June 8

Symbol Key
 ○ No School / Holiday / Vacation
 <> Early Release
 [] Teacher in service



Chartered Public School Renewal Rubric

Name of Charter School: **Great Bay Chartered Public School**

Date: **11.29.2021**

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
✓	Intent to Renew Form	
✓	School Information Form	
✓	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	Thorough summary of goals and progress made towards goal achievement.
N/A	Executive Summary: Charter Amendments	Revised Mission Statement

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Grade Level Caps for Lottery are not included
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Changes made to curriculum and instruction consist of the following: <ul style="list-style-type: none"> • Articulation of competencies and learning targets, • Daily student academic support and enrichment program, • New high school electives, • Universal Design for Learning (UDL).
M	3. Technology Programs	<ul style="list-style-type: none"> • 1:1 laptop or Chromebook program, • Google Classroom, • Competency-based IT program for students, • Integrated technology course for all 9th graders, • Individual learning plan with portfolio to demonstrate competency achievement.

		<ul style="list-style-type: none"> • IXL online assessment and skill building program. • Portfolios used for assessments
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	<p>Many students are meeting or exceeding the NH state proficiency standards. For those who are not, the school offers their analysis of reasons students are not meeting. A work in progress to dig deeper into the data and develop strategies to improve student proficiency on state assessments. One of the reasons is that new students enter GBCS academically below grade level expectations in most areas, which is one of the main reasons students enroll in the school, because the district school was unable to meet their academic, social, and emotional needs. Once students become familiar with the program, they make great gains but it takes time to catch up. All parents agreed that GBCS has helped their children turn around their education experience and thrive.</p>
E	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	<p>GBCS has a very engaged parent community. They are active with a Booster Group, which is a conduit for parent feedback and engages in the following volunteer activities:</p> <ul style="list-style-type: none"> • Fundraising, • Transporting meals from district school to GBCS, • Advisory groups • Committee work • Student activities • School events • Running the library
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	<p>Fundraising plan submitted for 2021-2022. The school has already raised \$192,225 of a \$272,000 goal. The school receives support from the Exeter School District. Fundraising goals have had to steadily increase through the years when the district has made cuts to the school funding.</p>
M	7. NH Charter School Accountability Plan	<ul style="list-style-type: none"> • List of past goals and objectives and summary of progress made. • Very thoughtful and well-laid out plan for the next few years with academic, programmatic and organizational goals. • What is the benchmark for the academic goals? How will you know when you've reached the target % increase? What will you change or

		add to your current program to meet these goals? These should be in the objectives.
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	Comprehensive and well-planned out budget. A line-by-line budget narrative would allow the peer review team (PRT) to evaluate the budget based on actuals rather than assumptions.
M	9. Sustainability Measures	The school has operated below its BOE approved enrollment cap of 170 students year on year. The average number of students over the past 5 years is approximately 150. There is a student recruitment goal in the accountability plan, but it does not identify what changes or new strategies will be implemented to achieve this goal. Other areas of sustainability: <ul style="list-style-type: none"> • Strong staff and student retention • Student, staff and parent satisfaction • Balanced Budgets • District Funding – which has the potential to decrease again, as it has in the past.
E	10. Efforts to disseminate successful/best practices	In the past 5 years, GBCS has shared best practices in the following ways: <ul style="list-style-type: none"> • Involvement in the League of Innovative Schools • Involvement in NH Charter Alliance • Involvement in NH Charter Leaders Group • Presentations to the local district school board and subcommittees • Presentations at Charter school conferences • Volunteer evaluator for new charter schools and charter school renewals.
	11. Successes	Successes include: Building of the GBCS's unique school culture in a small school environment where positive connections are a key to success, where respect for diversity and caring are core values and where flexibility in personalized learning plans ensures that students' needs and interests are met.

	12. Challenges	Challenges include: future funding – specifically concerning the continuation of district funds, test results, student recruitment, and district support for resident students in the provision of special education services.
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Impressive number of goals being worked on simultaneously with steady progress and achievement noted. Pandemic has slowed down the work, but the goals remain a priority. Different school committees tasked with some of this work is a great way to continue progress and eventual goal achievement.
M	a. Academic Goals	Progress: <ul style="list-style-type: none"> • Including competencies and learning targets for all project work • A work in progress – increase student performance on standardized tests. Considerable work has been done to improve student performance. Future assessments will identify the success of the work completed and focus areas for a process of continuous improvement.
M	b. Programmatic Goals	Progress: <ul style="list-style-type: none"> • Competencies are in place for all existing courses. • Math and literacy mapped to Common Core, Science to Next Generation Science, and Social Studies to NH Curriculum Frameworks for Social Studies • Other specialized courses aligned to DOE curriculum frameworks: wellness, Art, Careers • Progress made on course catalogue – including electives – will complete 2022 • Further develop opportunities to build student agency in the following areas: PLPs, ELOs, Internships
M	c. Organizational Goals	<ul style="list-style-type: none"> • Working with Exeter Regional Cooperative SD on a sustainable agreement for the following: <ul style="list-style-type: none"> ○ Facility

		<ul style="list-style-type: none"> ○ Foodservice ○ Collaboration ○ Financial support <ul style="list-style-type: none"> ● Building partnerships – planning to continue this work that was halted due to pandemic ● Increase student enrollment – due to pandemic, the enrollment numbers have fluctuated more than usual. Recommend developing a student recruitment plan that will list all strategies, dates and action plans, with annual goal amounts and metrics for measuring success of each.
M	2. Is the charter school responsibly using public funds?	Evidence can be seen in the annual financial audits and the quarterly reports. School Board minutes clearly communicate the budget and monthly expenditures approvals.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> ● Students create their own personalized learning plans and they are held to task in weekly advisory meetings led by other students and teachers. ● Each students has a PC or Chromebook. Assignments are submitted via google classroom. ● Students produce evidentiary artifacts to demonstrate attainment of competencies, which are aligned to NH CCRS. ● Students also demonstrate proficiency through the cross curricular/multidisciplinary projects. ● Students who struggle to meet their competencies are given additional time, retake the course, or complete them during summer vacation. ● Students have support when they need it during classes, at a 30 minutes block each day or they can take advantage of before and after school. ● Most of the special education services are provided by sending districts.
M	4. Is the school sustainable?	<ul style="list-style-type: none"> ● Very active and engaged board, meets monthly and posts agendas and meeting minutes on school website ● Relatively stable enrollment, until the pandemic, when the school lost several students, but they are now back up to their pre-pandemic enrollment numbers.

		<ul style="list-style-type: none"> Balanced budget and operate within this budget each year Very low staff turnover Comprehensive and competitive package for teachers, with health, dental, 2% annual salary increase, disability insurance, stipends for volunteer work Positive feedback from parent surveys
M	5. Current Status of the Board of Trustees	<ul style="list-style-type: none"> Long serving Board members due to deep commitment to the mission and success of the school, and no term limits. 8-member board currently recruiting a parent to join the board 3 committees, plus expectations to participate in fundraising and community and school events and activities
M	6. Student Data and Analysis	<ul style="list-style-type: none"> 98% graduation grade Attendance was atypically low for the pandemic years due to remote and hybrid classes. Behavior incidents are rare and usually resolved by administration.
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
-	Suicide Prevention	

Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	10.7.21
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	10.15.21
Part 5. Documentation, Materials Review ✓ Upon Review		
✓	Criteria	Comments
✓	Charter (approved by the SBE); Revised if amended	
✓	Renewal Application	
✓	School Organizational Chart	
✓	List of Board of Trustees	In application Page 33
-	Board of Trustees By-laws	
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	
✓	School Policies: List + Link or Hard Copies	
✓	Accountability Plan for Past 5 years	
✓	Accountability Plan for Next 5 Years	
✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
✓	Fundraising Plan	
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	In application page 29

✓	Criminal Records Check for all Staff Members	
✓	Professional Development Plan	PD Plan is that teachers identify 2 annual PD goals each year tied to the goals of the school. This becomes part of their annual evaluation. Regular PD is based on school's initiatives and current program, such as PD training for UDL, Promising Futures to support the social and emotional needs of students, staff mentorship to train and support new staff.
✓	Academic Year Calendars (4 - 5)	
✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	There is a section on Great Bay recruitment in a letter dated October 4, 2021, which identified goals of 2020-2021, Goal III. Also, in the school's accountability plan for the next few years, it is the first goal.
✓	Master Class Schedule	
-	Sample Report Card	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
-	Student Portfolios and/or Student Work Samples	Because it was a virtual meeting, we did not see any examples of student work.
✓	Student Performance/Assessment Data	
✓	Student Assessment Data Narrative	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
N/A	Inventory or equipment, furnishings and materials purchased with Federal funds (\$2500.00 and over)	

Part 6: Signatures



Check box to the right if Signature Page is complete.

II. Charter School Onsite Visit

Focus Group Interviews

a) Families, Parents, Guardians

Number present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Learning application: teachers weave academics into real world circumstances • Structure of the lessons and projects have clear expectations and the competency credits are broken into manageable components – reducing anxiety and stress • Personalized education plans – students are challenged when needed, which encourages independence, builds confidence and students thrive • Teachers make a point to connect to each student • Parents track student progress through PowerSchool portal • <u>Satisfied</u> with academic progress; <u>delighted</u> with students’ social emotional growth.
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Parents advocate for the school’s budget. • The school does an amazing job with the limited financial resources they have.

	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Student progress through competencies that are clearly laid out with clear pacing and expectations. • Students give presentations on their learning and skill acquisition and parents have opportunity to attend these.
M	4. Is the school sustainable?	<ul style="list-style-type: none"> • Parent group raises awareness of the school in the community, for example, they build a school float in the town’s annual Christmas parade. • Loss of funding is a big hit but under the expert governance and organizational skills of the board members and the school leader, it has had minimal impact on the students and the school program. • Parents are committed to the mission and ethos of the school, and most students remain for the duration of their education until graduation.
E	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> • Parent Voice: many opportunities to be heard by the administration, teachers and board members. Teachers appreciate feedback from parents as it helps them improve the program and better meet student needs. • Parents Group – Booster, constantly volunteering, filling in gaps, fundraising, attending deliberative sessions, monthly teacher recognitions, etc. • All-stakeholder effort to raise money for impoverished families and children – festival of trees. • New parent welcome and ongoing support provided by parent group.
b) School Leadership: Directors, Principals		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Course catalogue with program of studies currently under construction and should be complete in 2021/2022. • Respect and flexibility are woven into every aspect of the school program

		<ul style="list-style-type: none"> UDL and personalized learning plans ensure that students' academic and learning styles and needs are accommodated.
M	2. Is the charter school responsibly using public funds?	Evidence of this can be seen in the budgets, quarterly financial statement and balance sheets. There are many people involved in the budget decisions and oversight.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> Strategic macro-mapping for personalized learning plans to meet graduation requirements Learning targets and expectations cover all competency and graduation requirements Syllabi provided for all classes 8-10 competencies per course - written into proficiency levels
M	4. Is the school sustainable?	<ul style="list-style-type: none"> Considering adding a grade 5 class School is challenged by district responsibility in supporting students – per pupil funding and special education Fundraising efforts result in > \$150,000 per year. Fundraising plan created Enrollment is consistent year on year Board member, staff and student retention is high Parent student and staff report satisfaction with the school and educational program Multiple community partnerships
M	5. Does the Board of Trustees adequately support the school and the administration?	Board members participate as much as possible in school activities and events, and to support the director whenever support is needed. Director feels adequately supported by the Board.
c. Board of Trustees		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Much progress has been made by the director and staff in terms of curriculum, electives, instructional practices and evaluation tools. Director

		is engaged in continuous improvement of the school and the educational program.
M	2. Is the charter school responsibly using public funds?	Executive director works “magic” with stretching the small amount of funding to cover all the school’s financial needs.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	The board receives regular academic reports and curriculum updates from Executive Director. The board is very satisfied with academic results and graduation data.
M	4. Is the school sustainable?	<ul style="list-style-type: none"> • Robust fundraising plan, but looking to increase the fundraising activities by conducting research, implementing new activities and applying for grants; • Long term board membership; • Board member are actively engaged in the school and are very visible at school events and activities; • Plans are to create more committees to support the school; • Very active parent group; • Strong community support for the school.
M	5. Current Status of the Board of Trustees, roles and responsibilities.	<ul style="list-style-type: none"> • 7-member Board • Recruiting one parent member • Have representation at school district meetings and school district has representation at the Board of Trustees meetings. • 3 standing committees – looking to form more • Committees developed on an as-needed basis • New Board member applicants complete letters of interest - this way the board can ensure that they have diversity in the membership . • Do not provide training for board members but many of the members have board experience.
E	6. Does the Board of Trustees adequately support the school and the administration?	<ul style="list-style-type: none"> • Expectation of all board members that they participate as much as possible; • Substitute for director when needed; • Review school documents when requested; • Organize and run some of the clubs; • Attend school events and visit school as much as possible; • Available whenever support is needed by the school administration.

d. Students		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Students respect each other, the teachers and staff – like a tight family community. • Choose Love helps students grow socially and emotionally. • Students have opportunities to try new things outside of their comfort zone – lead advisories, lead planning sessions. • 100% choice • Extended learning opportunities • Challenging curriculum and competencies...students need to do the work but there is so much support and encouragement that success is achievable for everyone.
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Personalized learning – based on student interests and pace so each student can learn and grow to the best of their ability. • Show progress – Focus Correction Area (FCA) 0-5 system. • Project-based learning • High school: courses are rigorous and everyone is held accountable for doing the work, but we have support and guidance from the teachers whenever we need it. • Middle school: teachers are constantly challenging students but if it's too much, they adjust. • Performance tasks to articulate what we have learned.
E	3. Is the school sustainable?	<ul style="list-style-type: none"> • The school provides everything students need to be successful. • Students engaged in fundraising activities – generate ideas and students get involved as much as possible ex – Winter Carnival. • Many extracurricular activities • Activity nights are one a month: movies, bands, crafts • Fridays offer enrichment activities, extra academic support, clubs

		<ul style="list-style-type: none"> • New student give tours and share experiences with prospective students and families
e. Instructional Staff Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • High school curriculum and mapping of personalized learning plans prepare students for college and/or careers. • Challenging curriculum meets all NH State standards and competencies. • Always working to improve and strengthen what we have, what we deliver and how we evaluate student work. • 4 committees in which staff participate to ensure that students needs are met to ensure an optimal learning environment: <ul style="list-style-type: none"> ○ Data and Intervention ○ Leadership ○ Safety ○ Wellness
M	2. Is the charter school responsibly using public funds?	School is adequately resourced. Teachers say they have everything they need, and if there is something extra, it is provided.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Learning targets are all listed in Power School – tells teachers where students are in proficiency levels. • Systems are in place to manage individual learning targets • The data committee analyzes data to make decisions about instruction and individual student support and enrichment. • Interdisciplinary project work – teachers collaborate and everyone knows what the targets and competencies are for the multidisciplinary projects. • Students map out a plan to make sure they meet all the required learning targets with oversight from teachers. • A support block is built into the schedules before and after school support. Always have an opportunity to revisit the work completed if students are not satisfied with the results.

M	4. Is the school sustainable?	<ul style="list-style-type: none"> • Staff are very satisfied working at GBCS. • Students come from 30 towns. • The school offers a personalized learning plan, so those who are not doing well in their district schools thrive at GBCS, as they feel safe, respected and always successful. • School has a very supportive and active parent group. • School has an ELO program, and internship, job shadowing. • Abundant communications with families
E	5. Is the school meeting the professional needs of the instructional and support staff?	<ul style="list-style-type: none"> • Support for teachers from school director whenever needed • Individual PD plans – 2 goals each year for PD and several whole school PD days with multiple sessions • Teachers self-evaluate their work each year, director reviews evaluations, completes classroom observations and provides feedback. Teachers also engage in peer classroom observations • Onsite school counselor – a mental health professional - for students and staff

III. Final Components	
Written Comments from Invitation	3 Comments
Commendations	<ul style="list-style-type: none"> • Diverse and long-serving Board membership • Administration and faculty for implementing a student-centered learning culture and climate within the school that is welcoming and supportive of student needs and interests. • Commitment to competency, project-based and personalized learning, and to meeting the educational and social emotional needs of students. • Strong parent and community relationships • Parent volunteers • Meeting ambitious fundraising goals
Concerns	Sustainability: Most of the interview groups spoke about their concern for the continuation of the current funding contracts with the district schools.

Recommendations	<ul style="list-style-type: none"> • Board of Trustees: Training for all board members; develop process for onboarding new members, conduct board evaluations (self-evaluations), and conduct administrator evaluation. • Staff: develop a system where teachers check off the learning targets and competencies for easier tracking and reporting. Teachers could use more time for collaboration, especially with the multidisciplinary projects. • Work with district schools to developed a contact for the provision or payment of special education services. • Recommend developing a student recruitment plan that will list all strategies, dates and action plans, with annual goal amounts and metrics for measuring success of each.
Name of Reviewer	Jane Waterhouse
Contact Details	Jane.A.waterhouse@doe.nh.gov Office Phone: 603.271.6813

Chartered Public School Renewal Rubric

Name of Charter School: Great Bay Charter School

Date: 12/09/21

Evaluation Results	<u>Approved</u>	Approved with Conditions	Revoked
Recommendations			
School Details	<u>Complete</u>	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information		
Evaluation (E, M, P, N)	Criteria	Comments
????????	Intent to Renew Form	
M	School Information Form	
E	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	Very clearly articulated and thoroughly explained
M	Executive Summary: Charter Amendments	
Part 2: School Features		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Subject-based electives will support students meeting elective graduation requirements
M	3. Technology Programs	
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	

E	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	School embraces parent involvement and engages parents as collaborators to work through challenges and needs
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	
M	7. NH Charter School Accountability Plan	
M	8. Budget <i>Attach Proposed budget for the following year</i> <ul style="list-style-type: none"> Budget Narrative <i>How the school will use public funds</i> A detailed description of the specific school board's reasoning for allocating funds 	
M	9. Sustainability Measures	While enrollment is exceeding projection by 10 students this year, there is concern for the decrease in district support and less than expected from aid source
M	10. Efforts to disseminate successful/best practices	
M	11. Successes	School climate successes were evident during the visit
M	12. Challenges	Concerns around test results and needed supports align with challenges felt by other charters

Part 3: Affirmative Evidence

Evaluation (E, M, P, N)	Criteria	Comments
		1. Is the school making progress toward achieving its mission?
M	<ul style="list-style-type: none"> • Academic Goals 	<p>Competencies aligned to courses, program of studies is process. Wondering why GBCS does not hire its own special education staff and then bill sending districts? School improvement planning/comprehensive review process and then alignment of resources will support meeting academic goals. Effective use of IXL, math labs, pre and post assessments, and writing seminar all show intentionality and commitment to supporting student success.</p>
M	<ul style="list-style-type: none"> • Programmatic Goals 	
M	<ul style="list-style-type: none"> • Organizational Goals 	<p>Some concern for sufficient revenue after PPP and Covid-related funding sources are no longer viable due to decreasing funds from SAU16</p>
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees	

P	6. Student Data and Analysis	How is data being used from assessments apart from the rubrics teachers use? Is Demonstrated Success managing data analysis from standardized assessments? How are attendance and discipline data used to document trends and guide needs and supports? See a data strategies team referenced in the accountability document but not sure if this was in the application narrative. What is the focus of the data strategies team?
Part 4: Policy Development and Forms Upon Review		
	Policies	Comments
+	Records Retention pursuant to RSA 189:29-a	
+	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
+	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
+	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
+	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
+	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
+	Suicide Prevention	

Required Updated Forms		Upon Review	
		Forms	Comments
	+	Certificate for Occupancy	
	+	Fire Inspection Certificate	
	+	Building Safety Inspection	
	+	Health Inspection	
	+	Insurance Certificate	
	+	Safe and Healthy Schools Inspection	
Part 5. Documentation, Materials Review		Upon Review	
		Criteria	Comments
	+	Charter (approved by the SBE) Revised if amendments were made	
	+	Charter: Original or Current with Approved Amendments	
	+	Renewal Application	
	+	School Organizational Chart	
	+	List of Board of Trustees	On website
	+	Board of Trustees By-laws	
	+	Board of Trustees Meeting Minutes (Hard Copies or Link)	On website
	+	School Policies: List + Link or Hard Copies	
	+	Accountability Plan for Past 5 years	
	+	Accountability Plan for Next 5 Years	
	+	5 Year Budget	
	+	Yearly Independent Financial Audits 4 years	
	+	Quarterly Financial Reports (4 years)	

+	Fundraising Plan	
+	Employee Job Descriptions	
+	List of Staff Members, Qualifications, Roles	
+	Criminal Records Check for all Staff Members	
+	Professional Development Plan	Teachers identify 2 annual PD goals each year tied to the goals of the school. This becomes part of their annual evaluation. Regular PD is based on school's initiatives and current program, such as PD training for UDL, Promising Futures to support the social and emotional needs of students, staff mentorship to train and support new staff.
+	Academic Year Calendars (4 - 5)	
+	5-year Enrollment and Projected Growth of Students by Grade Level	
+	Student Recruitment Plan	
+	Master Class Schedule	
+	Sample Report Card	No GPA on transcript. Will your SIS system generate a competency-based GPA?
+	List of Curriculum, Assessments Tools and current Instructional Practices	IXL, Collins writing, PBL, Portfolios, rubrics
N/A	Student Portfolios and/or Student Work Samples	Since visit was virtual, no portfolios or work samples were shared
+	Student Performance/Assessment Data	

+	Student Assessment Data Narrative	Engagement with Demonstrated Success and Performance Plus subscription purchased to support data analysis and intervention
+	Annual Progress Reports: 4 years	
+	Parent/Student Handbook	
+	Staff Handbook	
+	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
+	Health Inspection	
N/A	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over)	No inventory over \$2500.00

Part 6: Signatures

Check box to the right if Signature Page is complete.

II. Charter School Onsite Visit

Focus Group Interviews

a) Families, Parents, Guardians

Number present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> -Parents are provided with weekly updates -Lots of communication ILP/PLP provide personalized and flexible pathways -Student voice is honored and encouraged
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> -School tries to not reach out and ask for too much from families, school handles much of financial burden using the funds it has -Families are very aware of funding model and budget
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> -Projects offer independence that honors individual aptitude -Classes offer options for voice in the conversation/engagement
M	4. Is the school sustainable?	<p>Many of the parents spoken with have a deep commitment to GBCS and their mission and dedication to the needs of students. They felt that GBCS offered a learning home for their students that they had not found elsewhere.</p>

M	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> -Parents have access to Powerschool/Google classrooms to stay aware of student work and progress -Boosters meet once a month and also highlight a teacher every month -Boosters hold fundraisers, raise awareness of the school, and participate in community events like the holiday parade -Asked for survey feedback -Open house -PLP conferences include parents -Teachers very receptive -Parents feel they are contacted when there are concerns
b) School Leadership: Directors, Principals Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments

<p style="text-align: center;">M</p>	<p>1. Is the school making progress toward achieving its mission?</p>	<ul style="list-style-type: none"> -School expectations cover graduation requirements (student/family handbook) -Personalized, flexible academic program that supports students from where they are at as individuals -Program of studies coming out in early 2022 which will further articulate academic program and expectations
<p style="text-align: center;">M</p>	<p>2. Is the charter school responsibly using public funds?</p>	<ul style="list-style-type: none"> -Significant resources towards staff salaries -Board said that Exec. Director works magic with using allocated monies towards needed resources
<p style="text-align: center;">M</p>	<p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<ul style="list-style-type: none"> -Course objectives and overview provided to all students and families at the beginning of each course -Have aligned 8-10 learning targets for each class -Learning targets being strategically tracked -Continuing to support students ownership and understanding of how they are being assessed -Continuing to work on strategies and support for increasing student assessment scores

M	4. Is the school sustainable?	<p>-School is going to be fundraising with their families and asking for contribution from each family</p> <p>-Calendar fundraiser brought in 18K when they only thought 10K. Seeking other community fundraising opportunities.</p>
M	5. Does the Board of Trustees adequately support the school and the administration?	<p>-Board provides support whenever needed are are visable</p> <p>-Committees formed when needed</p> <p>-3 existing committees provide support</p> <p>-Board members are club advisors</p>
<p>c. Board of Trustees</p> <p>Number Present:</p>		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<p>-Board receives data reports from executive director</p> <p>-Board provides evaluation and analysis of enrollment management to provide guidance</p> <p>-School reaches out for board support when needed to support progress</p>

<p style="text-align: center;">M</p>	<p>2. Is the charter school responsibly using public funds?</p>	<p>The executive director “magically” makes use of the funds that the school has access to gain needed resources -Lines of communication very open between school and board -When executive director needs the board, they are there</p>
<p style="text-align: center;">M</p>	<p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<p>-Support administrative team support students whenever needed -Graduation numbers very positive -Committees created as need to provide support</p>
<p style="text-align: center;">M</p>	<p>4. Is the school sustainable?</p>	<p>-Board is visible and providing support and assistance when needed -“Magical” use of funds by exec. dir. -Academic reports from Peter -Committees developed on an as need basis -Great community support -Very pleased with Peter’s performance as Exec. Director</p>

M	5. Current Status of the Board of Trustees, roles and responsibilities.	<p>-Provides support when needed/ asked</p> <p>-From policies- The Board of Trustees exercise all the powers and duties prescribed to them by applicable state and federal laws and rules of the State Board of Education.</p> <p>-Co-curricular involvement including advising clubs, want to be visible</p> <p>-Reviews documents</p>
M	6. Does the Board of Trustees adequately support the school and the administration?	<p>-Provides support when needed/ asked</p> <p>-In the process of forming more committees. Right now form on demand.</p> <p>-Currently have policy committee, school improvement committee, supervision/evaluation committee</p> <p>-Board has varied backgrounds that help inform decisions including community college, school administrator, school board members, legal, SAU16 employees, and parents</p>
<p>d. Students</p> <p>Number Present:</p>		
Evaluation (E, M, P, N)	Criteria	Comments

<p style="text-align: center;">M</p>	<p>1. Is the school making progress toward achieving its mission?</p>	<ul style="list-style-type: none"> -Offers projects that add interests and make learning fun -Engage in tasks in meaningful ways, “be a scientist” -Open, helpful, flexible, accepting, like a family, fun -Personalized learning -Interest-driven to help students learn to the best of their abilities -respectful climate -Teachers care and like teaching -Almost all said that they have a connection with a trusted adult
<p style="text-align: center;">M</p>	<p>2. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<ul style="list-style-type: none"> -Advisory provides support -Family like climate provides connection and support for learning and personalized pathways -Cross-curricular projects -Teach love program supports compassion, gratitude and respect -Real world connections made through course content -“If you learn differently they give you tools to meet how you learn” -Climate is safe for asking questions -Learning is personalized and if you want more challenge then teachers will offer it to you

M	3. Is the school sustainable?	<p>-The overwhelming positivity and support of the school climate will continue to attract students who have not felt accepted or successful at other schools.</p> <p>-ILP/PLP and advisory models all provide personalized supports to student to promote success</p>
<p>e. Instructional Staff</p> <p>Number Present:</p>		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<p>-ILP's capture student voice and are 100% student led</p> <p>-Students who don't meet ILP's self-advocate for needs on PLP and then advisory teachers mentor and revisit PLP to see what needs continued support</p> <p>-Both teachers are students have choices (teachers can choose whether or not they want prep and are compensated if they choose not to have prep)</p> <p>-Data committee has been formed to analyze local and state test scores to guide instruction</p> <p>-Cross curricular units of study are being offered</p>

M	2. Is the charter school responsibly using public funds?	-Staff has the resources they need -Staff receive annual professional development
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<p>M</p>	<p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<p>Data committee has been formed to analyze local and state test scores to guide instruction</p> <ul style="list-style-type: none">-Cross curricular units of study are being offered-Real world connections through course topics are supporting engagement of students-ILP's capture student voice and are 100% student led and capture students individualized learning plans and goals-Students who don't meet ILP's self-advocate for needs on PLP and then advisory teachers mentor and revisit PLP to see what needs continued support-Provide a personalized education to students and help make students more self-aware as people. Provide skills for students to become great self-advocates, empowerment of students, help students understand them selves as learners-Tracking student targets on google sheets and through Powerschool-Built in support blocks 4 days a week provide students opportunities to see teachers for help
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<p style="text-align: center;">M</p>	<p>4. Is the school sustainable?</p>	<ul style="list-style-type: none"> -Strong communication amongst staff -School counselor and case manager needed -After school programming and sports are not currently offered but are wanted by students/families -Open-door policy of administrators. “Well-worn path to talk to admins as resources -Professional development opportunities are supporting staff to be successful -Administration is supportive of staff and understand the needs of the school because they have been teachers, Very compassionate, flexible, family first.
<p style="text-align: center;">M</p>	<p>5. Is the school meeting the professional needs of the instructional and support staff?</p>	<ul style="list-style-type: none"> -Staff asked to be on 1 of 4 school committees that meet 2 times a month -Professional development days offer support ad time to collaborate with other staff. Received training on the Collins writing program at the beginning of the year to help create common language for their students work and writing guidance -Teachers send executive director work samples as well as have him spend time in their classes and exec. director provides feedback

III. Final Components

Written Comments from Invitation	
Commendations	Positive school climate is to be commended at GBCS. All stakeholders commented on the commitment to the school running like a family that takes care of one another. What a safe and wonderful climate to learn in every day.
Concerns	Mild concern for sustainability of funding after Covid related funds were not available as funding from ERCSD continues to decline.
Recommendations	Completion of the Program of Studies will provide clarity to students and families on what trajectory towards graduation means philosophically and logistically at GBCS and formally align courses and learning targets.
Name of Reviewer	Dr. Jennifer Siegfried, Kreiva Academy Head of School
Contact Details	704-594-0614



Chartered Public School Renewal Rubric

Name of Charter School: **Great Bayer**

Date: 1/3/2022

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

M	Criteria	Comments
M	Intent to Renew Form	
M	School Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	Mission has been revised with community input. Focus remains on individual paths to college and career readiness
M	Executive Summary: Charter Amendments	

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Enrollment projections appear consistent, realistic and stable
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Minor changes noted to increase flexibility and increase student choice.
M	3. Technology Programs	Tech programs are pretty basic. Tech competencies are completed through previous schooling, ILP's or an integrated tech course.
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	Minimal information provided.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	Parent involvement in Booster Group and SPED related issues. Parents on Board and PTO?
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	Efforts listed: SCRIP, Savers, Raffles. These seem are all examples that could be managed by Boosters/Parent groups. Are there any efforts

		focused on grants and philanthropic support from the surrounding community beyond the Promising Futures grant?
M	7. NH Charter School Accountability Plan	
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	
M	9. Sustainability Measures	
M	10. Efforts to disseminate successful/best practices	
M	11. Successes	Maintaining small school culture. Stable enrollment despite pandemic. Engaging students with PLP's
M	12. Challenges	Students from 30 different sending districts. How to best track and demonstrate student progress.
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
M	a. Academic Goals	Well laid out goals, timelines and outcomes progress is being made. Lots of goals to accomplish, perhaps a bit much.
M	b. Programmatic Goals	
M	c. Organizational Goals	
M	2. Is the charter school responsibly using public funds?	
	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	As demonstrated by enrollment, yearly financial audits, stability in staffing, PD and required reporting the school appears sustainable
M	5. Current Status of the Board of Trustees	

M	6. Student Data and Analysis	
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
	Suicide Prevention	
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	

Part 5: Signatures

✓	Check box to the right if Signature Page is complete.
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II. Charter School Onsite Visit		
<i>Part 1. Documentation, Materials Review</i>		✓ Upon Review
✓	Criteria	Comments
✓	Charter (approved by the SBE); Revised if amended	
✓	Renewal Application	
✓	School Organizational Chart	
✓	List of Board of Trustees	
X	Board of Trustees By-laws	
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	
✓	School Policies: List + Link or Hard Copies	
✓	Accountability Plan for Past 5 years	
✓	Accountability Plan for Next 5 Years	
✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
✓	Fundraising Plan	
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	
✓	Criminal Records Check for all Staff Members	
✓	Professional Development Plan	
✓	Academic Year Calendars (4 - 5)	

✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	
✓	Master Class Schedule	
X	Sample Report Card	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
X	Student Portfolios and/or Student Work Samples	None included. Site visit virtual so no examples of student work
✓	Student Performance/Assessment Data	
✓	Student Assessment Data Narrative	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
N/A	Inventory or equipment, furnishings and materials purchased with Federal funds (\$2500.00 and over)	

Part 2. Focus Group Interviews

a) Families, Parents, Guardians

Number present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Parent/Family/Community Involvement	

b) School Leadership: Directors, Principals

Number Present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Does the Board of Trustees adequately support the school and the administration?	

c. Board of Trustees

Number Present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees, roles and responsibilities.	
M	6. Does the Board of Trustees adequately support the school and the administration?	

d. Students

Number Present:

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Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	
M	3. Is the school sustainable?	

e. Instructional Staff

Number Present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	School is sustainable as evidenced by stability of school
M	5. Is the school meeting the professional needs of the instructional and support staff?	Staff feel supported and believe in school

III. Final Components

Invitation for Written Comments	
Commendations	Strong history of stable enrollment and employee retention. Students, staff and families strongly support the school mission and values
Concerns	No concerns
Recommendations	Renewal
Name of Reviewer	Tal Bayer

Contact Details	Talmage.h.bayer@doe.nh.gov
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WHITE MOUNTAINS REGIONAL SCHOOL DISTRICT

MOTION TO RECONSIDER

The school board of the White Mountains Regional School District (“WMRSD”) asks the state board to reconsider its November 10 decision recommending the Town of Carroll withdrawal plan included with the Town of Carroll Minority Report (“Minority Report”), because the plan does not meet the requirements for a withdrawal plan in RSA 195:26; the state board did not consider the report filed by the Carroll Withdrawal Feasibility Study Committee (“Study Committee”) which recommended against withdrawal, even though the Study Committee was required by RSA 195:25, II, to submit its findings to the state board; the school board of the WMRSD was not given an opportunity to state its objections to the Minority Report and withdrawal plan because it was not notified of the date for the state board hearing on the Minority Report withdrawal plan, nor did the state board meet with the WMRSD to review the Study Committee Report.

The withdrawal plan does not meet the requirements for a withdrawal plan in RSA 195:26. Although approval of a withdrawal plan does not necessarily mean the state board agrees with the wisdom of the plan, the state board review is supposed to determine whether or not the withdrawal plan meets the requirements of the statute. RSA 195:26, III, requires a withdrawal plan to include “[t]he method of apportioning the operating and capital expenses among the members of the cooperative school district if a change is to be proposed in conjunction with the withdrawal procedure.” The purpose of this requirement is to allow the state board, in reviewing the plan, to assess the financial impact of withdrawal on the withdrawing town and the towns remaining in the cooperative school district. A change in the method of apportioning the operating and capital expenses among the remaining members of the WMRSD will be required, as a result of Carroll’s withdrawal. Carroll’s Minority Report does not address this issue; it simply says that it expects that the remaining towns in the WMRSD will work this out. That does not address the financial impact on the towns remaining within the WMRSD which is one of the reasons for the requirement to include the method of apportionment.

In addition, some of the figures in the Minority Report are inaccurate. The tuition agreements the Town of Carroll believes it will be able to enter include tuition costs ranging between \$19,780 to \$27,335 per student. The tuition costs in the withdrawal plan do not include transportation, which is included in the WMRSD budget and covered by Carroll's share of the apportionment formula, or special education costs. See page 43 of the Study Committee Report.

The Minority Report does not adequately address the education of Carroll students after withdrawal. A majority of the parents of those students responded to a survey from the Study Committee saying they do not want their children to leave WMRSD schools. Study Committee Report p. 5. See also p. 36-39. The withdrawal plan does not include an agreement with the WMRSD school board to allow the Carroll students to remain after the withdrawal, because there is no such agreement. At the state board hearing, the Carroll representative said that Carroll believes that Carroll students who do not wish to change schools will be allowed by WMRSD to remain at WMRSD schools until they graduate. WMRSD has not agreed to allow this. In fact, Carroll has not even asked the WMRSD board this question while at the same time telling the state board that students will not be forced to change schools.

2. The state board failed to consider the Study Committee Report. There was not a single mention of the Study Committee Report at the November 10, 2021, hearing. In fact, the superintendent was notified by the DOE that there was no need to submit that report. She submitted it anyway. See: page 4 of the Study Committee Report.

RSA 195:25, II, reads,

Within 180 days after the committee's first meeting, the committee shall report its findings to the state board of education. The committee shall submit a report to the school board of the cooperative school district. The report shall indicate whether the withdrawal of one or more towns from the cooperative school district is recommended, not recommended, or whether more time and information are needed to make a determination.

It makes no sense that the legislature would enact a law requiring a feasibility study committee to submit its findings to the state board if it did not intend that the state board should review those findings.

RSA 195:25, III reads,

If the committee finds that the withdrawal of one or more towns from the cooperative school district is recommended, the committee shall develop a withdrawal plan in accordance with RSA 195:26. The plan shall be submitted to the state board of education no later than November 1.

Members of the committee who voted against recommending withdrawal may file a Minority Report with the state board of education no later than November 1.

It also makes no sense to think that when a feasibility study committee recommends withdrawal, those who voted against withdrawal may file a minority report with the state board, while at the same time, when a feasibility study committee does not recommend withdrawal and a minority report does recommend withdrawal, there would be no opportunity for the state board to consider the findings of the feasibility study committee, or for the school board of the cooperative school district to meet with the state board on those findings, before the state board acts upon a minority report. In this case the state board did not consider the Study Report before recommending the withdrawal plan.

The findings of the Study Committee were not addressed by either the proponents of the Minority Report or the state board. The entire focus was on the per pupil cost paid by the Town of Carroll with no discussion about the fact that the local school tax burden on the citizens of Carroll is lower than the local school tax burden on the residents of the other towns in the WMRSD. Study Committee Report, page 44.

The report entirely ignores the fact that a reduction in Carroll's costs will significantly increase the tax burden on the remaining towns in the WMRSD. See Study Committee Report, pages 51 and 52. The summary of tax data for 2020 in the Study Committee Report shows that the Town of Carroll is not unfairly taxed under the existing apportionment formula. See pages 44 and 45. The financial impact on the remaining towns in the WMRSD if Carroll withdraws is shown on pages 51 and 52 of the Study Committee Report, under the heading Carroll Withdrawal Scenarios. Carroll's local education tax will go down \$4.73, while the rates of the remaining towns will go up between \$3.52 and \$4.30. Carroll's argument ignores the fact that the New Hampshire real estate property tax is based on property value. A homeowner's tax bill is not based on the number of children from that household who attend public school, but on the value

of the real estate. The apportionment formulas authorized in RSA 195:7 are consistent with that understanding of the basis for a homeowner's tax bill.

RSA 195:7 applies to cooperative school district such as WMRSD that were organized before July 1, 1963. There are three formulas in the statute. The first two formulas require that the costs be apportioned either partly or entirely on the basis of the ratio that equalized valuation of each pre-existing district bears to that of the cooperative school district. The third is "some other formula offered by the cooperative school board and adopted by the school board and approved by the State Board of Education." Thus, under the statutory scheme of RSA 195, no cooperative school districts were expected to be formed with each town's share being based solely on per pupil cost, yet that is the entire focus of the Town of Carroll's withdrawal report. The undersigned counsel is not aware of any cooperative school district in New Hampshire whose apportionment formula is based entirely on average daily membership, yet that is obviously what Carroll wants.

Carroll's withdrawal will leave the schools in the district, which were constructed in order to accommodate all students, including those residing in the Town of Carroll, with empty seats, thereby increasing the per pupil cost for the remaining towns in the district.

The withdrawal plan assumes, again without addressing in any detail, that the WMRSD will be able to reduce costs to offset the loss of income from Carroll. A reduction in the number of children attending a school does not necessarily result in a proportionate reduction in operating costs. The majority of operating costs for school districts are salaries and benefits for personnel. The primary way to reduce operating costs is to eliminate staff. Carroll's withdrawal will not allow significant staff reductions because the number of Carroll students in any single classroom is small enough so that withdrawal will not eliminate the need for a teacher or a classroom. According to the withdrawal plan there are 31 Carroll students in elementary school, 11 in the middle school and 17 in the high school. When only a few children are removed from each grade, the teacher and the room are still needed to provide instruction to the rest. It is only when the student numbers are much bigger, for example, in a large suburban or city

school district, that a school district may be able to eliminate one or more staff members by grouping the remaining students into a smaller number of classrooms.

The state board's failure to notify the WMRSD of the date of the hearing on the Minority Report was unfair to the WMRSD and means that the state board relied on one-sided and inaccurate information in making its decision. Although the WMRSD superintendent was sent a copy of the Minority Report when it was submitted to the state board, she was not notified by either the state board or the withdrawal committee of the date of the state board hearing on the report. Although RSA 195:25 does not expressly say that the state board must notify the cooperative school district of the date of the state board hearing on a Minority Report, fundamental fairness required notice to the WMRSD as a party whose interests are directly involved. The result is that the state board has made a decision based on one-sided, incomplete and inaccurate information.

Many of the claims made during the presentation on behalf of the withdrawal study are contradicted by statements in the Study Committee Report. For example, on page 5 of the report, the results of a survey of responses from 21 parents representing 30 of the 53 Carroll children, found that the majority of parents were not in favor of moving their children out of SAU #36 (WMRSD), were satisfied with the education their children receive and do not want to uproot them. When asked by a member of the state board about the wishes of the parents, the proponents of the Carroll Minority Report avoided answering the question saying only that a large percentage of the voters in Carroll were in favor because it would lower their taxes and that Carroll expects that WMRSD will allow students who do not want to change schools to remain in WMRSD schools. As noted above, WMRSD has not agreed to allow this.

The state board also did not consider that on January 11, 2021, representatives from Carroll asked the WMRSD school board to put an article in the warrant for the 2022 annual school district meeting proposing to re-negotiate the apportionment formula to 80/20 over the next five years, but refused to give the WMRSD school board the time needed to consider such a change. WMRSD is a so-called Senate Bill 2 district. That means that the deadline for posting the warrant for the 2021 annual meeting was January 25, 2021. The 80/20 formula is not one of those listed in the statute, but would be "some other formula" offered and adopted by the cooperative school board under RSA 195:7, I (c). Given the

time required to review this, the school board asked for time to research and inform the communities of the implications of the requested apportionment change. The Carroll team rejected that request and on March 9, 2021, passed a warrant article to initiate review of a unilateral withdrawal. Study Committee Report. p. 1

Conclusion: For the reasons set forth above, the school board of the WMRSD asks the state board to reconsider its decision and grant the WMRSD the opportunity to make a presentation to the state board regarding the Study Committee Report, the defects of the withdrawal plan and the significant financial impact a withdrawal by the Town of Carroll will have on the remaining towns in the cooperative school district.

Respectfully Submitted,
White Mountains Regional School District
by its attorneys,
Soule, Leslie, Kidder, Sayward & Loughman

DATE: 2/6/21



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cc: Marion Anastasia, Superintendent, WMRSD
Dean Eggert, Attorney for the Town of Carroll

January 13, 2021

EXECUTIVE SUMMARY

Approval of New Charter School Application
Coastal Waters Public Chartered School

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter application for *Coastal Waters Public Chartered School*.

B. COASTAL WATERS PUBLIC CHARTERED SCHOOL

Application submitted by:
William Libby, Board Chair, The Friends of Coastal Waters

C. RATIONALE FOR ACTION

RSA 194-B:3-a, Chartered Public School Approval by State Board of Education, gives the State Board of Education the authority to approve chartered public schools.

D. EFFECTS OF THIS ACTION

In the fall of 2022, the *Coastal Waters Public Chartered School* plans to open with 320 students in kindergarten through grade twelve.

E. POSSIBLE MOTION

I move that the State Board of Education approves the *Coastal Waters Public Chartered School's* charter application. The school may now move forward with its approved plan to open a New Hampshire chartered public school.

OR:

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

Coastal Waters Chartered Public School

Application

Sponsored by The Friends of Coastal Waters

Contact: Bill Libby

27 Trailview Drive Gilford, NH 03249

E-mail: blibby@cwschool.org /

etaylor@cwschool.org

Phone: [\(603\) 316-6951](tel:(603)316-6951) / [\(207\) 671-7610](tel:(207)671-7610)

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	<u>25</u>	25	25	25	25
12	<u>25</u>	<u>25</u>	25	25	25
TOTAL	<u>320</u>	<u>320</u>	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.

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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,

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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

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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

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2/15/2022	Enrollment Enquiry deadline: Enquiries reviewed by the enrollment panel and lottery held on February 18th, 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

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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

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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.

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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

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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.nhfpi.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.

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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, Coheco 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.

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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:

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- 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.

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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.

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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.

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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.

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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</p> <p>Finance: Monitors finances and reports to the full board</p> <p>Governance: Recruit & orient new board members, ensures board and committees are working effectively, maintains climate to promote effective work and morale within the Board</p> <p>Development and Fundraising: Creates development plan; plans and facilitates outreach events w/ Enrollment, Development and Admin. support</p> <p>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</p> <p>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>
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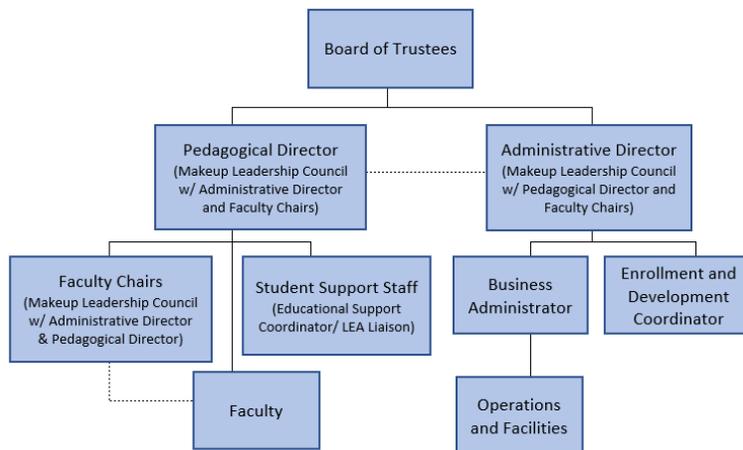
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Coastal Waters Organizational Chart



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.

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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 Coastal Waters Charter Application

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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.~~

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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~~

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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.

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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.

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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.

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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.

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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.

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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

Deleted: Specific test results for a second school, the Desert Marigold School in Phoenix, AZ, are not available for general inquiry. However, according to the school's website, students in grades 3-12 participate in Arizona's standardized testing program and the school currently meets or exceeds state standards. The following statement from the school's website aligns with the approach to testing to be used at Coastal Waters:¶
As a publicly funded school, DMS participates in the required [state] standardized testing, but sees it as only one facet of assessing a student's development. The focus of those tests is limited to academics, only one aspect of a child's development. Nevertheless, these tests can be a useful tool to the school, when viewed in light of our multi-faceted approach to assessment. We will never strive to "boost" results by "teaching to the test" as our curriculum prepares children sufficiently to "succeed." Currently, students in grades 3 through high school are being tested per Arizona Department of Education guidelines. ¶

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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.

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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.

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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.

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- 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.

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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.

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 <#>By the end of grade 7, we expect that students at Coastal Waters will be reading and performing math at or above the state average as assessed by NH SAS tests: ELA and Math.¶
 <#>By the end of grade 8, we expect that students will exhibit grade level or higher scientific reasoning as assessed by state science testing.¶

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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.**

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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.

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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.

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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.

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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.

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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	MAIN LESSON	MAIN LESSON	MAIN LESSON	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.

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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

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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

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<#>If the number of students meeting any of the criteria a) - d) above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to fill available spots.¶

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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.

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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.

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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.

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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.

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Dynamic individual who is passionate about the school’s mission and knowledgeable about Waldorf philosophy and practices.¶
Exceptional organizational and multitasking skills.¶
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Relevant Grant writing experience.¶
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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 <u>10.5</u> / S <u>100</u> Ratio 1:9.5	T <u>10.5</u> / S <u>100</u> 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

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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.

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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.

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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.

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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.

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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

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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,

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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.

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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(11)

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

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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.

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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.

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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.

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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.

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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.

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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.

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Deleted: Representatives serve a one-year term. Representatives may serve more than a one-year term if it is approved by their class families. Representatives are also expected to serve the Association in some capacity, either as an officer (Chair, Vice-Chair, Secretary, or Treasurer) or as a liaison to one of the committees overseen by the Association. Additional members may be asked to serve on ad hoc committees.

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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.

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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

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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.

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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

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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

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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.

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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.

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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.

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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

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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)

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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).

1. 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.

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<#>Business Administrator, Administrative Assistant, and Development Coordinator are hired.¶
<#>Jan 20th: Student Application Deadline.¶

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- 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.

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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).

Charter Application Revisions

Charter Applicant: Coastal Waters Chartered Public School

Date: 12/2/2021

The following revisions to the charter application are based on the Legal Review and Peer Review Evaluation Rubrics

Application Section	Evaluation Comments	Revision Page # or Comment
Section III, F Target population	I recommend providing more detail on how this will be met. What will those special efforts be?	Specified that we will reach out to community agencies which support disadvantaged students
Section III, A A. General description and proposed or potential location	Legal Review The application does not include any specifications for a potentially suitable facility, such as square footage requirements based on projected enrollment.:	Provided in Section 11: Facilities (p.47)
Section III, G Measurable Goals and Objectives for school opening and a timeline	This timeline should be revised to reflect the potential charter approval. The school will not be approved by 1.1.22 so that cannot be the application deadline. Dates need to be revised as timeline lists recruitment starting 10/1/21, and applications due before state board approval. Lottery for Feb 1 is too early - not giving enough time for application process	Timeline dates are revised to reflect later approval
Section IV, A Governing Board: roles, responsibilities, qualifications, skill set, experience	The administration structure lacks clarity. This is a very large administration for this size school.	This is a typical administrative model for a Waldorf school, where the focus is on the pedagogy and collaborative leadership – ok'd by 2 out of 3 reviewers who are familiar with this approach
Section IV, C Board of Trustees By-Laws	Public notice and board minutes publicly needs to be included. Notice of Board meetings RSA 91-A:2, II II. Except in an emergency or when there is a meeting of a legislative committee, a notice of the time and place of each such meeting, including a nonpublic session, shall be posted in 2 appropriate places one of which may be the public body's Internet website, if such exists, or shall be printed in a newspaper of general circulation in the city or town at least	Added statement that the meeting schedule and approved minutes will be added to the school website

	<p>24 hours, excluding Sundays and legal holidays, prior to such meetings.</p> <p>II-b. (a) If a public body maintains an Internet website or contracts with a third party to maintain an Internet website on its behalf, it shall either post its approved minutes in a consistent and reasonably accessible location on the website or post and maintain a notice on the website stating where the minutes may be reviewed and copies requested.</p>	
<p>Section IV, D Organizational Structure and Growth Plan</p>	<p>There is not much detail on the growth of the school and how the organizational structure will evolve.</p> <p>Again, this is a very large administration. Additionally, I recommend there be one point person in the building who is at the top of the org chart and reports directly to the board. This will help with communication and oversight of day to day operations.</p> <p>Which administrative positions will oversee student assessment and reports, student behavior, discipline, parent complaints/concerns</p> <p>Needs to include who is responsible for assessments and reports, student discipline and parent complaints</p>	<p>Given the recent expansion of our charter to include grades 11 &12 in the first year to accommodate area school closures, our school does not have significant growth or structural change beyond the first year</p> <p>See previous comment on justification of administration structure</p> <p>Added assessments/reports, behavior/discipline, and complaints to Pedagogical Director description</p>
<p>Section IV, E Fundraising Plan</p>	<p>These events lack detail on how the income will total \$90,000. The total amount from fundraising is a high goal, more detail on how each event would bring in this money would be helpful.</p>	<p>Details are in Appendix N</p>
<p>Section IV, F Grievance/Complaints Process or Policy</p>	<p>When using of the term LEA” do they mean a students “sending district”? in the section “Disputes Between the LEA and Coastal Waters” the process seems to dictate what the Sending District will do as part of the process. Not sure this makes sense as the sending district may have a process that is different.</p> <ol style="list-style-type: none"> 1. Written form to administration instead of a discussion first – documentation is important 2. Directly to Board chair if admin is unavailable – board chair should not be involved until a formal appeal above the school director is made. 3. Which subcommittee? – they should review Ed 204 for when an appeal is brought to the board chair. <p>Making assumptions that LEAs will follow their process. Cannot make decisions for an LEA. Cannot make decisions about how the districts will manage this.</p>	<p>Clarified wording to replace LEA with sending district</p> <p>Made changes to reflect numbered feedback and include ED 204</p> <p>Edited to say, “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”</p>
<p>Section V, A Curriculum and Instruction</p>	<p>The standards must meet or exceed state standards for each grade level.</p> <p>I think the overall idea of the curriculum and delivery of instruction is very good.</p>	<p>Added the statement that we meet or exceed standards</p>

	<p>Curriculum standards are mostly aligned to state standards with slight differences in timing and implementation. Missing quite a few details with regard to several subject areas taught.</p> <p>Curriculum Alignment Common core Next Gen Science Standards Most of the KG standards are not taught until 2,3,4th grade, and digital tools not until grade 7. No alignment to NH computer science, physical education, health, social studies, world languages, or high school English, and math curriculum standards. What are your instructional materials/resources that you'll use for each subject taught at each grade level? Some standards – w2, w9, w10, L3 no description</p>	<p>Added a specific bullet point for each subject area, and either explained how we met/exceeded them, or pointed to Appendix P where alignment charts can be found (Common Core/NGSS/ NH social studies)</p> <p>Technology skills taught in alignment with NH standards, but they are not used for daily curriculum instruction until middle school</p> <p>Added Math and ELA curriculum that will be used</p> <p>Did not see the missing standards, some were left blank and mentioned what grade they could be found under</p>
<p>Section V, B Current research for selecting curriculum</p>	<p>This is not researched based curriculum- this is research about the Waldorf method.</p> <p>Much of the research of Waldorf curriculum is focused on elementary years. While there is limited HS research there what is provided is supportive.</p> <p>Research-based curriculum with evidence of effectiveness in high school grades limited.</p> <p>How can the test results for a public school not be available?</p>	<p>The Waldorf method is not separate from the curriculum</p> <p>There are currently two public Waldorf high schools, this is relatively new, and we look forward to helping to fill in the gap and provide data for those coming after us</p>
<p>Section V, D Measurable Academic Learning Goals and Objectives</p>	<p>There are no measurement indicators in this section. The goals need to be measurable to meet the SMART goal requirement.</p> <p>Goals in Sections K and L are for measuring individual student performance. What is needed is school wide/grade level goals and objectives</p> <p>Example: 80 % of students in K-8 will be reading at grade level by the end of each school year. This is a goal that is time sensitive and measurable. These academic goals need to be measured each year and the school is accountable for reaching these targets and reported them in the annual progress reports. I can't see that you will report on each of learning goals you have listed in this section each year for all grade levels and be able to</p>	<p>SMART goals were added for Grades 5, 8, and high school.</p>

	<p>track progress year on year with all this data. Renewals need 5 years of historical data.</p>	
<p>Section VI, A Admissions Procedures</p>	<p>Be mindful of extra requirements that may provide a barrier, such as attending an open house. It must be clear that these are suggestions.</p> <p>What does “good standing” mean and how is this determined? There should not be a grade requirement for students to be re-enrolled.</p> <p>Concerns with language in the admissions process instituting barriers to open enrollment. While there is language addressing inclusionary and open admissions practices, the combination of an admissions panel, a “statement of interest” requirement and a “Materials fee” could create potential barriers and opportunities for exclusion. While it says statement of interest “are not used as a basis for selection” by the admissions review panel. What are they used for? What is the purpose of the “admissions panel”?</p> <p>Admissions hierarchy needs requirement (C) Students residing in New Hampshire shall receive priority over out-of-state students. It would seem this needs to be moved up in the hierarchy to the top of the list ahead of priorities of siblings and school staff, board etc. What is the</p> <p>Section 5) “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. If families are able to pay the voluntary materials fee, this would also be collected at this time.” How is it determined if a family can pay a “voluntary” fee? How much is the fee? Is this fee for instruction related materials?</p> <p>1) Add application deadline date and lottery date for this year as these will be different than the January 20th and February 1st for future years due to state board meeting on January 13. 2) If a student does not submit an essay, a video, a drawing, other means of expression, this student will still be eligible for enrollment? Should this be a request then, rather than a requirement of the application? 4a) For instate students. Out of state students do not receive priority enrollment. 5) Is the voluntary materials and supplies fees a set amount or are parents asked to contribute what they can afford, if anything, for materials and supplies? 6) Yes...good: “Once enrolled...”</p>	<p>These were removed after comments from the legal review – there are no extra requirements for enrollment, and “good standing” was removed</p> <p>The wording of the lottery process was clarified</p> <p>The voluntary fee is actually part of the Annual Appeal, which was asked for to support start-up costs, so the wording was changed to reflect this, rather than how it was previously described as a materials fee</p> <p>Dates changed to reflect application process</p>

	<p>What does “good standing” consist of and what happens if a student is not in “good standing”? This statement implies that a student not in “good standing” would not be reenrolled.</p> <p>Legal Review: Need to adequately describe how the school will conduct its lottery selection as required by RSA 194-B:9,I(c) to account for its hierarchy for admission priority. The application does not indicate whether every applicant will be counted as one entry or if applicants with higher priority will be counted as more than one entry.</p>	
Section VI, G Personnel Compensation Plan	<p>Legal Review: The applicant does not provide personnel salary ranges that correspond to the budget.</p>	Provide an average salary in the budget narrative and details in the Budget, Appendix D
Section VI, L Age appropriate due process procedures	No mention of a hearing if parents request one.	This was added in the procedure
Section VII, A Special Education: Method of coordinating with a pupil’s LEA	<p>There are several models districts use to provide special ed services. This description is a good start but the specific models are not defined.</p> <p>1-6: Not Articulated – Needs articulation – Language in statute is cooperate and coordinate.</p>	<p>Changed wording to reflect statute</p> <p>Referenced Ed 1104 for more procedural detail, but we currently have families interested from 15 different sending districts, so we are in the process of establishing relationships with each of them to determine the process for each</p>
Section VII, D Federal Title Programs	<p>Student eligibility for Title I services can only be based on academic need. Demographics and poverty indicators cannot be used in determining eligibility. All students who meet the criteria for Title I support are eligible for services, as long as they have written permission from parents. Please revise this section. Poverty indicators and demographics are used by the state only, to determine a school’s Title I allocation.</p>	Wording changed to reflect that allocation is determined by the state
Section VIII, A Method of Administering Fiscal Accounts and Reporting	<p>Also need to complete quarterly reports and these need to be available to the public. Quarterly reports will be reviewed during the first year program audit and at 5 year renewals.</p>	Quarterly reports added
Section VIII, B Annual Budget	<p>Several Budgetary Concerns</p> <ul style="list-style-type: none"> • Why will rent and taxes go down after the start up? • The PD budget is very high • The special education budget seems very low- Founders special ed budget is over \$100,000. You may want to relook at this. • How were title funds estimated? • SPED cost seems low, tax and workers comp questions. 	<p>These items were all addressed in the updated budget and corresponding budget narrative.</p> <ul style="list-style-type: none"> - The Special Ed budget was updated based on the average of 12% of students in the region

	<p>Should have a line by line budget narrative that provide details about the budget..</p> <ul style="list-style-type: none"> • What is the Development Grant? • \$94,500 for Supplies fees? Cannot add voluntary supplies fees, as you can ask for parents to pay fees but you cannot require them for any part of the academic program, and this must be clearly stated up front. • Special education reimbursement – assuming resident districts will decide to contract with the school, and if they do, this line amount will come extremely short. Check the % of special education students in schools in the region. Chances are that you will have a higher %. • Are the Title grant projection amounts derived from conversations with the DOE consultants? • Lease aid is 30% of lease amount capped at \$30,000, and has been prorated each year due to funding being less that what is required to fully fund the program. • Workers Comp? • McKinney Vento comes out of title I funds. Projected funds are \$500 short of services costs each year. • Property taxes less the 2nd year that the first? What is the development – fundraising events expenses? 	<p>receive special ed services.</p> <ul style="list-style-type: none"> - Development grants are from foundations and individuals. - We changed the supplies fees to be an ask of families with our Annual Appeal fundraising. - Other calculations are updated in the budget and budget narrative - Fundraising/development expenses are costs for putting on fundraising events – auctions, fairs, etc.
Section VIII, C Budget Narrative	<p>More detail is needed to explain each line item.</p> <p>Detail provided was general, no detail and must go line by line</p> <p>Budget Summary included but not a Budget Narrative.</p>	<p>The budget narrative has been updated to provide information on how some significant items were calculated.</p>
Section IX, A School Environment: culturally inclusive	<p>Links to websites will not work for the reviewers and the state board members. If there is information on these websites that you feel would be advantageous for the reviewers and board members to know, please add it directly into the application.</p>	<p>Websites removed and added to references, replaced with brief descriptions</p>
Section X, A Philosophy of Parent (Family) Involvement and related plans and procedures	<p>Be careful with the role of the School Community Association. It should be very clear what kinds of concerns go to this committee. This could become a vehicle for inappropriate conversation about school personnel or student issues.</p>	<p>Clarified language to indicate that the SCA does not play an advisory role</p>
Section XIV, F A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district	<p>Needs revision</p> <p>Most district schools will only allow students who reside in the district's catchment area to participate in extracurricular activities at the district schools. Students need to go to their own resident districts if they want to participate in extracurricular activities. Please see RSA 193:1-c Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils</p> <p>Only students in the sending district will have access to those extra curricular activities.</p>	<p>Wording updated to reflect student participation in resident district activities</p>
Section XIV,G Statements that the school will develop, prior to opening, policies	<p>May want to include Restraint training, Suicide prevention and civil rights.</p>	<p>Included these in the list</p>

<p>Section XIV, J A plan for the education of the school's pupils after the charter school may cease operation.</p>	<p>There are several processes and reports to be completed when a school closes down. Recommend including in this statement that someone from the school or the board will remain engaged as well as the board treasurer to assist with all closing activities.</p> <p>Student records are sent directly to the student's new school and if you don't have this information, they are sent to the resident school district.</p>	<p>Both statements were added to the application</p>
<p>Section XVI, A Complete Application</p>	<p>Application needs revision in several areas</p>	<p>Revisions have been made throughout the application based on the legal and peer reviews.</p>

Coastal Waters Chartered Public School

Application

Sponsored by The Friends of Coastal Waters

Contact: Bill Libby

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Phone: (603) 316-6951 / (207) 671-7610

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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blibby@cwschool.org

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.

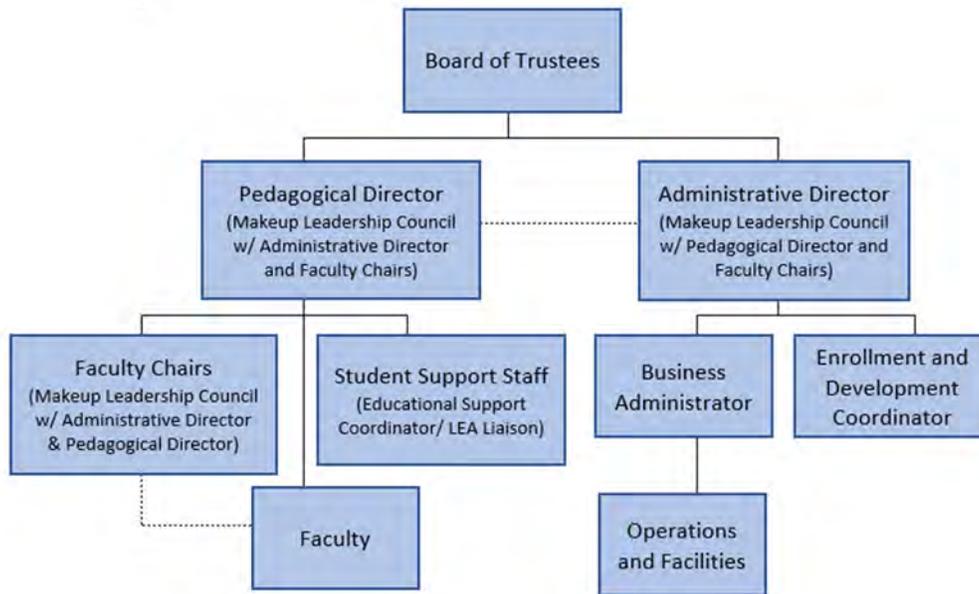
Board of Trustees

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
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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

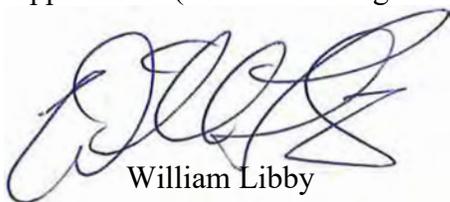
Our proposed timeline for implementation is as follows:

- 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.

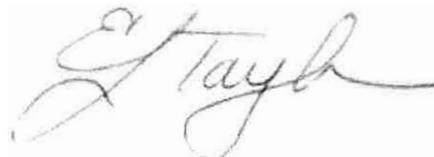
- The Board approves school location & lease agreement executed.
- The Board begins to gather estimates for location build-out.
- February 18th: Enrollment lottery held, if needed.
- Board completes policy development, see section 14g.
- During March 2022
 - The Board continues oversight of all necessary 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

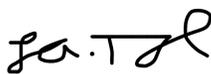
I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will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

Appendix A: Letters of Support

Angela Hanscom
Barrington, NH 03825

May 3, 2021

To Whom it May Concern,

I'm very excited to hear about the potential of Coastal Waters Charter School coming to the Seacoast Area. There is great interest in this region to have a school that values learning through play, movement, and time in nature.

Children learn best in schools that respect child development and provide rich and stimulating learning environments. Waldorf education does both!

There will be a high demand for this school once it opens since it will also be accessible to children who may not be able to afford private Waldorf education.

I am in full support of the development of this Waldorf charter school.

Sincerely,
Angela Hanscom,
Pediatric Occupational Therapist
Founder of TimberNook
Author of "Balanced and Barefoot"

Molly Wilson
Training Wheels Occupational Therapy
1360 South Street Portsmouth NH 03801
www.trainingwheelsnh.com

March 23, 2021

To Whom It May Concern

I write this letter in support of a Waldorf charter school in NH. As a parent of former students at a local private Waldorf School, and pediatric occupational therapist on the seacoast, I am excited about this opportunity for local NH children to receive a Waldorf education.

Professionally, I see the benefits to the beautiful, hands-on, slower-paced and organic environment that Waldorf affords its students. For children with sensory needs, fine motor delays and social differences, this is an ideal opportunity. In a busy world of technology and competition, Waldorf focuses on the outdoors and individual talents of children. I have had occupational therapy clients thrive in this setting.

Personally, I have been fortunate to send my own children to Waldorf for their early childhood years. Their small class sizes, establishment of a “home” environment and daily family-based chores was a wonderful foundation for their learning. They learned important, developmentally appropriate life skills like folding laundry, chopping vegetables and tidying up their toys. Waldorf inspires creative play with their open-ended, simple toys and loose parts, storytelling and puppets. This education and outdoor focus helped my children build resiliency through the changing seasons of New England. It was a beautiful building block to higher level social and academic skills for my children.

It would be incredibly welcomed in NH to make Waldorf education available to all learners, regardless of their background and resources.

I am in full support of seeing this charter come to life.

Best,

Molly Shaw Wilson MS OTR/L BCP

Occupational Therapist, Pediatric Board Certified



May 20, 2021

To Whom it May Concern,

My name is Lisa Flynn and I'm the founder and CEO of Yoga 4 Classrooms (and founder and former owner of ChildLight Yoga), a nationally-acclaimed organization with a mission to empower youth with the skills they need to be healthy, happy and resilient at school, at home and throughout their lives. Our training and products support the integration of simple, impactful "mindful moments" throughout the school day to enrich the daily teaching and learning experience while promoting social, emotional and physical well-being, academic success, and a culture of care. Y4C provides students with a "toolbox for resiliency"- coping skills and mindful habits that will enable them to become self-aware, responsible, compassionate adults who will thrive in an ever-changing world.

With a wonderfully aligned mission, I'd like to express tremendous support for the Coastal Waters Charter School initiative. A charter school using a Waldorf based curriculum would be an incredible asset to the NH Seacoast!

There are so many benefits to a Waldorf education, but several reasons it would be so enthusiastically welcomed include:

- A Waldorf charter school would be free of charge, which would allow families who value Waldorf Education to access it, without the financial barriers of a private school.
- Waldorf education understands, respects, and teaches in a developmentally appropriate way. The curriculum is in alignment with how a child's brain develops.
- A school that values learning through play, movement, and time in nature will be in high demand in this area.
- The Waldorf curriculum includes art, literature, movement, thoughtful analysis and self reflection into daily lessons.
- Movement is important for physical and mental health, as well as for academic success. Waldorf education knows the value of ample amounts of movement throughout the day.
- Waldorf graduates often possess creativity, healthy self esteem, reverence for the beauty of the natural world around them, the ability to connect with others on a deep level, kindness, resilience, and the ability to think critically and creatively.
- Colleges are eager to have Waldorf grads for the depth of character and creativity they bring to their classes.
- Employers are eager to hire Waldorf grads as their ability to think outside the box and take initiative is what the world needs more of.

- Waldorf focuses on time in nature, creating resilience and a deep respect for the natural world.
- Waldorf early childhood programs are slow paced, and honor open ended play, imagination and joyful child led exploration as a part of the healthy development of a child.
- The beautiful, calm classrooms of a Waldorf school soothe the senses, and create a low stress classroom experience.

Thank you so much for your support of this amazing initiative in our community. Our youth will benefit immensely from having this educational opportunity available on the Seacoast!

Sincerely,

Lisa Flynn

Founder/CEO: [Yoga 4 Classrooms](#)

Author: [Yoga 4 Classrooms Activity Card Deck](#)

[Yoga for Children: 200+ Yoga Poses, Breathing Exercises, and Meditations for Healthier, Happier, More Resilient Children](#)

[Yoga for Children – Yoga Cards: 50+ Yoga and Mindfulness Activities for Kids](#)

Contributor: [Best Practices for Yoga in Schools](#)

[Stories of School Yoga: Narratives from the Field](#)

Research: [Effects of a classroom-based yoga intervention...](#)

Yoga 4 Classrooms

2 Punkintown Rd, Suite 341

South Berwick, ME 03908

P: 603-766-4483, x1

March 28, 2021

To Whom it May Concern,

I am writing in support of The Coastal Waters Charter School application. I am an experienced N.H. educator employed by the Oyster River Cooperative School District for 27 years. I work as a special education case manager and have my M. Ed in Counseling from UNH.

Public education has many strengths but is not always just right for every student. Offering alternatives is one way to ensure that we create intentional spaces for our students where they can find their own unique voices.

In addition to being an educator at a public school, I am a Waldorf parent who has always appreciated the beauty that the Waldorf approach inspires. Beauty that I have strived to bring into my own classroom.

Coastal Waters Charter School would do just that. Bring beauty to education, and meet learners where they are, honoring and loving that space.

I believe that school is not one size fits all and that having choice is important. Coastal Waters Charter School would be a very attractive choice for families who cannot afford a private school education but believe that their child/children need an alternative to the public school.

A Waldorf inspired Charter could offer smaller class sizes and outdoor learning in a way that many public schools continue to struggle to do.

I believe that Coastal Waters Charter School will be able to provide a more individualized learning environment that many students on the Seacoast would benefit from.

Our world is ever changing and we need to collectively do everything we can to prepare this next generation to be lifelong learners and global citizens who can work collaboratively, adapt and problem solve as we move into the future.

Approving the Coastal Waters Charter School application would provide an alternative educational environment on the Seacoast that would be highly attractive to many families.

I am happy to answer any questions you may have or provide additional support. Feel free to contact me at: 603 534 0501, or donnadnh@gmail.com

Sincerely,

Donna DiPerri

April 7, 2021

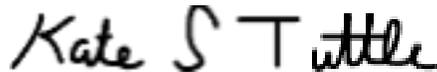
To Whom it may concern,

I am writing in support of the proposed Waldorf charter school for Seacoast NH. I am a Master's prepared educator and have taught at UNH. Having sent my two boys through a Waldorf program for 10 years, I can attest to the importance of this philosophy in helping our children attain the foundation for successful life-long learning and community integration as they grow. It is also very accommodating for the many non-traditional learners in today's world.

I had the privilege to serve on the Board of Directors for the Seacoast Waldorf School for 4 years and understand the budget concerns as well as the limitations that high tuition creates for many families. I would love to see the option for ALL students to participate in a Waldorf education. I live on the Seacoast and just had a third baby. We are currently researching options for our son's future schooling and knowing that a charter Waldorf option existed would be incredible. As a community member and as a parent, I am in full support of this proposal.

Thank you for your consideration.

Respectfully,

A handwritten signature in black ink that reads "Kate Swenson Tuttle". The signature is written in a cursive, flowing style.

Kate Swenson Tuttle

Thea Murphy, R.N.
372 Wibird Street
Portsmouth, NH 03801
murphy_thea@yahoo.com

April 29, 2021

To Whom It May Concern:

My name is Thea Murphy and I am writing to show my support for introducing a Waldorf education model into the public school system. It would be a dream come true for our family and many others in our community.

When it was time to send my first daughter to nursery, I asked my mother for some guidance. She has been an educator for decades and shared that she found the children with Waldorf backgrounds to be the most grounded and confident within themselves, and passionate and eager in their approach to learning. Naturally I looked into Waldorf Education and I have been fortunate to have had the opportunity to send both of my children to the Seacoast Waldorf School in Eliot, ME for the past six years. We began when our first daughter was two and a half years old; we now have one in Kindergarten, and one in second grade. I wish we were able to use our hard earned tax dollars to support a public Waldorf School on the Seacoast, and I have heard that sentiment echoed from many families on the local playgrounds. The demand for a Waldorf charter in the area will be high.

With Waldorf, we have given our daughters a gift that I know will last them a lifetime. The holistic approach of the Waldorf philosophy truly meets each child's needs, both within a group and one on one. The teachers intentionally help to nurture the strengths of each child while at the same time supporting them in the situations that may be challenging for them, thus allowing them to grow from each learning opportunity- both academically and socially. Being able to ignite critical thinking with a holistic educational model that also prioritizes safety, and care for oneself and for others, should be the standard of education, and the Waldorf model exudes this from its core. These fundamental tools are utilized to promote successful individual and group outcomes while creating a passion for learning; and to create teaching opportunities for interpersonal skills, thus enabling students to thrive both independently and collaboratively. The continuity of instruction and the standard of excellence demonstrated by the collaborative interdisciplinary specialties within a Waldorf school are what creates a trust and love of this education model. The mission, environment, culture and community which are interwoven throughout the Waldorf education model would benefit our area of NH, and would produce passionate, successful life-long learners. That is the gift.

As a mother and an RN in our community; I am so concerned for our youth being exposed to peer pressure and drug abuse. We need an academic model that not only prepares children for standardized tests, but that gives them a voice and empowers them to be strong and able to advocate for themselves and those who are at risk while outside the classroom. Our public school system would greatly benefit from introducing the Waldorf model to its students and our community. Thank you for your time and consideration.

Best, Thea Murphy, R.N.

Jennifer Lake
108 Spring St.
Apt. 2
Portsmouth, NH 03801
April 30, 2021

To Whom It May Concern,

I am writing in support of Jasmine Proctor and Erica Taylor for their robust vision and plan to open a public Charter Waldorf School located in the spectacular seacoast region of New Hampshire.

I have known Jasmine and Erica for over seven years through their work at The Seacoast Waldorf School in Eliot, Maine. Both individuals bring invaluable expertise, experience and passion for educating children through the Waldorf educational model that highlights hands-on learning with a heart centered approach in order to cultivate children's unique individual strengths.

My thirteen year old daughter is a true testament of their teaching excellence as she often raves about both teachers with enthusiastic joy.

I am continually amazed by their dedication and passion that creates exceptional educational experiences that will stay with my daughter well beyond her years at school. I am confident in their ability to execute their mission and vision in order to bring the value of Waldorf education to generations of families on the seacoast for years to come without the cost barrier that can be prohibitive to families.

Our children are our future and it all starts with excellent leaders, teachers and people like Jasmine Proctor and Erica Taylor.

I am in full support of the development of a Waldorf charter school in the area.

Sincerely,

Jennifer Lake
Wellness Entrepreneur/Mother

May 14, 2021

To Whom It May Concern,

I am writing today to express my support for a public Waldorf charter school in the NH Seacoast region.

My four children attended a private Waldorf school in Maine from pre-K through 8th grade. I can say with surety it was one of the best parenting decisions I have made.

For example, my oldest son Kaiden is now a Sophomore at Dover High School. He is in the top 5% of his class of 400. He has maintained high honor roll every semester as well, and has been admitted to 2 advanced programs at the school. He has been formally recognized for his academics, sports and leadership skills. This summer he will be taking two college classes, an Anatomy and Physiology class at UNH and a Pre-Calculus class at Great Bay. He is doing this with the full support and recommendations of his high school teachers and the Dean of Academics.

I mention all of my son's achievements because I credit Waldorf with much of his success. He is dyslexic and because of his unique education he never missed a beat. Waldorf teaches to so many different learning styles that he did not have to rely solely on skills he did not yet have. Subjects are taught through lectures, vividly told stories, art, music and theatre. The depth to which they explore subject matter is beyond comparison to what our public schools can offer. Waldorf teachers know the importance of play and know that much of it involves scientifically based research regarding movement and the way the brain retains information. The kids play outside and develop a great reverence for nature and the world around them. They learn to negotiate peer conflicts with compassion and empathy. They learn other subtle skills as well such as building hand strength before ever holding a pencil to write.

In addition, Waldorf focuses on interpersonal skills and teamwork. It is actually one of the skills that stands out most to businesses that hire Waldorf graduates. Kaiden greets all of his teachers when he walks into class each day. He has rich conversations with teachers that carry far outside of the subject matter. He even formed such a strong friendship with one of his teachers online that, without ever meeting him in person, she wrote his recommendation to the National Honor Society. Another teacher, based on friendly discussions with Kaiden, wrote me a note to ask if she could pull him from another class to come to her class while there are guest speakers because he inspires his classmates to think deeper and is not afraid to ask difficult questions. The list could go on.

One of the primary areas that proponents of Waldorf education will speak of is that it instills a great love of learning in children. I can attest to the absolute truth of this statement. The way my kids crave information and are always soliciting more depth of knowledge is unmatched. They never once complained about going to school. They eagerly jumped out of my car every day and couldn't wait for summer to end so they could go back to school. I'm certain that is not something many parents can say!

Private Waldorf education was a huge financial stretch for my family. Many families have to choose to spend their college savings in order to give their young kids this type of

education. I would make the same decision 100 times over. A public Waldorf school has long been a dream of mine! We considered moving to California just so my children could attend a public Waldorf school. It would be an amazing addition to the NH school system to be able to bring this type of education to more and more families regardless of their financial situation. My children are thriving educationally as well as socially and mentally. They are resilient and kind. Waldorf school creates great humans which is more necessary than ever in today's world. We have seen great disregard for others and entire generations of people during this past year. I know that the students of Waldorf schools could shift this perspective if we unleash many more of them into society.

It is with my whole heart I recommend that you approve a public Waldorf school in the NH Seacoast. I would gladly speak further about this or answer any questions or concerns should you have them.

Thank you for your consideration.

Shara Khalsa
6 Page Ave
Dover NH 03820
603-866-3366
makingpurple@gmail.com

CYNTHIA CAPODESTRIA

184 MARCH ROAD • SANBORNTON, NH 03269 • 603 520-2304 ccapodestria@gmail.com

May 8, 2021

To whom it may concern,

I am so delighted to hear that there are considerations afoot for a Waldorf charter school in the Seacoast, and I write in support of it. I have a diploma in Waldorf Pedagogy and an M.Ed. in counseling, I was a vocational counselor for the State, and I have had the privilege of being a Waldorf Class teacher and a mentor to Waldorf teachers.

For over a hundred years, Waldorf Education has offered an educational approach that helps develop capacities, competencies, and a love of learning in its students. As they say, *“Read that again, slowly.”* This is accomplished, largely by giving the faculty both the freedom and the requirement to present curriculum that is responsive to the students’ specific needs, and the academic, social, and environmental influences that each day brings. Subjects are presented in a developmentally informed way, but also, faculty actively model, each hour, how a caring and thoughtful adult human responds to the changing demands of one’s current situation.

Art, literature, analysis, reflection, teamwork, and movement are woven into daily lessons in a holistic way that responds with the kind of healthy in-breath and out-breath flow that all our health care providers are trying to encourage in the rest of us. Imagine an entire school in our community, learning balanced living. There is also a profound, underlying focus on gently developing awareness of the social responsibilities we bear toward each other, in the classroom and in society.

My experience with former students (and offspring) who are now grown adults, has shown me that there is no “Waldorf type” graduate, but that the seeds planted, and capacities developed for thinking, feeling, and acting, have given them strength, courage, and perseverance to succeed at a wide variety of occupations. While college was a big change for both of my own children, they were surprised at how easy it was to understand and adapt to their new school.

Being able to provide this kind of education to Seacoast residents, without regard to their ability to pay, will surely benefit not just the families, but the greater community as a whole. There are few things I can think of that will benefit the future more than a lively, inspired education for our children.

Sincerely,

Cynthia Capodestria

C. Lisa Norris, MS, APRN

20 Ladd St.
Portsmouth, NH 03801
603-430-8900

4/30/2021

To Whom it May Concern:

I write this letter in support of Coastal Waters Charter School. The establishment of this Waldorf school in the Seacoast area utilizing the state's charter school funding provides an incredible opportunity for people who may be otherwise unable to access Waldorf education. How I wish such an opportunity had been available to me when my children were young! I was drawn to the creative, respectful and nurturing educational approach of Waldorf schools and toured one in the Beverly MA area. Unfortunately, my single income household couldn't afford the expense. Even when education is a top priority in a family system, private school tuition is not always feasible. The opportunity for all socioeconomic tiers to have equal access to a local Waldorf charter school is just amazing! I would have enrolled my children asap had such an opportunity existed then. This school will be a strong asset to the Seacoast NH area. Waldorf schools truly educate the whole child. Good people emerge from the Waldorf educational system. They frequently engage heavily in their community, leading with a marked sociocultural awareness. I fully support the development of this Waldorf charter school and look forward to witnessing its success.

Thank you,

C.Lisa Norris

May 25, 2021

To Whom it May Concern,

Before I saw what Waldorf could do for my children I was a bit skeptical, having come from only a public education. I toured Waldorf for four years before deciding to enroll my children. I mostly enrolled for my older child who has multiple learning disabilities and I thought this approach may work better for him. I ended up enrolling both children and it has been amazing. My youngest child who is an athlete, naturally outgoing and loves nature comes home every day with tales of what he has learned and the adventures he has had. My children have been in an environment where all teachers keep the same tempo, and the kids always know what to expect. My children love going to school everyday.

I am writing to express my support for the Coastal Waters Charter School initiative. A charter school using a Waldorf based curriculum would be an incredible asset to the Seacoast region of NH.

There are many benefits to a Waldorf education but these are a few that stick out immediately to me:

- A Waldorf charter school would be free, which would allow many more families who value Waldorf Education to access it.
- Waldorf education understands, respects, and teaches in a developmentally appropriate way, according to how a child's brain develops.
- The Waldorf approach includes art, literature, movement, thoughtful analysis and self reflection into daily lessons.
- Waldorf focuses on time in nature, creating resilience and a deep respect for the natural world.
- Waldorf early childhood programs are slow paced, and honor open ended play, imagination and joyful child-led exploration as a part of the healthy development of a child.
- Waldorf graduates often possess a healthy self esteem, the ability to think critically and creatively, respect for the natural world around them, respect for their fellow human beings and the ability to connect with others on a deep level, kindness, and resilience.

Again I am expressing my support for the Coastal Waters Charter School Initiative. The Seacoast would be lucky to have this. Should you have any questions please contact me.

Sincerely,

Jodi Clarke-Lawton

617-697-4051

May 19, 2021

To Whom it May Concern:

My name is Carrie Tomforde, I live in Dover, NH and have a daughter who is nine years old.

I am writing to express my support for the Coastal Waters Charter School initiative. A charter school using a Waldorf based curriculum would be an incredible asset to the Seacoast region of NH.

There are many benefits to a Waldorf education; below are the elements of the curriculum that I find most appealing:

- The Waldorf curriculum includes art, literature, movement, thoughtful analysis and self-reflection into daily lessons.
- The Waldorf curriculum allows for large amounts of movement throughout the day. We all know that movement is important for physical and mental health, as well as for academic success. Ample amounts of movement should be included in all schools, for all ages in order for our students to reach their highest potential.
- The Waldorf curriculum includes extended time in nature, creating resilience and a deep respect for the natural world in the students.
- Schools using the Waldorf curriculum have beautiful, calming classrooms that soothe the senses, and create a low stress classroom experience.

Waldorf graduates often possess creativity, healthy self-esteem, reverence for human beings and the beauty of the natural world around them, the ability to connect with others on a deep level, kindness, resilience, and the ability to think critically and creatively. All attributes our communities and society benefit from.

I firmly believe that parents should have a variety of educational choices for their children and this can be achieved through a mix of public schools, private schools and, more importantly, Charter schools. Charter schools are a critical piece of this puzzle as educational choices and opportunity are limited due to socioeconomic status. A Waldorf charter school would allow families who value Waldorf Education the ability to access it, regardless of their financial status.

The need for choice has become even more apparent as we have navigated through the pandemic, and our children have had to adapt to a remote learning environment.

Please consider granting the approval for the Coastal Waters Charter School.

Kind Regards,

Carrie Tomforde

April 4, 2021

To Whom It May Concern:

I am writing to voice my enthusiasm for the Coastal Waters Chartered Public School, and the great potential that exists for this school to make a positive impact in our area. As a Waldorf teacher for many years, as well as a parent, I am certain that many students and families will find the approach of this education to be one that meets their needs and allows them to grow both in self and community. A Waldorf-inspired school that not only goes from K-12, but is not dependent on a family's financial means, is one that embodies the true spirit of the founding principles of this unique pedagogy, and I am glad to see this finally becoming a reality here on the seacoast. Not only am I in support as a parent and teacher, but my children are excited as well, and any school that inspires a child to say, "I can't wait for it to open!" is one that I wholeheartedly support.

Educating children in mind, body and spirit with developmentally-appropriate methodology, while still providing a rigorous curriculum exceeding state and federal standards, is an endeavor which has evidence-based research and 100 years of experience to back it up. As we move forward in an increasingly fast-paced world, the gift of a deliberate and thoughtful education which meets each student as an individual, yet teaches them to value community and diversity, is a need which Coastal Waters can provide.

Sincerely,

Erica Taylor, M.Ed.
403 Harold L. Dow Hwy.
Eliot, ME 03903
ELTaylor08@gmail.com

Katie Semro
5 Nealley Street South Berwick, ME 03908
April 15, 2021

To Whom It May Concern,

I'm writing to voice my support for a Waldorf Charter School (k-12) in Seacoast New Hampshire. A Waldorf education is special as it centers on the child and what is developmentally appropriate for them at each age. I think it would be a huge benefit to Seacoast communities for this type of education to be an option as a Charter School, rather than only a private school. This will extend the benefits of Waldorf's whole-child education to more families.

I can't say enough about how much Waldorf has been great for my children - the time outside, the focus on their whole bodies and not just their brains, and the special ceremonies and celebrations have been wonderful for them, and for us as a family. Bringing this to more families can only be a good thing, and I'd love to see a K-12 Waldorf Charter School in the Seacoast.

Sincerely, Katie Semro

Kimberly Dowling
21 Adams Road Kittery, Maine 03904
774.521.7552 kimberlyowendowling@me.com

7 May 2021

To Whom It May Concern:

I am writing this letter in support of Coastal Waters Charter School. I am a parent, an entrepreneur, and an acupuncturist and Chinese herbalist currently licensed In Massachusetts with the Board of Medicine.

My daughter attended a Waldorf nursery school before enrolling in the public school in Massachusetts where we lived at the time. After a few years in the public school, I decided a Waldorf elementary school was better suited to her needs for many reasons. Most importantly, the public school was not serving her learning style and specific needs, and having seen the effects of Waldorf education first hand in nursery school, we decided we needed to explore other options, despite the potential cost. The lack of educational choice where we lived was extremely limiting, so even though it was not our preference, I moved our family from the small Island we grew up on in Massachusetts to the Seacoast area so she could attend Seacoast Waldorf School in Eliot, Malne.

I would not have made this move If I did not have faith in Waldorf education. Through her years at this school I have watched her grow into a confident, creative, insightful and innovative young woman. She is in 8th grade currently, and loves learning so much that she has never wanted to miss school, and when it came time to apply to high schools, she proved to be more ready for this next step than her peers in the public system.

When I look around at the response to problems faced in conventional education, and the new ways people are reimagining education in our communities, I see many elements of Waldorf education. Waldorf children have been thriving for the past 100 years!

One major hurdle is making this amazing educational opportunity financially accessible to anyone, anywhere, for whom conventional public schooling does not resonate. A Waldorf charter school would be an asset to this community and I hold the founders of Coastal Waters Charter School in the highest regard as educators, parents, and human beings.

Sincerely,

Kimbang Owan Dorfitt

Kimberly O. Dowling. MAOM, LAC

Priscilla Band Weston
Keller Williams Coastal Realty 750 Lafayette Rd. #201 Portsmouth, NH 03801 (615) 636-2165
priscilla.weston@kw.com
www.priscillabandweston.com

March 29, 2021

To Whom It May Concern,

I'm writing today to express my support of Coastal Waters Chartered Public School, a new school being planned for Kindergarten through High School students on the New Hampshire Seacoast.

The past year has been one of unprecedented stress on America's children, and I truly believe the antidote and healing from this collective stress is to be found in loving, child-centered education that focuses on nature, rhythm, and art. These are the foundational blocks of Waldorf curriculum, and there has never been a time that students in New Hampshire need this avenue of study more.

I have seen in my own daughters, Penny (age 10), and Lena (age 7) who have attended Waldorf schooling for many years, the importance of integrating more than just academics into their curriculum. Waldorf has helped to shape their character towards resilience, optimism, and creativity - much needed traits in today's trying times. It is this very type of schooling that will raise up a generation of children in New Hampshire primed to address some of our greatest challenges - poverty, climate change, and global inequality.

Unfortunately, because Waldorf schools have historically been privatized, this unique educational philosophy benefitting children tremendously has been mostly out of reach. Coastal Waters Chartered Public School is taking on this challenge by teaming up with the State of NH to make this curriculum accessible to all children, regardless of socioeconomic status. New Hampshire, a state that is nationally recognized in leading the way with public education, has the opportunity to once again set the national standard towards a more progressive, alternative schooling by supporting Coastal Waters. What a wonderful opportunity for the burgeoning Seacoast to shine in yet another area!

As I work in New Hampshire day after day as a Realtor serving the Seacoast's families, I see this need amplified, and am eager to help address it. I will serve Coastal Waters Chartered Public School in any way they need, and am excited to be a part of this community putting the Seacoast's students front and center. My children have thrived from Waldorf education, and I look forward to the day that my younger boys (age 1 & 2) are able to take advantage of the proposed charter school's excellent educational philosophy.

Sincerely,
Priscilla Band Weston

May 21, 2021

To Whom it May Concern,

I am writing in support of the Coastal Waters Charter School initiative that is being developed on the NH Seacoast. As a Mother of three boys who have good friends who attend the local Waldorf school, I have been interested in the Waldorf philosophy for years. I did consider taking my children out of the public school system to attend the Waldorf school however, I did not have a partner who was willing to pay for a private education for elementary, middle or high school. A public Waldorf charter school would be a welcome addition to the area, and would allow many more children to experience this wonderful education without the great expense of a private school.

Sincerely,
Courtney Pasqualoni
Stratham, NH

May 25, 2021

To Whom It May Concern:

I am writing to express my support for the Coastal Waters Chartered Public School here on the seacoast of NH. As a parent of a student who attended the local private Waldorf school for many years, I am happy to see that a Waldorf option for high school will be available in our area, as the private school only goes to eighth grade. I also feel strongly that the option of this education should not be based on financial ability, so the diversity of Coastal Waters will be a benefit to both the students and families, as well as the greater community.

I look forward to the progress of this new school, and to the positive impact it will have for so many.

Respectfully,
Leslie Nelson
4 Coolidge Dr.
Portsmouth, NH 03801
lnelsoncvt@gmail.com

May 26, 2021

To Whom it May Concern,

It is with great pleasure that I write this letter of support for a publicly chartered Waldorf school here in the seacoast region: Coastal Waters Charter School.

Our family has been engaged with Waldorf education for almost ten years and we have been able to observe the impact the educational approach has had on our own daughter during this time which we are very appreciative of. Well beyond our own family though it has been impressive and remarkable to witness the development of young people we have come to know as individuals who have experienced Waldorf education.

One of the hallmarks of the Waldorf approach to education, in my mind, is the focus on the whole individual and the desire to foster an unfolding of the potential within each of us as a central objective of education. This objective is expressed through learning and teaching that addresses the mind, the heart and the hand. The intellectual capacity and critical ability of the individual, the commitment to empathy and the recognition of the body as the vessel within and through which we experience the world.

Another important hallmark of Waldorf is the strong commitment to teaching while recognizing developmental stages and respect for the needs of the young person as they move through these stages.

I am thrilled at the prospect of having a public Waldorf education be available to residents of this region of the state. I hope that this effort is successful as it will fill a void in our area of the state.

Please reach out with any questions you may have. Thank you for this opportunity.

Sincerely,
Sönke Dornblut

351 Wadleigh Falls Road
Newmarket, NH 03857

5.02.21

To Whom it May Concern:

My name is Matt Savage, and I am happy to write this letter of support for the Coastal Waters Charter School. I am a father of 2 boys, both of whom currently attend a Waldorf school in Eliot, Maine. I am excited about the possibility of having a Waldorf inspired public school option that my children may be able to attend.

Over the past 8 years I have seen my children benefit from the Waldorf educational system at the school they attend. The teachers and support staff have guided my children very effectively through their early years.

What stands out the most is the way they focus on the whole child – body, mind and spirit. One example of this which has made a big impression on my children involves a lot of outside play and use of the outdoors in many of the classes to observe nature. This has given my boys an appreciation of the outdoors which I don't believe they would have received if they attended a traditional public school. Both of my children love the outdoors; camping, playing, exploring and learning about the environment. My oldest is strong and confident beyond his years, secure in who he is, empathetic and kind, adventurous and open minded; my youngest is learning to be the same. These qualities have all been fostered by attending a Waldorf school.

In addition to this, my children are both exposed to art, music, and performance art that isn't available in a public school setting at such young ages. These experiences aren't enrichment classes they may take, they are instead fully integrated into the curriculum all day long, and, as a result, both of my sons love playing music, singing, and using their imaginations.

Their bodies are fully engaged in the learning process – as evidenced by the way they use their bodies to trace out letters and numbers in the early grades, and to tell stories.

This educational approach will ultimately manifest into well-rounded children who should be able to feel confident in their place within the world, and confident in their ability to work for the greater good of our society.

I am excited for the chance to have this type of education located on the Seacoast of NH, and to put my support behind something which makes such a positive impact on the children who are a part of it.

Regards,

Matt Savage

Appendix B: Community Partners

Yoga 4 Classrooms: 2 Punkintown Road Suite 341 South Berwick, ME 03908

Yoga 4 Classrooms is an evidence-based yoga and mindfulness program for school that promotes social, emotional and physical wellness, learning readiness and positive school climate. By providing training and resources to support sustainable school implementation, Yoga 4 Classrooms empowers schools to meet improvement goals while preparing students for a lifetime of success.

Yoga 4 Classrooms approach and curriculum is anchored in well-validated classroom pedagogies, developmental science, cross-sectional research in cognitive affective neuroscience, tenets of positive psychology and contemplative practices. Lisa Flynn, founder of Yoga 4 Classrooms, is excited to support the development of Coastal Waters on the NH Seacoast.

TimberNook: 535 Scruton Pond Rd, Barrington, NH 03825

TimberNook programming is offered across the US, Canada, New Zealand, Australia, and England. TimberNook programs provide nature-based, child-led play experiences that challenge the senses and inspire creativity, independence, and imagination in the great outdoors. At the heart of TimberNook programming is the philosophy that children flourish when given the time and space to play in sensory-rich, experiential learning environments. Bringing exploration and nature together results in a truly unique way to reach children at a key point in their development. TimberNook experiences are developed based on their therapeutic value and ability to inspire children to think and play in new and creative ways. In addition to their ongoing programming, TimberNook offers Summer Programs, training for educators on-location, and training for schools who wish to become TimberNook certified. They will also help to transform a school's outdoor space into a space that is TimberNook approved. Angela Hanscom, Pediatric OT and founder of TimberNook, is an enthusiastic supporter of Waldorf education and the development of Coastal Waters Charter School here on the NH Seacoast.

Portsmouth Music and Arts Center: 973 Islington Street Portsmouth, NH 03801

Portsmouth Music and Arts Center is a non-profit organization providing music and visual arts opportunities for all in the Seacoast community. PMAC's mission is to build community through the arts by providing all people with the opportunity to achieve their full creative potential, regardless of their age, ability, or economic status. This is accomplished through high quality music and visual arts education programs and by creating ensemble, performance, and exhibition opportunities for students, professionals, and audiences. Many local Waldorf students take part in PMAC's music and art classes.

Dance Innovations Dance Center: 64 Tide Mill Rd, Greenland, NH 03840

Dance Innovations Dance Center offers Pre-Dance, Ballet, Tap, Jazz, Hip Hop, Acro-Jazz, Contemporary, Modern, Musical Theatre, Pre-Pointe, and Pointe for dancers ages 2 ½ and up. The faculty and staff of Dance Innovations aim to inspire and challenge, while still maintaining a level of fun for our students after school activities.

Kittery Trading Post: 301 U.S. 1 Route One, Kittery, ME 03904

Since 1938, Kittery Trading Post has been outfitting people for the great outdoors, and offering classes to the public. KTP is an enthusiastic supporter of school fundraisers.

Juniper Cottage Bakeshop: 351 Wadleigh Falls Rd Newmarket, NH 03857

Juniper Cottage Bakeshop is a local bakery providing naturally leavened, organic, wood fired oven bread to Farm Stores, farmers markets and local restaurants around the seacoast.

Juniper Cottage Bakeshop will support Coastal Waters, donate breads for school fairs and festivals, and may teach baking to our students.

YMCA of the Seacoast: 550 Peverly Hill Rd, Portsmouth, NH 03801

YMCA of the Seacoast offers pools, fitness center, basketball gymnasium, gymnastics center, and community spaces with free WiFi. They are committed to youth development, healthy living and social responsibility and offer multiple recreational opportunities for our students.

Loco Coco's Taco's: 36 Walker St, Kittery, ME 03904

Since they were founded, Loco Coco's has been a strong supporter of local schools and are always willing to support school fundraisers.

Lori Martone Pottery: 8 String Brg Exeter, NH 03833

Since 1983, Lori has been spinning her wheel to create finely crafted, functional pottery such as plates, mugs, bowls, vases, and platters, and unique home décor pottery including mirrors, clocks, wine containers, goblets, and slate wall hangings-all glazed in soothing earth tones. Lori will be offering guidance in our high school arts program.

Parker Mountain Comfort Wraps: Strafford, NH 03884

Parker Mountain Comfort Wraps is a local business owned by Jessica Leff. She has been a long-time vendor at the local Waldorf Holiday Fair and supporter of Waldorf. Jessica is passionate about the healing benefits of her NH made weighted blankets, lap blankets, neck/shoulder/back wraps, eye pillow and lavender filled fidgets. We will use products from Parker Mountain Comfort Wraps in the classrooms at Coastal Waters to aid in stress reduction and sensory processing issues.

Seapoint Chandlers: 76 Brave Boat Harbor Road Kittery Point, ME 03905

Seapoint Chandlers has been making 100% beeswax candles in Kittery, Maine since 2012. The owner has been a consistent donor to school fundraising efforts.

Martini Jewels: The Counting House, 90 Saco Falls Way, Biddeford, ME 04005

Lori Perkins, owner of Martini Jewels, knows how important it is to protect the environment for our families, both now and in the future. Because of this, she chooses to use only sterling silver and 14 kt gold and gold fill from recycled resources so that her jewelry doesn't harm the earth or its people. In a business where producing just one ring can produce five tons of environmental waste, she doesn't think there's any alternative. We love her passion for the environment and for giving back. She is a proud supporter of local organizations including our local Waldorf school.

Rhonda Lynch Fine Art: York, Maine

Rhonda Lunch is a painter and printmaker living in Maine. She is a homeschooling mom of 6 and a successful artist. She has been a supporter of Waldorf fundraising efforts on the Seacoast, and we look forward to possibly collaborating with Rhonda for the art program of Coastal Waters, as well as with classes for the public hosted by Coastal Waters.

Harrisville Designs Inc.: 4 Mill Alley, Harrisville, NH 03450

Harrisville Portsmouth Designs is a long-established weaving center where yarn is manufactured, looms are built, classes are taught, and a beautiful shop is open to the public. We are able to rent looms from them if we offer weaving in our high school art program.

Camp Glenbrook: 35 Glenbrook Rd., Marlborough, NH 03455

Glenbrook is a camp in the summer and a retreat for groups during the school year. It is a beautiful facility including a farm, sugar house, craft studios, walking/ski trails and a pond offering multiple opportunities for scientific exploration and recreation. Camp Glenbrook may be utilized by Coastal Waters students for Summer programs, or retreat groups during the year for middle or high school

students.

W.S. Badger Co.: 768 NH-10, Gilsum, NH 03448

Badger is a small award-winning family-owned and run B corporation. They produce natural and organic body and skin care products. They offer the opportunity to tour the facility, shadow individuals and learn about sustainable business practices. W.S. Badger may be utilized for high school field trips to learn about sustainable business practices.

The Well Oiled Educator:

Cindy Douglas is a NH public school educator who also specializes in the use of essential oils. She has been a long supporter of Waldorf and regularly attends fairs and donates items to fundraisers.

Nancy Donovan, Children's Author: beachtreeattheC@comcast.net

Nancy Donovan, a poet, potter, and storyteller, began writing for children with a series of personalized adventure tales for each of her eight grandchildren. Nancy's books combine her love of adventure with her deep-rooted awe for the natural world, presenting stories that both educate and entertain.

Nancy uses magical and fairy tale themes to educate and entertain children and adults, and to raise consciousness of environmental concerns.

A retired nurse and nurse-educator, she is a volunteer for the Odiorne Point Seacoast Science Center and is an active marine docent from the University of New Hampshire.

We hope to collaborate with Nancy in the areas of storytelling, creative writing and environmental education.

Richard and Nancy Crowley:

Richard is a local woodworker and Nancy is an accomplished seamstress. They are both supporters of Waldorf, long time attendees of the local Holiday Fair, and are always willing to donate items to our fundraisers.

Appendix C: Identification and Biographies of Consultants

Dr. Torin Finser: Torin M. Finser received his Ph.D. in educational leadership from Union Graduate School, his M.A. in education from Adelphi University, and his B.A. from Bowdoin College. He taught at the Great Barrington Rudolf Steiner School, where he also served as faculty chairman. Torin has done extensive consulting with schools in organizational dynamics and leadership development and has been a keynote speaker at conferences all over the world. He is the author of eleven books, beginning with *School as a Journey*, which has now been translated into Mandarin, Farsi, Thai, Arabic, Korean, and Spanish. Other books include: *School Renewal*, *Organizational Integrity*, *A Second Classroom*, *Parent Teacher Relations in a Waldorf School*, *Leadership Development*, and *Education for Non-Violence*. His *Guided Self Study* is used by many as an introduction to Anthroposophy. Torin has served as General Secretary of the Anthroposophical Society in America and Chair of the Education Department at Antioch University New England. A founder of the Center for Anthroposophy, he has recently pioneered their new Building Bridges Program for practicing teachers in independent and charter schools.

Michael D'Aleo, BS Mech. Eng., Rutgers University, MS Ed., Sunbridge College: High school physics/math teacher at Waldorf School of Saratoga Springs in Saratoga Springs, NY. Director of Research at SENSRI. Waldorf class teacher, trustee, parent, and spouse. Inventor with 17 U.S. patents, co-author of *Sensible Physics Teaching*, and author of *Embracing Materialism and Letting It Go*, as well as articles on teaching science and environmental issues. Michael lectures nationally and internationally on the topics of science, education and environmental issues and is a founding member of the Saratoga Experiential Natural Science Research Institute (SENSRI) in Keene Valley, New York as the Director of Research. He was a co-founder of the high school at the Waldorf School of Saratoga Springs where he taught physical science and astronomy. He is also an instructor of Waldorf School physical science teachers at The Center for Anthroposophy in Wilton, New Hampshire, as well as a guest teacher at various teacher training institutions and Waldorf Schools. He is the co-founder of, and leads the successful 6th, 7th and 8th grade science teacher training, *Teaching Sensible Science*. He is also on the faculty of the Center for Anthroposophy's Waldorf High School Teacher Education Program.

Contact information:

Michael D'Aleo,
107 Airport Road
Keene Valley, NY 12943
Phone: (518) 576-9035
e-mail: spalight@verizon.net

Jamie York, M.S., Computer Science, University of Denver; Certificate in Waldorf High School Teacher Education from the Center for Anthroposophy: Jamie teaches high school mathematics at Shining Mountain Waldorf School in Boulder, Colorado, and is an author, Waldorf math educator, and math missionary. Jamie created the Making Math Meaningful™ series as a developmentally based math curriculum. Its goal is to strengthen basic skills, foster mathematical thinking, and spark enthusiasm for learning.

Contact information:

Jamie York, % Jamie York Press Inc.
780 Quince Circle
Boulder, CO 80304
Phone: (720) 432-6367

Lisa Mahar: Lisa Mahar worked for 25 years as the Lead Administrator at Monadnock Waldorf School in Keene, New Hampshire. She is a founding member of the Administrators Network of the Association of Waldorf Schools of North America (ANA), is a trained meeting facilitator, and now advises and

consults with Waldorf schools in the areas of governance, community building, administrative review, mentoring, team building, visioning, and administrative planning. Lisa is also a commissioner for the New England Association of Schools and Colleges (NEASC) Commission for Independent Schools.

Contact information:

Lisa Mahar
56 Douglass Street
Keene, NH 03431
cell: 603-630-0700
e-mail: lisamahar5@gmail.com

Rainbow Rosenbloom: Rainbow Rosenbloom founded Live Education! in the fall of 1997, after 12 years of working with homeschooling families and co-ops, both privately and within the public schools. He studied Waldorf Education at Emerson College in England and worked as a class teacher and a high school teacher in several Waldorf schools. Rainbow also helped to construct an innovative Waldorf charter school program in Monterey, CA and served as its director for 3 years. He has a B.A. in Philosophy from The University of Tulsa and a master's degree in Education from Harvard, where he studied Multiple Intelligence Theory with Howard Gardner.

Contact information:

Live Education!
P.O. Box 306
Aptos, CA 95001 US
Phone: 831-688-4473
Email: rainbow@live-education.com

Bruce Bischof: Bruce Bischof joined Rainbow Rosenbloom in the beginning stages of Live Education! in 1998 as the principal writer and artist of the curriculum materials. He is the co-owner of Live Education! Bruce has 14 years of experience as a Waldorf class teacher in addition to several years as a mentor to class teachers in a Waldorf charter school. He completed his Waldorf training from Rudolf Steiner College in 1983. He completed a master's degree in Philosophy and Humanities from California State University and holds a B.A. with honors in Philosophy from the University of California in addition to two years of formal training in Art History and two years of Music Theory.

Contact information:

Live Education! P.O. Box 306 Aptos, CA 95001 US
Phone: 831-688-4473

Liz Beaven, Ed.D., President, Alliance for Public Waldorf Education: Liz Beaven has over 30 years' experience in Waldorf education, spanning class teaching, school administration, adult education, research, consulting, and public speaking. She has wide experience in board and committee work. Liz was born and raised in New Zealand and is the proud parent of two adult sons (both Waldorf graduates) and grandparent of three. She first encountered Waldorf education as a young parent in New York City. Liz has been involved in Public Waldorf education almost from its beginning, working in teacher preparation and professional development. She is passionate about questions of inclusion and social justice and believes that the impulse of Waldorf education has much to offer education in general. The former Administrator of the Sacramento Waldorf School and former President of Rudolf Steiner College, Liz is currently a faculty member of the California Institute of Integral Studies in San Francisco, where she is planning for a graduate program in integral teacher education, and a consultant with several public and private schools.

Contact information:

Alliance for Public Waldorf Education
1000 River Rock Drive
Suite 218

Folsom, CA 95630
Phone: (916) 496-5061
Phone: (978) 322-7211
Email: mlucas@fredcchurch.com

Chamomile Nusz: Chamomile Nusz received her Master's in Education from the University of Wisconsin Stevens Point (UWSP). She attended Evergreen University in Olympia Washington and then the University of Minnesota Twin Cities graduating with a bachelor's degree in Women Studies with a minor in Dance. She was a founder of the Tomorrow River Community Charter Schools (TRCCS) in 2012 and serves as the Executive Director of the TRCCS Elementary, Middle and Virtual Schools. Under her direction the schools have received multiple certifications and grants including the US Department of Education's National Green Ribbon Schools Award in 2014. Prior to becoming involved in Waldorf Education she was the Executive Director of a Renewable Energy Cooperative, owner of a Dance Studio, and a certified yoga instructor.

She has worked with UWSP and Transformational Teaching to develop a Public University Waldorf Teacher Training Master's program. She currently is an administrator and adjunct teacher for the program and working to complete her Waldorf Teacher Certification. Chamomile has served as the Secretary and Treasurer for the Alliance for Public Waldorf Education. She supports the planning of the Alliance Annual National Conference. She is one of the Waldorf leaders participating in the Waldorf Associations Working Group who are supporting the work of bringing the three Waldorf movements together, collaboratively working to move Waldorf Education forward into the next 100 years. She is now working for the Alliance in member services, supporting schools throughout the United States in member support services and the membership process of self-study.

Contact Information:

membership@allianceforpublicwaldorfeducation.org
1000 River Rock Dr., Ste 218
Folsom, CA 95630
916.496.5061

Cindy Marie, Founder and CEO at Central Source Charter School Business Management Services:

Central Source provides non-profit organizations with one central source for all their business needs allowing them to concentrate on what matters most, advancing their mission.

Organizations benefit by sharing resources in areas of Technology, Human Resources, and Finance.

Those benefits include expertise, lower costs, and maximum efficiency. Their team of professionals provide practical, hands on, customized services to our clients for a fraction of the cost of hiring staff.

Central Source has provided business management services to non-profit organizations for more than ten years. Their first client, Conservatory Lab Charter School, has grown from 169 students to 444 in the last five years and Central Source has been there every step of the way to support their expansion and increased Business Management needs. Central Source's Strategic Leadership team has provided audit-ready fiscal policies and procedures, accounting and financial reporting systems that support both the internal and external stakeholders, a Human Capital Management System for compliance and improved employee relations, and a technology infrastructure that provides reliable voice and data services. Central Source's current clients include schools, churches, art centers, child services, and environmental protection organizations with annual budgets ranging from one million to twenty million.

Contact information:

Cindy Marie
Central Source
477 Riverside Avenue

Medford, MA 02155
Phone: (617) 453-4240
Email: cynthia.marie@centralsource.org

Mark Birdsall: Mark Birdsall has been involved in Waldorf Education since the early 1970's. He was a Faculty Chair and Board Chair at Pine Hill Waldorf School in Wilton, NH where he was a class teacher until 1998. He left New Hampshire to help found the Urban Waldorf School (the first public Waldorf school in the US) in Milwaukee, WI where he was a class teacher, an Administrator and Program Implementer until 2001. He went on to teach, and took the role of Faculty Chair, at Kimberton Waldorf School in Pennsylvania. In 2004 he left Waldorf education to join the non-profit sector, designing and running youth experiential programs for all ages, but with a focus on teens. Mark Currently works with Trellis for Tomorrow, a group that delivers experiential programs in organic gardening, environmental education, and food security that provide practical and behavioral life skills for youth and adults. He is happy to lend his support to the Coastal Waters Charter School in NH.

Mark has degrees in Russian Studies from Vermont College of Norwich University, and Dickinson College, and a degree in Waldorf Education from Adelphi University. Before he began his long teaching career, he was a Pilot in the United States Navy.

Laura Birdsall: Laura Birdsall was a class teacher and a language arts teacher beginning in the early 1970's. She has taught at Pine Hill Waldorf School in Wilton, NH, Kimberton Waldorf School in Pennsylvania, and was a founding faculty member at the Urban Waldorf School (the first public Waldorf school in the US) in Milwaukee, WI. Laura retired from teaching in 2018, and is happy to support the development of the Coastal Waters Charter School in NH.

Cary Hughes: Dickinson College (Humanities), American University (Business Administration). Cary is the Dean of Students, and has been teaching History, and Model UN at High Mowing School for over 40 years. In addition to his role at High Mowing, he has been a member of the town of Wilton's Budget Committee since 1985, serving for the last fourteen years as chairperson. He was also recently re-elected to serve on the Wilton-Lyndeborough Cooperative School District board. Cary is excited to help support the development of Coastal Waters Charter School in whatever way he is needed.

Contact Information: chughes@highmowing.org

Alma Partners: Alma Partners is currently working with non-profit organizations and about 30 schools (public and private) in the Waldorf movement, in the US and Canada. Their goal is to help organizations operate with soul, bridging the gap that sometimes opens up between our ideals and our actions. They offer support in leveraging the current social and cultural moment to strategize, transform, and thrive, more deeply aligning practices with an organization's fundamental values. They offer expertise in Admissions/Enrollment, Curriculum Development, DEI (Diversity, Equity, and Inclusion), Diversifying Curriculum, Facilitation, Marketing/Communications/Community Engagement, and Strategic Planning.

Zorana Ivcevic Pringle, Ph.D.: Zorana is a Research Scientist at the Yale Center for Emotional Intelligence. She completed her undergraduate studies at the University of Zagreb in Croatia, received a doctorate from the University of New Hampshire (with Dr. Jack Mayer, co-creator of the theory of emotional intelligence), and did postdoctoral research at the Interpersonal Communication and Interaction laboratory at Tufts University (with Dr. Nalini Ambady who pioneered research on thin slices of behavior). She is also a former Waldorf parent, and strong

supporter of this educational movement.

Carla Beebe Comey: Carla has been a member of the faculty of the Education Department at Antioch University New England since 2016. Over the course of the previous 26 years, it was her joy to serve as eurythmy teacher, class teacher, math teacher, drama teacher, faculty chair, college chair and faculty administrator at Waldorf schools in Massachusetts, Oregon, and Colorado. She has also been a Waldorf mentor and evaluator, as well as an AWSNA delegate and accreditation team member. She was honored to serve on the General Council of the Anthroposophical Society in North America, 2011-2017. She is currently the Concentration Director for the Waldorf Teacher Education Summer Sequence program.

Emily Merchant, Executive Director of Wasatch Charter School: After attending training at Rudolf Steiner College, and aware that there were not any Waldorf schools in Utah (to which she was moving with her family), Emily was inspired to work to bring a Waldorf school to the Salt Lake Valley. Emily worked with other dedicated individuals throughout the community to apply to the Utah State Office of Education for approval of Utah's first Waldorf charter school. Emily is thrilled that the Waldorf approach to education is now available to Utah's children and families. She has earned a BS at the University of Utah, studying psychology and elementary education and a Master's in education from Antioch University with a focus on administration and Waldorf teaching.

Robyn M. Brown: Robyn Completed her teacher training at Rudolf Steiner College, in Fair Oaks, California and took a class at the Marin Waldorf School, working with the same group of children from Kindergarten through to Eighth Grade. She went to work with Sunny Baldwin, who then had Somerset School, near Colfax, California. Sunny's program was based on Steiner's Curative Education. After four years at Somerset, she started Mulberry Classroom in 2003, which continues to thrive in Santa Rosa, CA. Ten years ago, Robyn started a training program for Curative Educators as well.

Michelle Jarvis: Michelle has been a Spanish teacher for over 21 years and has been training and mentoring language teachers for the past 11 years. She is a former AWSNA subregional representative and current board member of the Coalition in Oregon of Foreign Language Teachers (COFLT). She continues working to strengthen language programs by educating and empowering teachers.

Elaine Tselikis, MS Adult Ed., BS Art Ed.: Elaine is the President/Owner of Vision Tree Creative, where she provides consulting and support through strategic guidance, development, and grant writing. She has an extensive background as an educator, artist, communications professional, activist, and writer. Experience includes: teaching and training; grant-writing; resource development; co-founding a teaching art studio and wildlife group; advocacy; photography; public relations; helping children with disabilities; designing interdisciplinary programs integrating the artistic process for nonprofit and business professionals; and facilitating statewide and national initiatives.

Lori Martone: Lori has been a ceramics artist since 1983, and has a Pottery Studio in Exeter, NH. Lori will be advising on the implementation of a high school Ceramics program at Coastal Waters Charter School.

Jesse Badger: Jesse is the Chairman of Northeast Waldorf Education Foundation. A strong advocate for education, Jesse has worked to promote Waldorf education at home in New Hampshire and abroad. Jesse is the owner of Badger Nautical Corporation, a management company serving the Maritime Industry since 2001. Badger Nautical manages private yachting programs throughout the world providing qualified crew and experienced leadership. A US Coast Guard, British Maritime Coast Administration, Cayman and Marshall Islands Master Mariner upon all Oceans as well as a licensed turbine helicopter pilot, Jesse has used his extensive experience afloat to provide leadership and management training to many of today's rising cadets in the maritime sector. When not travelling the globe building maritime programs, Jesse can be found at home in Intervale, NH with his wife and child taking advantage of its incredible outdoor offerings.

Dr. Ida Oberman: Ida Oberman, (PhD, Stanford University, CA; MA, Stanford University, CA; BA, Swarthmore College, PA; CA Teaching Certificate, HS Social Studies Multiple Subjects, San Francisco State University, CA; Waldorf Certificate, HS, Handwork and German as a World Language, Waldorf Training, Stuttgart, Germany; High School Diploma, Tuebingen Waldorf School, Tuebingen, Germany) is the founder and Executive Director of the Community School For Creative Education, the first Public Waldorf Charter School in the US. Dutch born and German educated, she is an immigrant to the US and learned English as a foreign language. She planned for over twenty years to start a multicultural urban public Waldorf school, and since 2008 she has worked closely with Oakland Community Organizations, a growing body of parents, educators, community leaders, and public officials in its execution to launch.

Since its 2011 founding, Dr. Oberman has raised just over \$1 million for the school from committed funders and individuals. She has built and extended networks for this first-of-its-kind intercultural public Waldorf initiative at the local, state, national and international level with partners ranging from Alliance for Public Waldorf Education, Envision Learning Partners Bay Area Performance Network, BELL Learning and Alameda County Food Bank. In addition, each year she guides a group to present at the National American Education Research Association Annual Meeting on the school's cutting-edge work.

Contact information:

idao@communityschoolforcreativeeducation.org

Mary Beth Purcell at Primex³: Primex³, NH Public Risk Management Exchange, offers a wide range of extensive and comprehensive coverage designed for NH public entities for all property, liability, and employment-related needs. Primex³, a member based proactive partner, not only provides property and liability insurance, but also offers Legal and Human Resources services for the public sector as well.

Contact Information:

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Bow Brook Place

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APPENDIX D: Proposed Annual Budget

Coastal Waters Chartered Public School Budget - 5 Year Plan

Account	Category	Description	Start Up	1st Year	2nd Year	3rd Year	4th Year	5th Year
			2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
INCOME:								
41000	Income	Tuition	-	2,179,843.94	2,179,843.94	2,179,843.94	2,179,843.94	2,179,843.94
42100	Income	Federal Startup Funding Grant	1,140,114.98	359,885.02	-	-	-	-
42200	Income	Development/Grants	-	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
43100	Income	Fundraising Events	20,000.00	90,000.00	92,700.00	95,481.00	98,345.43	101,295.79
43200	Income	Annual Appeal	-	112,000.00	112,000.00	112,000.00	112,000.00	112,000.00
44100	Income	Special Education Reimbursement	-	109,174.15	109,174.15	109,174.15	109,174.15	109,174.15
44200	Income	Title 1 Grant	-	24,000.00	24,000.00	24,000.00	24,000.00	24,000.00
44300	Income	Title 2A Grant	-	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
44400	Income	Title 4 Grant	-	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
44500	Income	Lease Aid Grant	-	28,000.00	28,000.00	28,000.00	28,000.00	28,000.00
47000	Income	School Store/Apparel	-	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Total Revenue			1,160,114.98	2,966,903.11	2,609,718.09	2,612,499.09	2,615,363.52	2,618,313.89
EXPENSES:								
60010	Personnel	Salary - Faculty	67,620.00	1,069,800.00	1,097,484.00	1,127,220.72	1,161,037.34	1,195,868.46
60010	Personnel	Salary - Special Ed	3,360.00	42,000.00	43,260.00	44,557.80	45,894.53	47,271.37
60020	Personnel	Salary - Administration	170,000.00	322,000.00	329,050.00	338,921.50	349,089.15	359,561.82
60030	Personnel	Salary - Other	10,000.00	27,500.00	35,600.00	36,218.00	36,854.54	37,510.18
61000	Personnel	Payroll Tax	19,199.97	110,259.45	113,586.74	116,716.05	120,183.11	123,754.18
62010	Personnel	Health, Life, STD, LTD Insurance	35,643.00	199,320.00	204,341.10	210,087.66	216,390.29	222,882.00
62020	Personnel	Workers Comp	990.48	5,677.20	5,848.54	6,009.44	6,187.92	6,371.76
62030	Personnel	Retirement	7,128.60	39,864.00	40,868.22	42,017.53	43,278.06	44,576.40
62040	Personnel	Professional Development	36,000.00	29,600.00	29,600.00	29,600.00	29,600.00	29,600.00
63000	Personnel	Hiring Expense	2,000.00	500.00	525.00	550.00	575.00	600.00
Total Personnel			351,942.05	1,846,520.65	1,900,163.60	1,951,898.71	2,009,089.94	2,067,996.17
61010	Instruction	Curriculum Development contractor	2,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
61020	Instruction	Instructional Supplies	147,500.00	25,000.00	25,000.00	22,500.00	22,500.00	22,500.00
61100	Instruction	Technology	205,600.00	7,300.00	4,900.00	3,700.00	3,700.00	3,700.00
61150	Instruction	Furniture and Equipment	112,870.00	3,000.00	3,000.00	-	-	-
61200	Instruction	Class Trips	-	1,500.00	2,000.00	2,500.00	3,000.00	3,000.00
61300	Instruction	Festivals & Events	-	1,000.00	1,500.00	2,000.00	2,000.00	2,000.00
61400	Instruction	Special Education Expense	-	50,860.00	49,385.80	47,867.37	46,303.40	44,692.50
61500	Instruction	Title 1	-	24,000.00	24,000.00	24,000.00	24,000.00	24,000.00

**Coastal Waters Chartered Public School
Budget - 5 Year Plan**

Account	Category	Description	Start Up	1st Year	2nd Year	3rd Year	4th Year	5th Year
			2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
61600	Instruction	McKinney-Vento	-	500.00	500.00	500.00	500.00	500.00
		Total Instruction	467,970.00	114,160.00	111,285.80	104,067.37	103,003.40	101,392.50
62010	Facilities	Lease	181,125.00	241,500.00	248,745.00	256,207.35	263,893.57	271,810.38
62020	Facilities	Maintenance & Repairs	50,000.00	14,000.00	14,000.00	14,250.00	14,500.00	14,750.00
62030	Facilities	Cleaning Services	2,000.00	25,000.00	25,750.00	26,522.50	27,318.18	28,137.72
62100	Facilities	Fuel	7,500.00	11,940.00	11,880.00	11,880.00	11,880.00	11,880.00
62110	Facilities	Electricity	7,000.00	13,200.00	13,200.00	13,200.00	13,200.00	13,200.00
62120	Facilities	Water/Sewer	2,000.00	3,600.00	3,600.00	3,600.00	3,600.00	3,600.00
62130	Facilities	Groundskeeping	2,000.00	2,000.00	2,040.00	2,080.80	2,122.42	2,164.86
62140	Facilities	Dumpster-Trash/Recycling	1,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
62150	Facilities	Telephone/Internet	2,400.00	3,600.00	3,600.00	3,600.00	3,800.00	3,800.00
62200	Facilities	Paper Goods & Cleaning Supplies	2,500.00	2,500.00	2,500.00	2,600.00	2,700.00	2,800.00
		Total Facilities	257,525.00	319,340.00	327,315.00	335,940.65	345,014.16	354,142.96
63100	Taxes & Fees	Bank Fees	50.00	50.00	50.00	50.00	50.00	50.00
63900	Taxes & Fees	Depreciation	5,000.00	80,023.33	83,556.67	84,756.67	23,023.33	20,290.00
		Total Fees	5,050.00	80,073.33	83,606.67	84,806.67	23,073.33	20,340.00
64100	Development	Campaign Expenses	-	-	-	-	-	-
64200	Development	School Store	4,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
64300	Development	Fundraising Events	-	10,000.00	10,200.00	10,404.00	10,612.08	10,824.32
64500	Development	Marketing Materials & Advertising	5,000.00	3,000.00	3,100.00	3,200.00	3,300.00	3,400.00
		Total Development	9,500.00	14,500.00	14,800.00	15,104.00	15,412.08	15,724.32
65100	Office	Office Supplies	15,000.00	1,750.00	3,000.00	3,100.00	3,200.00	3,300.00
65110	Office	Computer Supplies	9,600.00	2,000.00	2,100.00	2,200.00	2,300.00	2,400.00
65200	Office	Copy Machine	4,000.00	5,400.00	5,562.00	5,728.86	5,900.73	6,077.75
65300	Office	Postage	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
65400	Office	Dues & Fees	2,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
65500	Office	Web Admin	4,000.00	1,000.00	1,030.00	1,060.90	1,092.73	1,125.51
		Total Office	35,600.00	14,150.00	15,692.00	16,089.76	16,493.45	16,903.26
66100	Professional	Accounting & Auditing	2,000.00	8,000.00	10,000.00	11,000.00	11,500.00	12,000.00

**Coastal Waters Chartered Public School
Budget - 5 Year Plan**

Account	Category	Description	Start Up	1st Year	2nd Year	3rd Year	4th Year	5th Year
			2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
66200	Professional	IT & Computer Services	10,000.00	7,800.00	7,800.00	7,800.00	7,800.00	7,800.00
66300	Professional	Legal	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
66400	Professional	Other Consultant/Professional Fees	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
		Total Professional	16,000.00	19,800.00	21,800.00	22,800.00	23,300.00	23,800.00
67110	Insurance	Commerical Coverage	2,135.00	2,500.00	2,600.00	2,704.00	2,812.16	2,924.65
67120	Insurance	Umbrella Coverage	325.00	575.00	598.00	621.92	646.80	672.67
67140	Insurance	Board E&L Insurance	925.00	3,700.00	3,848.00	4,001.92	4,162.00	4,328.48
		Total Insurance	3,385.00	6,775.00	7,046.00	7,327.84	7,620.95	7,925.79
		Total Expenses	1,146,972.05	2,415,318.98	2,481,709.06	2,538,035.00	2,543,007.32	2,608,225.00
		Net Income/ (Loss)	13,142.93	551,584.13	128,009.03	74,464.09	72,356.20	10,088.89

Coastal Waters Chartered Public School
Budget - 5 Year Plan - Personnel Budget

Role	Payroll Account	Startup		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
		% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary
HS Math/Science Teacher	60010-Faculty	0.08	3,500.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
HS Math/Science Teacher	60010-Faculty	0.08	3,500.00	1.00	42,000.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53
HS Humanities Teacher	60010-Faculty	0.08	3,500.00	1.00	42,000.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53
HS Humanities Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
HS Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53
Kindergarten Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Assistant Kindergarten Grade Teacher	60010-Faculty			1.00	28,800.00	1.00	29,664.00	1.00	30,553.92	1.00	31,470.54	1.00	32,414.65
First Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Second Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Third Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Fourth Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Fifth Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Sixth Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Seventh Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Eighth Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Special Ed Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Grades Assistant	60010-Faculty			1.00	32,000.00	1.00	32,960.00	1.00	33,948.80	1.00	34,967.26	1.00	36,016.28
Grades Assistant	60010-Faculty			1.00	32,000.00	1.00	32,960.00	1.00	33,948.80	1.00	34,967.26	1.00	36,016.28
Substitutes (10 sick days-12 Teachers)	60010-Faculty			1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Handwork/Craft Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Handwork Assistant	60010-Faculty			1.00	32,000.00	1.00	32,960.00	1.00	33,948.80	1.00	34,967.26	1.00	36,016.28
Art Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Games & Physical Education Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Movement & Eurythmy Teacher	60010-Faculty			1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Language Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Language Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Music Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Chorus Teacher	60010-Faculty			0.50	21,000.00	0.50	21,000.00	0.50	21,000.00	0.50	21,630.00	0.50	22,278.90
Visiting Teachers	60030-Other			0.50	20,000.00	0.50	20,600.00	0.50	21,218.00	0.50	21,854.54	0.50	22,510.18
Guidance Counselor	60020-Administration			1.00	42,000.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53
Education Support Coordinator	60020-Administration	0.50	22,500.00	1.00	45,000.00	1.00	45,000.00	1.00	46,350.00	1.00	47,740.50	1.00	49,172.72
Pedagogical Director	60020-Administration	1.00	60,000.00	1.00	60,000.00	1.00	61,800.00	1.00	63,654.00	1.00	65,563.62	1.00	67,530.53
Administrative Director	60020-Administration	0.50	30,000.00	1.00	60,000.00	1.00	61,800.00	1.00	63,654.00	1.00	65,563.62	1.00	67,530.53
Business Administrator	60020-Administration	0.50	22,500.00	1.00	45,000.00	1.00	46,350.00	1.00	47,740.50	1.00	49,172.72	1.00	50,647.90
Admin Assistant/Registrar	60020-Administration	0.50	17,500.00	1.00	35,000.00	1.00	36,050.00	1.00	37,131.50	1.00	38,245.45	1.00	39,392.81
Development Coordinator	60020-Administration	0.50	17,500.00	1.00	35,000.00	1.00	36,050.00	1.00	37,131.50	1.00	38,245.45	1.00	39,392.81
Handyman	60030-Other	0.20	10,000.00	0.15	7,500.00	0.30	15,000.00	0.30	15,000.00	0.30	15,000.00	0.30	15,000.00
Total Payroll		5.38	250,980.00	35.15	1,461,300.00	35.30	1,505,394.00	35.30	1,546,918.02	35.30	1,592,875.56	35.30	1,640,211.83
Taxes	7.65%		19,199.97		110,259.45		113,586.74		116,716.05		120,183.11		123,754.18
Benefits	15.00%		35,643.00		199,320.00		204,341.10		210,087.66		216,390.29		222,882.00

Appendix E: Emergency Operations Plan

Preliminary Emergency Operations Plan has been developed and will be further evaluated and refined once we have a permanent location.

Appendix F: Faculty and Staff Handbook

Coastal Waters Chartered Public School

Employee Handbook:

Employment policies for Staff, Administration, and Teachers

(To be revised and approved by the Board prior to school
opening in the fall of 2022)

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Introduction

This handbook is designed to acquaint you with Coastal Waters Chartered Public School (Coastal Waters) and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. This employee handbook is not a contract and is for your information only. You should read, understand, and comply with all provisions of the handbook. It describes many of your responsibilities as an employee and outlines the programs developed by Coastal Waters to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth. The policies in this handbook are subject to change and may change at any time at the discretion of Coastal Waters. From time to time, you may receive updated information as to changes in policies. The only policy that will remain constant is our employment-at-will policy.

Mission Statement:

Our vision is 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.

We create a safe, supportive, and student-centered environment with a focus on rich, diverse relationships and authentic learning experiences rooted in Waldorf pedagogy and cultural humility. Students rise to the expectations set before them, embrace success, and develop the resilience to face future challenges. The Faculty, Administration, and Board collaboratively innovate using evidence-based practices to support whole-school engagement and academic outcomes. Families partner in their child's educational journey.

1 Employment

101 Employment at Will

New Hampshire is an "at-will employment" state, which means no reason or formal notice needs to be given. Although employees of Coastal Waters will have annual contracts, employment is still voluntary, or at-will. Employees are free to resign at will at any time, with or without cause. Although advance notice is not required, Coastal Waters requests at least 4 weeks' written resignation notice from all employees to help with the continuity of the education of the children.

Similarly, Coastal Waters may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law. The policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between Coastal Waters and any of its employees.

The provisions of the handbook have been developed at the discretion of the Board of Trustees (the Board) and, except for its policy of employment-at-will, may be amended or cancelled at any time, at the sole discretion of the Board of Coastal Waters.

102 Equal Employment Opportunity Statement

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Coastal Waters are based on merit, qualifications, and abilities. We will not discriminate in any aspect of employment including hiring and firing; compensation, assignment, or classification of employees; transfer, promotion, layoff, or recall; job

advertisements; recruitment; testing; use of facilities; training and apprenticeship programs; fringe benefits; pay, retirement plans, and disability leave; or other terms and conditions of employment. Coastal Waters encourages and welcomes diversity and inclusion. Coastal Waters 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.

We will not make employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of any of the above listed groups. We will not deny employment opportunities to a person because of marriage to, or association with, an individual of any of the above listed groups. We will also not discriminate because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group. Coastal Waters is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis. Coastal Waters is also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability. Coastal Waters will follow any state or local law that provides individuals with disabilities greater protection than the ADA. This policy is neither exhaustive nor exclusive. Coastal Waters is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws. Coastal Waters will make reasonable accommodations for qualified individuals with known disabilities, serious injuries, or illness, unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training. Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the Administrative Director and Pedagogical Director. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

103 Employment of Relatives Policy

Hiring and/or promotion decisions must take into consideration that immediate family members may not have a direct supervisor-subordinate relationship, create an adverse effect on work performance, or create a conflict of interest

104 Business Ethics and Employee Conduct

Coastal Waters will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. In general, the use of good judgment, based on a collectively held standard of professional behavior and based on the core mission and values of the school, will guide employees with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your mentor and/or, if necessary, with the Administrative Director and Pedagogical Director for advice and consultation. Compliance with this policy of ethics and conduct is the responsibility of every employee of Coastal

Waters. Disregarding or failing to comply with this standard of ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

Compliance with Immigration Law: Coastal Waters is committed to employing United States citizens or those who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with Coastal Waters within the past three years, or if their previous I-9 is no longer retained or valid. Coastal Waters will not discriminate on the basis of national origin or citizenship.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the Administrative Director and/or Pedagogical Director. Employees may raise questions or complaints about immigration law compliance without fear of reprisal. If Coastal Waters sponsors a visa for an employee and that employee terminates the employment agreement with Coastal Waters prior to the expiration of the visa, the employee must pay Coastal Waters the prorated cost for the unused duration of the visa.

105 Conflict of Interest

Any possible conflict of interest or issue of specific interest on the part of any member of the Board, officer, or employee of Coastal Waters shall be disclosed in writing to the Board and made a matter of record through an annual procedure.

106 Organizational Oversight

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. In Public Waldorf Schools collaboration among teachers, staff, administration, and boards, with stakeholders' input, is the rule. A core organizing principle of Waldorf education is that decisions related to educational programming are best made by the Pedagogical Director and teachers who are working directly with students every day. When possible, those responsible for making such decisions act from knowledge and experience working with Rudolf Steiner's educational insights.

Pedagogical Director is responsible for maintaining the Waldorf pedagogical program of the school, and coordinating and facilitating communication and timely decision-making in a manner that serves the true pedagogical impulses of Waldorf education. The major responsibilities include leadership, mentorship, and evaluation of the Faculty; working with the faculty to provide effective, comprehensive, and educational offerings in line with Waldorf education. The Pedagogical Director must thoughtfully share responsibility and leadership with the Administrative Director to integrate and balance Waldorf pedagogical program requirements with the school's administrative and operational requirements, as well as with the legal/fiduciary responsibilities of the Board.

The Administrative Director is responsible for maintaining and strengthening the school's administrative efforts. The major job responsibility is to oversee and provide leadership for the school's main administrative needs. The Administrative Director must thoughtfully share responsibility and leadership with the Pedagogical Director to integrate and balance Waldorf pedagogical program requirements with her/his own administrative and operational

requirements, as well as with the legal/fiduciary responsibilities of the Board.

Faculty: In addition to teaching responsibilities, faculty members carry responsibility for ongoing festival life and events in the school, as well as curriculum development, student studies, and scheduling needs. The insights of Rudolf Steiner’s anthroposophy underlying, and inspiring Waldorf education are that the individual is a being of body, soul, and spirit; that teaching is an art; and that teachers need to be active on a path of self-development. A main responsibility of the Faculty is to cultivate and nourish a healthy pedagogical impulse in the school. Faculty make a commitment to actively work with the guidelines for inner work and teacher meditations that Rudolf Steiner provided for Waldorf teachers. The Faculty chooses a Lower, Middle, and Upper School Chair.

The Faculty Chairs

- Work with the Pedagogical Director to make agendas for the Leadership Council meetings.
- Maintain awareness of teacher/mentor relationships; is available to meet when necessary.
- Maintain awareness of staffing needs and work with the Pedagogical Director and to fill teaching vacancies.
- Support ongoing teacher evaluations.
- Work with the Pedagogical Director, Administrative Director, and the Board to maintain overall awareness of existing policies, the financial picture of school, long and short-term goals of school and school activities, and shares this information with the Council as needed.

The Leadership Council made up of the Pedagogical Director, Administrative Director, and the Lower (1-5), Middle (6-8), and Upper School (9-12) Faculty Chairs are responsible for training, supervising, supporting, and reviewing all faculty members, as well as supporting students and families who may require special care. The Council develops, monitors, and reviews the curriculum as well as the daily schedule and future planning. The council also takes on the review of pedagogical issues.

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 four parent representatives, the Administrative Director and Pedagogical Director, Business Administrator, and four community members.

The Administration: The administration team (Administrative Director, Business Administrator, Administration Assistant, Development Coordinator) is responsible for all non-teaching functions that keep the school operating smoothly, including office coordination, oversight of facilities and finances, development, marketing, enrollment, and admissions. The administration team works under the supervision of the Administrative Director and at the service of the Pedagogical Director, Faculty, the Board, and parents to best serve the students, parents, faculty, and community.

Parent Association: The Parent Association serves the school by supporting and facilitating school activities, celebrations, fund-raising, and special events in an effort to foster a strong school community.

107 Separation of Employment

Coastal Waters is an at will employer. The school requests that each faculty member complete their current school year. In the event of resignation, advance notice should be given when a faculty member submits their letter of intent for the upcoming school year (January).

Administrative staff should provide one month's notice. All resignations should be submitted in writing to the Pedagogical Director and Administrative Director

108 Severance

In the event of employment termination, severance may be provided to the employee. Severance benefits will be determined on a case-by-case basis by the faculty, board, and administration. Severance will not be provided in the case of retirement, resignation, death, after returning to employment at the school after a reduction in force, or if an employee is dismissed for cause.

2 Employment Status & Records

201 Employment Classification Categories

It is the intent of Coastal Waters to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and Coastal Waters.

Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NONEXEMPT classification may be changed only upon written notification by Coastal Waters. In addition to the above categories, each employee will belong to one other employment category:

Full -Time Salaried: Employees who are not in a temporary or introductory status and who are regularly scheduled to work Coastal Waters' full-time schedule. Generally, these employees are eligible for Coastal Waters' benefit package, subject to the terms, conditions, and limitations of each benefit program. This is typically an Exempt role.

Part-Time Salaried: Employees who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than the full-time work schedule. These employees are eligible for some benefits sponsored by Coastal Waters, subject to the terms, conditions, and limitations of each benefit program. This is typically a Nonexempt role.

Part-Time Hourly: These are employees who are not assigned to a temporary or introductory status and are regularly scheduled to work less than the full-time work schedule. While they do receive all legally mandated benefits (such as Social Security and workers' compensation insurance), they are ineligible for all of Coastal Waters' other benefit programs. This is typically a Nonexempt role.

Consultants: Individuals hired by the school as independent contractors are not eligible for benefits.

202 Work Schedules

Work Schedule for Full-Time Salaried Teachers: Available during the working day from

7:30 a.m. -3:15 p.m. for the school year from the end of August through June. Attend faculty meetings, scheduled events, and others as required. Carry specific school responsibilities as needed.

Work Schedule for Part-Time Salaried Teachers: Part-time teaching schedules will be set by the Faculty Council in conjunction with the Pedagogical Director.

Work Schedule for Full-Time Salaried Office Staff and Administration: The normal work schedule for all full-time salaried employees is 8 hours a day, 5 days a week. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. Work 7:30 a.m.-3:30 p.m. every weekday during the two weeks immediately following the end of the school year and the two weeks immediately preceding the beginning of the next year. Attend meetings, scheduled events, and others as required during the school year. Summer Flex time: Work a 3 5-hour week, ensuring daily coverage during core hours of 7:30 a.m. – 3:30 p.m. All employees who work more than five consecutive hours are entitled to an uninterrupted 30-minute meal break. For hourly employees, the break is considered unpaid time.

203 Access to Personnel Files and Employment History

Coastal Waters maintains a personnel file on each employee. The personnel file includes such information as the employee's resume, records of continuing education, documentation of salary, personnel actions, and other employment records.

Personnel files are the property of Coastal Waters. Employees who wish to review their own file should contact the Pedagogical Director or Administrative Director. With reasonable advance notice, employees may review their own personnel files in the Coastal Waters offices and in the presence of an individual appointed by Coastal Waters to maintain the files.

Inquiries received by employees of the school from outside organizations (including other Waldorf schools) regarding references for a current or former employee are referred to the Business Manager. It is the school's policy to provide information confirming the individual's date(s) of employment at the school.

Employees of the school are not authorized to provide information regarding a current or former employee without the express written authorization of the Pedagogical Director and Administrative Director. If the employee has been requested to act as a personal reference for an individual, then the employee is providing the reference in a personal, not a professional, capacity.

204 Employment Reference Checks and Applications

To ensure that individuals who join Coastal Waters are well qualified and have a strong potential to be productive and successful, it is the policy of Coastal Waters to check the employment references of all applicants as well as to conduct a criminal background check. Coastal Waters relies upon the accuracy of information presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment. The Leadership Council will respond to all professional reference check inquiries from other employers. Responses to such inquiries will be limited to factual information that can be substantiated by Coastal Waters 's records.

Professional reference letters and verbal professional references for current or former employees may only come from the Pedagogical Director and Administrative Director or be approved by the Pedagogical Director and Administrative Director.

205 Personnel Data Changes

It is the responsibility of each employee to promptly notify Coastal Waters of any changes in personal information. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personal data has changed, notify the Business Office.

206 Job Descriptions

Coastal Waters makes every effort to create and maintain accurate job descriptions for all positions within the organization. The job descriptions include job overview, essential duties and responsibilities, and qualifications. The job descriptions are maintained to aid in orienting new employees to their jobs and identifying the requirements of each position. The Leadership Council, along with the Board, prepares job descriptions when new positions are created. Existing job descriptions are also reviewed and revised to ensure they are up to date. Job descriptions may also be rewritten periodically to reflect any changes in the position's duties and responsibilities. All employees will be expected to help ensure that their job descriptions are accurate and current, reflecting the work being done. Employees should remember that job descriptions do not necessarily cover every task or duty that might be assigned, and that additional responsibilities may be assigned, as necessary. Contact the Pedagogical Director and Administrative Director if you have any questions or concerns about your job description.

207 Review Process and Performance Appraisal

Administration Performance Evaluation

Coastal Waters will conduct an annual evaluation of administrative positions. The purpose of the evaluation is to improve administrative functioning to ensure that the school is fulfilling its mission and complying with all provisions of the charter. 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 12) and any other relevant personnel. In the case of the Pedagogical Director and Administrative Director, evaluation rubrics will be completed by members of the Board, Faculty Chairs, Parent Council, 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. A written evaluation will be completed and placed in the employee's personnel file. If an employee is found to be underachieving in their performance, recommendations for improvement will be made and a one-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.

Faculty Performance Evaluation

In anticipation of becoming a member of the Alliance for Public Waldorf Education, Coastal Waters will align its criteria for teacher evaluation with the Alliance's standards for Waldorf teachers, which cover curriculum planning, student assessment, lesson delivery, classroom management, and faculty collaboration.

Coastal Waters uses a system of review by the Pedagogical Director and peers for evaluating teacher performance and ensuring high quality teaching. This system has been well-tested by other Public Waldorf Schools. The Pedagogical Director, in collaboration with the Faculty Chairs, 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 the minimum, the system will include a required evaluation each year during a two- year probationary period for any new teacher; continued evaluation every other 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. This will cover the three aspects of teaching, Planning, Presentation and Professionalism. The following is an example of the questions to be addressed:

Planning:

1. Lesson: are the plans clear, concise, and related to the subject?
2. Foresight: is the year planned out?
3. Are reports and evaluations submitted on time?
4. Classroom organization: is the room tidy, aesthetically pleasing and stocked with appropriate materials?
5. Is homework returned in a timely manner?
6. Are the main lesson books corrected on time and are they a good reflection of the subject and the developmental level of the students?

Presentation:

1. Does the teacher have a good grasp of the content?
2. Is the teacher well-organized and prepared?
3. Is the lesson at a level the student can understand and participate in?
4. Is the lesson balanced and presented as a unified whole in a 3-fold manner?
5. Is the lesson presented in an imaginative, lively, and thought-provoking way?
6. Does the teacher use oral and written language correctly and with good diction?
7. Is there adequate class participation and discussion?
8. Is there a good working relationship between teachers and students?
9. Is the lesson paced in such a way that it allows for breathing in the lesson?
10. Homework: Does it fit with the school's expectation and support the students' participation in the curriculum?

Professional

Does the teacher:

1. Manage student conflicts well?
2. Participate in school functions?
3. Take initiative and follow through on it?
4. Have an openness and willingness to work with and consider suggestions, guidance, and feedback from mentors, colleagues, and the review process?
5. Begin and end classes on time?
6. Cooperate, work with and support colleagues?

The system is subject to Board approval and must involve outside peer reviewers in addition to peers within the school, the Pedagogical Director and Faculty Chairs. As new teachers are

hired to serve an expanding student body, mentoring of new teachers by senior teachers will be provided.

3 Employee Benefits

Programs 301 Employee

Benefits

Eligible employees at Coastal Waters are provided a wide range of benefits. A number of the programs, such as Social Security, workers' compensation, short-term disability, and unemployment insurance, cover all employees in the manner prescribed by law. Benefits eligibility is dependent upon a variety of factors, including employee classification. The Administrative Director, Pedagogical Director, and Business Administrator can identify the programs for which you are eligible. Some benefit programs require contributions from the employee, and some are fully paid by Coastal Waters.

302 Paid Time-Off Benefits

Paid time-off (PTO) is available to all staff to provide opportunities for rest, relaxation, and personal pursuits. Paid time-off is inclusive of vacations and personal days. Administrative Staff and Full Time Faculty receive 3 weeks upon hiring and accrue 1 day per year up to 4 weeks at 5 years.

For all part-time salaried employees paid time-off is prorated based on part-time allocation. Part-time hourly employees are not eligible for paid time-off.

PTO not used by the end of the benefit year will be forfeited and not carried over.

To take PTO, or report an absence, all faculty and staff should complete a Leave Request Form. Requests will be reviewed based on school needs and staffing requirements. Absences and PTO approvals will be reported to the Business Administrator for tracking.

303 Holidays

Coastal Waters will grant holiday time off to all full-time salaried and part-time salaried employees on the holidays listed below. Part-time hourly employees and Consultants are not eligible for paid holidays.

- Dec 25 – Jan 1
- Martin Luther King, Jr. Day
- Good Friday (Friday before Easter)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Fall Break (Friday & Monday in October, usually at Columbus Day)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving
- If Independence Day falls on a weekend, the holiday will be taken on the adjacent weekday.

304 Workers' Compensation Insurance

Coastal Waters provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period

or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform the Administrative Director and Pedagogical Director within 24 hours. No matter how minor the injury may appear, it is important that it be reported immediately. Timely reporting of the injury will enable an eligible employee to qualify for coverage as quickly as possible. Neither Coastal Waters nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by Coastal Waters.

305 Health Days

Coastal Waters provides health days to full-time salaried and part-time salaried employees (leading & not leading a program). Health days for part-time salaried employees are prorated based on employment percentage - this includes teachers/faculty, office, and administrative staff. Part-time hourly employees and consultants are not eligible for sick leave benefits. Eligible employees will accrue health days at the rate of 10 days per year. Health days are calculated on the basis of a "benefit year, the twelve-month period that begins July 1. These do not carry over from one year to the next.

Health days are intended solely to provide income protection in the event of unexpected absence due to illness or injury. They may be used to tend to either physical or mental well-being. They may also be used to tend to an employee's sick child(ren). They may not be used for any other absence. Unused sick leave benefits will not be paid to employees while they are employed or upon termination of employment.

Please note: You do not have to discuss your serious illness or injury with anyone unless you choose to do so. If you decide to inform the Administrative Director and Pedagogical Director about your situation, any information that you disclose will be held in the greatest confidence. All employees are prohibited from disclosing the personal health information of another employee. Any medical information which we receive will be kept confidential.

306 Jury Duty

Coastal Waters encourages employees to fulfill their civic responsibilities by serving jury duty when required. Eligible employees may request up to one week of paid leave per jury duty session. Employee classifications that qualify for paid jury duty leave are full-time salaried and part-time salaried (leading or not leading a program). Jury duty pay will be calculated on the employee's base pay rate. Sick leave, and holiday benefits will be unaffected by jury duty leave. Coastal Waters will continue to provide health insurance benefits for the full term of the jury duty absence.

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off or may request an unpaid jury duty leave of absence. Employees must show the jury duty summons to the Pedagogical Director and Administrative Director as soon as possible so that the arrangements may be made to accommodate their absence. Employees are expected to report for work whenever the court schedule permits. Either Coastal Waters or the employee may request an excuse from jury duty if, in Coastal Waters' judgment, the employee's absence would create serious operational difficulties.

307 Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees who are enrolled in the school plan and their qualified beneficiaries the opportunity to continue health insurance coverage under Coastal Waters' health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are

resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Coastal Waters group rates plus an administration fee. Coastal Waters provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Coastal Waters health insurance plan. The notice contains important information about the employee's rights and obligations.

308 Professional Development

Coastal Waters provides time off for professional development. All full-time salaried employees (including office and 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 Faculty Council and Pedagogical Director. Part-time salaried employees receive a prorated number of days based on their employment percentage. In addition to time off, Coastal Waters also 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. Employees should contact the Pedagogical Director for more information or questions about professional development.

All requests for professional days must be made in writing and in advance to the Pedagogical Director and Faculty Chair. If approved for a professional day, faculty members must find a substitute for all classes and duties. A written description of who will be covering the teacher's duties will be presented to the Pedagogical Director. This is to inform the Pedagogical Director and administrative staff of who is in the school each period of every day.

309 Health Insurance

Coastal Waters' health insurance plan provides employees access to medical insurance benefits. Full time employees are eligible to participate in the health insurance plan subject to all terms and conditions of the agreement between Coastal Waters and the insurance carrier. A change in employment classification that would result in loss of eligibility to participate in the health insurance plan may qualify an employee for benefits continuation under the Consolidated Omnibus Budget Reconciliation Act (COBRA).

Details of the health insurance plan are available from the Business Administrator. Information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the Business Administrator for more information about health insurance benefits.

HIPAA The Health Insurance Portability and Accountability Act (HIPAA) limits exclusions for preexisting conditions, prohibits discrimination against employees and their dependents based on their health status and allows for individuals who have experienced certain events to "Special Enroll" into a Health Plan sponsored by Coastal Waters or another company's Health Plan. Coastal Waters has taken steps to ensure that the Health Plan(s) that we sponsor fully comply with the HIPAA exclusions on preexisting conditions. Coastal Waters has also reviewed our internal policies and procedures to ensure that we do not discriminate against employees or their dependents based upon health status. Eligible individuals may enroll in the Health Plan(s) sponsored by Coastal Waters regardless of current health status.

Special Enrollment rights apply under two broad sets of circumstances. The first set of

circumstances relate to the loss of other health coverage. If you originally declined coverage at Coastal Waters because you already had other health coverage, you may have the opportunity to Special Enroll in the event that you lose that other coverage. The definition of a “loss of coverage” is quite complex. You may refer to your Notification of Special Enrollment Rights to learn more about a loss of coverage or you may contact the Administrative Director and Pedagogical Director if you have additional questions.

The other circumstances which may trigger a special enrollment opportunity are changes in your family. In the event that you gain a new dependent as a result of marriage, birth, adoption or the placement for adoption, you may have the opportunity to Special Enroll yourself and/or the new dependent in a Coastal Waters Health Plan. As is the case with loss of coverage, there are special rules that regulate who may be added to the Health Plan as a result of special enrollment. You may refer to your Notification of Special Enrollment Rights to learn more about covering a new dependent or you may contact the Administrative Director and Pedagogical Director if you have additional questions.

Most Special Enrollments must be reported to us within 30 days of the event that triggered the Special Enrollment rights. For example, if you lose coverage under another employer’s health plan on the 1st of the month, you must request Special Enrollment with COASTAL WATERS by the 30th of the month. The same 30-day rule applies to most other Special Enrollment opportunities such as marriage. The exception to the 30day rule is when coverage is lost under the State Children’s Health Insurance Program (SCHIP) or Medicaid. A loss of coverage under SCHIP or Medicaid must be reported to us within 60 days of the event.

Coverage will generally be effective under our plan on the 1st day of the month following your notification to us. The exception to this rule relates to the birth or placement for adoption of a new child. Coverage for new children will be effective retroactive to the date of birth or date of adoption. **IT IS VERY IMPORTANT THAT YOU NOTIFY US WITHIN 30 DAYS OF A**

BIRTH OR PLACEMENT FOR ADOPTION. Some employees incorrectly assume that because they are covered under a Coastal Waters health plan, their child will automatically be covered. Your new child will only be covered retroactive to their birth or placement for adoption if you notify us within 30 days. Due to the restrictions of our insurance contract(s), we are unable to make exceptions to this policy.

Coastal Waters provides all employees with a Notification of Special Enrollment Rights before they are offered coverage in the Health Plan(s) sponsored by Coastal Waters. This notification gives you important information about your Special Enrollment rights. If you have lost your Notification of Special Enrollment Rights, you can request a copy from the Business Administrator.

If you decline enrollment under Coastal Waters’ plan for yourself or your dependents, we will ask you to complete a Declination of Enrollment form. This form will be kept on file to document the reason(s) why you declined coverage. Our insurance contract(s) may require that we provide them with a copy of this form in the event that you request a Special Enrollment due to loss of other coverage. We may also need evidence of the date that your other coverage was lost. The most common form of evidence is a Certificate of Creditable Coverage. A Certificate of Creditable Coverage may be automatically mailed to you when your other coverage is lost.

Providing a copy of this certificate will help us ensure that your Special Enrollment is processed quickly and efficiently. If you do not have a Certificate of Creditable Coverage,

there are other ways you can demonstrate the loss of other coverage. If you have any questions, contact the Business Administrator.

Coastal Waters' Health Plan(s) offer an annual Open Enrollment period. If you have previously declined coverage for yourself or your dependents but have not experienced a Special Enrollment event, you may have the opportunity to enroll during our Open Enrollment period.

Our Open Enrollment period begins November 1st and ends November 15th of each year.

310 Life Insurance

Life insurance offers Coastal Waters employees and their family important financial protection. Coastal Waters provides a basic life insurance plan for eligible employees at no cost to the employee. Full time salaried employees are eligible to participate in the life insurance plan subject to all terms and conditions of the agreement between Coastal Waters and the insurance carrier. Details of the basic life insurance plan including benefit amounts are available from the Business Administrator.

311 Long-Term and Short-Term Disability

Long-term disability (LTD) benefit is provided for Full time salaried to help them cope with an illness or injury that results in a long-term absence from employment. LTD is designed to ensure a continuing income for employees who are disabled and unable to work. Eligible employees may participate in the LTD plan subject to all terms and conditions of the agreement between Coastal Waters and the insurance carrier. This benefit is provided at 60% of regular salary and at no cost to the employee. For details of the LTD benefits plan including benefit amounts, and limitations and restrictions contact the Business Administrator.

Short-term disability (STD) is not provided. Please refer to FMLA under Section 4.

312 Self-Directed IRA

If the budget allows Coastal Waters will establish a simple IRA into which an employee may direct pre-tax funds which will be matched up to 3%. This savings plan provides employees the potential for future financial security for retirement. Full time salaried employees that work more than 1,000 hours per year would be eligible to receive this benefit after one year of employment. Eligible employees may participate subject to all terms and conditions of the plan. For complete details of the self-directed IRA savings plan contact the Business Administrator.

313 Flexible Spending Account (FSA)

Coastal Waters may provide a Flexible Spending Account (FSA) and Dependent Care program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses or dependent care during the plan year. Through the FSA program, you can reduce your taxable income without reducing your real income, so that you can keep more of the money you earn. Participation in the Health Care FSA is optional and determined on an annual basis for the plan year. You must enroll for each plan year. You determine how much to contribute to the account, up to a specified maximum, based on anticipated expenses during the plan year. Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then available to you for reimbursement of out-of-pocket expenses. Information about maximum yearly contributions and further details about the FSA can be obtained from the Business Administrator. Participation in Dependent Care program is optional and determined on an annual basis for the plan year. You must enroll for each plan year. You

determine how much to contribute to the account, up to a specified maximum, based on anticipated expenses during the plan year. Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then available to you for reimbursement of out-of-pocket expenses. Any funds remaining at the end of the plan year are forfeited. Contact the Business Administrator for more information on the Flexible Spending Account program and to obtain enrollment and reimbursement forms and worksheets with examples of reimbursable and non-reimbursable expenses.

4 Leaves of Absence

401 Family Leave (FMLA) The Family and Medical Leave Act (FMLA) provides up to 12 weeks of unpaid, job-protected leave per year to full time and part time salaried employees leading programs. Their group health benefits will be maintained during the leave.

FMLA is designed to help employees balance their work and family responsibilities by allowing them to take reasonable unpaid leave for certain family and medical reasons. It also seeks to accommodate the legitimate interests of employers and promote equal employment opportunity for men and women. FMLA provides an eligible employee with up to 12 weeks of unpaid leave each year for any of the following reasons: • for the birth and care of the newborn child of an employee; • for 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.

Time taken off work due to pregnancy complications can be counted against the 12 weeks of family and medical leave. Eligible employees should make requests for family or medical leave to the Administrative Director and Pedagogical Director at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. 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. So that an employee's return to work can be properly scheduled, an employee on family or medical leave is requested to provide Coastal Waters at least two weeks advance notice of the date the employee intends to return to work. When a medical leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified. An employee may appeal for payment under circumstances of financial hardship. The school may, at its sole discretion, pay such individual for a portion of the 12-week period, subject to a maximum of 6 weeks.

Documentation of financial hardship must be provided to the school for review. Decisions regarding appeals to the unpaid policy will be made by the Executive Committee.

402 Employee Medical Leave

Employees should make requests for medical leave to the Administrative Director and Pedagogical Director at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. An employee may appeal for payment under circumstances of

financial hardship. The school, may, at its sole discretion, pay such individual for a portion of the 12-week period, subject to a maximum of 6 weeks. Documentation of financial hardship must be provided to the school for review.

Decisions regarding appeals to the unpaid policy will be made by a group to be determined with representation from the administration, faculty, and board.

403 New Hampshire Pregnancy Disability Leave

Coastal Waters will allow eligible employees to take time off work if they have a disability relating to pregnancy, childbirth, or related conditions. Employees are entitled to be restored to the same or a comparable position when they are able to return to work, unless business necessity makes this impossible or unreasonable.

404 Bereavement Leave

When a death occurs in an employee's immediate family, they will be provided with three days of paid leave to attend the funeral or make funeral arrangements. Any additional time off will be without pay or using PTO days. Immediate family is defined as spouse, parent, child, brother or sister, grandparent or grandchild, spouse's parent, child, brother or sister, grandparent and grandchild. It is the policy of Coastal Waters to work with employees in an attempt to accommodate requests for Bereavement Leave for individuals other than those who meet the definition of immediate family. We understand that other relationships may be as significant to you as your immediate family and will endeavor to the extent possible, without undue disruption to our operations, to provide reasonable time off without pay when you request it.

405 Educational Leave

Coastal Waters may offer unpaid leave for employees pursuing educational studies. To learn more about this policy, please speak to the Administrative Director and Pedagogical Director.

406 Military Leave

Coastal Waters is committed to complying with all aspects of The Uniformed Services Employment and Reemployment Rights Act (USERRA). USERRA protects the job rights of individuals who voluntarily or involuntarily leave employment positions to perform duty in the "uniformed services" which include the Army, Navy, Marine Corps, Air Force, Coast Guard, and Public Health Service commissioned corps, as well as the reserve components of each of these services.

Coastal Waters does not discriminate against past and present members of the uniformed services, and applicants to the uniformed services. We will not deny initial employment, reemployment, and retention in employment, promotion or any benefit of employment based on your military status. 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). Advance notice of military service is required, unless military necessity prevents such notice, or it is otherwise impossible or unreasonable. Notice should be as far in advance as is reasonable under the circumstances. The leave will be unpaid. However, employees may use any available paid time off for the absence. If you leave your job to perform service in the uniformed services, you may have the right to be reemployed in the position that you would have attained if you had stayed continuously employed or in a comparable position if the cumulative period of military service with Coastal Waters does not exceed five years and you are not released from service under dishonorable or other punitive conditions. Upon completing service in the military services, you must notify Coastal Waters of your intent to return to your position by either reporting to work or submitting a timely application for

reemployment, depending upon your length of service. Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to 24 months; however, you may be required to pay up to 102 percent of the full premium. For military service of less than 31 days, health care coverage is provided as if the service member had remained employed.

Even if you do not elect to continue coverage during your military service, you have the right to be reinstated in Coastal Waters' health plan when you are reemployed, generally without any waiting periods or exclusions (e.g., pre-existing condition exclusions) except for service-connected injuries. For purposes of pension plan participation, vesting, and accrual of benefits, USERRA treats military service as continuous service with the employer.

407 Pregnancy-Related Absences

Coastal Waters will not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the medical leave policy provisions outlined in this handbook and all applicable federal and state laws. Requests for time off associated with pregnancy and/or childbirth, such as bonding and childcare, not related to medical disabilities for those conditions will be considered in the same manner as other requests for unpaid family or personal leave.

408 Parental Leave

Coastal Waters will offer up to two weeks of paid parental leave for childbirth and adoption. Employees should provide as much advance notice as possible so the school can plan accordingly.

5 Payroll and Time

Keeping 501

Compensation Program

The compensation program at Coastal Waters was created to achieve consistent pay practices, comply with federal and state laws, and reflect our commitment to Equal Employment Opportunity. Compensation for every position is determined by several factors, including the essential duties and responsibilities of the job. Coastal Waters periodically reviews its salary administration program and restructures it as necessary. Employees should bring their pay-related questions or concerns to the attention of the Pedagogical Director and Administrative Director, who is responsible for the fair administration of pay practices. The Pedagogical Director and Administrative Director are also available to answer specific questions about the salary administration program.

SALARIED TEACHERS:

The salary for teachers is based on a structure that includes: • Base salary • Waldorf certification increments • Advanced degree increments for Master's and Doctoral degrees. Salaries for part-time teachers are prorated based on employment percentage. Teachers who do not work a full school year will receive a pro-rated portion of their salary based on their start date as determined by the Pedagogical Director.

ALL OTHER POSITIONS:

The compensation for all other positions is determined individually based on the nature of the work, responsibilities, certifications related to their specific job, and hours of employment and is stated in the annual employment letter. All overtime work performed by non-exempt workers must be approved in advance by their supervisor. Failure to obtain supervisory approval will result in disciplinary action. Overtime will be paid to non-exempt employees at a

rate of one and one-half the employee's regular rate of pay for all hours worked over 40 in a work week. Overtime is based on hours worked. Time off on personal time, holidays, vacation, sick time, or any leave of absence will not be included when calculating overtime.

SUBSTITUTION POLICY:

As a member of the Staff/Faculty of Coastal Waters, you are expected to help support (your) colleagues in times of illness. In practical terms, this translates into an agreement that among us we share the responsibility for filling in when one of our colleagues is unable to teach.

Substitute Pay

Substitutes will be paid on the regular payday following their substitution if and only if the Business Administrator receives a TEACHER'S ABSENCE REPORT signed by both teacher and substitute. Full day is 8 a.m. to 3:15 p.m. Substitutes should leave classrooms in order and clean at the end of the day.

Faculty Attendance Record:

The Faculty Attendance Record is kept by the Administrative Assistant and monitored by the Administrative Director and Pedagogical Director. All absences, whether or not a substitute is hired, need to be reported to the Business Administrator. Coverage for special subject teachers: When a special subject teacher is absent, every effort will be made to cover every period and duty. Sometimes this simply is not possible, and then class teachers will be asked to take their class during that special subject period. Class teachers may also be asked to cover duties and dismissal.

502 Timekeeping

Nonexempt employees should accurately record the time they begin and end their work.

503 Payment of Wages

All employees are paid every other week. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his or her return from vacation. Salaried employees are paid based on 26 pay periods.

504 Administrative Pay Corrections

Coastal Waters takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Business Administrator so that corrections can be made as quickly as possible.

505 Pay Deductions

The law requires that Coastal Waters make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. Coastal Waters also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." Coastal Waters matches the amount of Social Security taxes paid by each employee. Coastal Waters offers programs and benefits beyond those required by law. Eligible employees may voluntarily authorize deductions from their paychecks to cover the costs of participation in these programs. If you have questions concerning why deductions were made from your paycheck or how they were calculated, the Business Administrator can assist in having your questions

answered.

6 Work Conditions

601 Safety

To assist in providing a safe and healthful work environment for employees, students, and visitors, Coastal Waters has established a workplace safety program. This program is a top priority for Coastal Waters. Its success depends on the alertness and personal commitment of all. Coastal Waters provides information to employees about workplace safety and health issues through regular internal communication channels such as faculty and staff meetings, bulletin board postings, memos, or other written communications. Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the Administrative Director and Pedagogical Director or Business Administrator. In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the Administrative Director and Pedagogical Director. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

First Aid

Prior to the beginning of school each year all employees are required to participate in first aid and emergency training. All employees are provided with a copy of the Emergency Operations Plan. In the event of a life-threatening accident or condition, immediately dial 911. Do not assume that someone else has already called 911. If you are not personally aware of the call being made, call 911. It is better for there to be multiple 911 calls for the same incident than none at all. Notify the Administrative Assistant immediately in the case of any accident or illness, even if it seems to be minor. First aid kits are kept in classrooms and various locations. Please make yourself aware of the nearest first aid kit. If you have a question regarding first aid kit locations, contact the Administrative Assistant or Business Administrator. In the event that you administer first aid it is very important to protect yourself from the transfer of body fluids. Each first aid kit contains gloves, and these should be used when assisting fellow employees. A strong disinfectant should be used to clean up. Supplies in the first aid kits are the property of the school and are solely provided for treatment of school related injuries. On the job injuries and accidents may be covered under Workers' Compensation and should be reported within 24 hours to the Business Administrator.

602 Contagious Illness

Coastal Waters strives to maintain a healthy workplace for all persons, and in order to do so Coastal Waters evaluates contagious illnesses to determine whether or not an employee with a contagious illness will pose a threat to the health of himself or herself, other employees, or customers.

603 Facility Access & Visitors

Coastal Waters' goal is to maintain maximum security and safety at a minimum inconvenience to employees. During school hours (8:30 - 3:00), school doors are locked. Visitors are expected to check in at the office when entering and leaving the building as are students reporting late to school or leaving early.

604 Emergency Operations Plan

Please refer to the Coastal Waters Emergency Operations plan for all the emergency response procedures.

605 Reporting Abuse or Neglect

Under New Hampshire law, any person who has reason to suspect that a child has been sexually, physically, or psychologically abused or neglected is required to report to the State the suspected abuse or neglect. The report is to be made immediately to the Pedagogical Director or Administrative Director upon forming the suspicion of abuse or neglect.

If as a faculty or staff member, you have concerns about a student being abused or mistreated you must share these suspicions immediately with the Pedagogical Director and Administrative Director; these individuals will contact Division for Child Youth and Families (DCYF). If neither is available, you are required to contact the DCYF yourself at the number listed below. As soon as is practically possible, you must inform the Pedagogical Administrator and Administrative Director of the report so that the Mandated Reporter Form can be completed and submitted. Failure to comply with the above reporting requirements is a misdemeanor under New Hampshire law. While this legal obligation falls on each employee individually, Coastal Waters needs to know whenever your employment brings you into contact with any situation in which you suspect abuse or neglect of a child. In such circumstances, report your suspicions immediately to the Pedagogical Director and Administrative Director. Do not wait until the next business day; call the Pedagogical Director or Administrative Director at home. If they may not be reached, report the matter immediately to the Faculty Chair. However, if for any reason you are unable to confer immediately with the Administration or Faculty Chair, report your concerns to a colleague do not delay in making your report to the State. Sometimes circumstances arise in which, although an employee suspects abuse or neglect, s/he does not want to report it because the filling of the report may destroy his/her rapport with the family or individuals to whom the employee is providing services. However, failure to file a report of suspected abuse or neglect is a crime and places both the employee and Coastal Waters at risk. If you are struggling with a concern about possible abuse or neglect, you must discuss the matter at once with the Administrative Director and Pedagogical Director or the Chair of the Faculty Council.

CHILD ABUSE HOT LINE 1-800-894-5533

606 Smoking

In keeping with Coastal Waters' intent to provide a safe and healthful work environment, smoking is prohibited throughout the school and school grounds. This policy applies equally to all.

607 Lactation/Breastfeeding

Coastal Waters supports the health and well-being of working mothers and their children. As part of this policy, in compliance with the Patient Protection and Affordable Care Act of 2010, Coastal Waters will provide eligible employees with:

- Reasonable break periods to express milk during the first year following the birth of a child.
- A private area, other than a restroom, where the employee may express milk and be shielded from view and free from intrusion.
- Appropriate storage areas for pumps and other equipment as well as expressed milk

Employee Responsibilities:

Notify your supervisor before taking your break

- Label your expressed milk. The label should identify it as expressed milk and include your name and the date it was expressed.
- Keep the breastfeeding area clean and tidy.

608 School Telephones Coastal Waters provides cellular telephones to some employees as a safety measure. They are provided to assist teachers in communicating during emergencies. Occasional, brief personal use is permitted within a reasonable limit.

Employees may be required to reimburse Coastal Waters for any charges resulting from their personal use of the school telephone. If employees choose to answer the telephone, the following requirements will ensure effective telephone communication. • Employees should identify the name of the school and themselves when answering the telephone. • Please confirm information received from the caller and be sure messages are delivered to the appropriate party.

609 Computers, Email, and Internet Usage

Computers, computer files, the email system, and software furnished to employees are Coastal Waters property intended for business use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. Coastal Waters strives to maintain a workplace free of harassment and sensitive to the diversity of its employees.

Therefore, Coastal Waters prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale. Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other nonbusiness matters. Internet access is provided by Coastal Waters to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage. While Internet usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits. The computers assigned to each workstation are to be used by the people in those positions, except when permission is granted. A computer for faculty use is in the office or teacher lounge.

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of Coastal Waters and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful. The equipment, services, and technology provided to access the Internet remain at all times the property of Coastal Waters. As such, Coastal Waters reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems. Internet users should take the necessary anti-virus precautions before downloading or copying any file from the Internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression.

610 Recording Devices Prohibited

The use of all types of recording devices (including camera phones) is prohibited on school property or during working hours unless specifically permitted by the school. If taken for marketing purposes, all subjects must provide written permission to have their pictures used.

611 Personal Property

Coastal Waters provides you with the supplies and equipment necessary to perform your job. Coastal Waters maintains the supplies and equipment that we provide to you in a manner we believe will allow you to work efficiently and safely. If you do not believe that you have the necessary tools, supplies or equipment to perform your job safely and efficiently, please discuss your concerns with the Pedagogical Director, Faculty Chair, Business Administrator, or the Administrative Director. Coastal Waters is not responsible for any lost, stolen, or damaged

personal property. Your personal property is not covered under our business insurance policy. Your personal property away from home may be covered under your Homeowners' Policy. You should check with your personal insurance agent to learn about the best way to protect your personal property. You may not bring any of the following items onto Coastal Waters premises;

- Intoxicating beverages or narcotics
- Firearms or weapons of any kind, even those who are licensed to carry weapons.
- Sexually suggestive objects, pictures, cartoons, or posters
- Items that are demeaning or offensive on the basis of race, color, age, sex, gender, disability, religion, national origin, ethnic background, or citizenship.

Coastal Waters reserves the right to prohibit other items that we believe may be disruptive to the school or constitute an unacceptable risk of loss.

612 Parking

Coastal Waters provides parking facilities at the school. Coastal Waters is not responsible for theft or damage to personal vehicles or their contents. Under no circumstances should employees park in a designated fire lane or handicapped parking space (unless permitted with valid state-issued tags). These rules apply 24 hours a day 7 days a week.

Bicycle

If you ride a bicycle to work, we have designated an area where you may secure your bicycle. We recommend that you purchase a strong chain or cable and a tamper-resistant lock for securing your bicycle. You may not bring your bicycle into our buildings or block any entrance or exit.

Handicapped Parking

Only employees who possess valid state-issued tags may park in designated handicapped parking areas. If you do not have a state-issued tag or you are using another individual's tag, you may be subject to towing and or civil fines and penalties. These rules apply 24 hours a day, seven days a week.

613 Use of Your Personal Vehicle

When pre-approved, when using your personal vehicle for Coastal Waters business, you will be reimbursed at the rate set by Coastal Waters multiplied by the actual miles driven. This is the total compensation for the use of your vehicle including gas, wear and tear and insurance costs.

614 Driving Students

Employees who transport students in their own vehicle during school hours (for trips, from one campus to another etc.) must provide the Business Administrator with proof of automobile insurance and a valid driver's license. For employees, proof of insurance is required because anyone transporting students in their own vehicle must have uninsured motorist coverage. This coverage is not provided by the school's automobile policy that covers borrowed and hired vehicles. Coastal Waters will have motor vehicle record checks performed annually for any employee that could drive students.

615 Business Travel and Expense Reimbursement

Coastal Waters will reimburse employees for preapproved business travel expenses incurred. All business travel expenses should be submitted on the appropriate expense report. Receipts to support all expenses incurred should be attached. COASTAL WATERS reimburses employees for programmatic expenses that are approved as part of the school's annual budgeting process. Receipts and requests for reimbursements must be submitted to the business office within 90 days of incurred expense. Requests received after that period will not be reimbursed. They must also be submitted with the fiscal year (ending June 30).

616 Emergency Closings

At times, emergencies such as severe weather can disrupt a scheduled school day. These circumstances may require a closing of the school. In the event that such an emergency occurs during nonworking hours, faculty and staff can expect to be notified by the school calling post system.

When operations are officially closed due to emergency conditions, salaried employees will be paid as usual and hourly employees will not be paid.

617 Snow Day Policy

Coastal Waters follows the Portsmouth School District (SAU #52) in regard to snow days. However, because of the wide-spread area covered by our students' and teachers' homes, we must reserve the right to cancel school at our discretion. School cancellations will be announced via calling post and WMUR as soon as possible after SAU notification. There will also be a pre-recorded message placed on the school phone.

DELAYED OPENING

Occasionally, as a storm winds down and roads are being cleared in the early morning, the best strategy for the school day is to have a delayed opening. This allows us to provide our program to our students and to save "snow days" for when they are really needed. Coastal Waters will generally follow the decisions of SAU #52.

7 Employee Conduct & Disciplinary

Action 701 Drug and Alcohol-Free

Workspace

While on Coastal Waters premises and while conducting school business off Coastal Waters premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment. Such violations may also have legal consequences.

It should be noted that use of alcoholic beverages by chaperones or any adult on any school sponsored trip is inappropriate and should be avoided. For more details, please refer to "Field Trip" section of the Parent Handbook.

702 Workplace Violence Prevention

Coastal Waters is committed to preventing workplace violence and to maintaining a safe work environment. All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Conduct that threatens, intimidates, or coerces another employee, a student, a school family, or a member of the public at any time, including off-duty periods, will not be tolerated. This includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local law.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to the Pedagogical Director and Administrative Director. This includes threats by employees, as well as threats by students, a school family, or any member of the public. All suspicious individuals or activities should also be reported as soon as possible to the Pedagogical Director, Administrative Director, or Business Administrator. Do not place yourself in peril. Coastal Waters will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. In order to maintain

workplace safety and the integrity of its investigation, Coastal Waters may suspend employees, either with or without pay, pending investigation. Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment. Coastal Waters encourages employees to bring their disputes or differences with other employees to the attention of Pedagogical Director or Administrative Director before the situation escalates. Coastal Waters is eager to assist in the resolution of employee disputes and will not discipline employees for raising such concerns.

703 Workplace Harassment and Bullying Prevention

Coastal Waters is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

704 Harassment

Harassment is defined as unwelcome or unsolicited verbal, physical, or sexual conduct which interferes with an employee's job performance or which creates an intimidating, offensive or hostile work environment. Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of general harassment and sexual harassment examples:

- Questions or comments that unnecessarily infringe on personal privacy.
- Offensive, sexist, off color, or sexual remarks, jokes, slurs.
- Propositions or comments that disparage a person or group on the basis of race, color, age, sex, pregnancy, gender, creed, disability, religion, national origin, ethnic background, military service, or citizenship.
- Derogatory or suggestive posters, cartoons, photographs, calendars, graffiti, drawings, other materials, or gestures.
- Inappropriate touching, hitting, pushing, or other aggressive physical contact or threats to take such action.
- Unsolicited sexual advances, requests, or demands, explicit or implicit, for sexual favors.
- Quid Pro Quo - Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute quid pro quo when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment and, or (2) submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting an individual.
- Ethnic slurs, racial "jokes," offensive or derogatory comments or other verbal or physical conduct based on an individual's race/color or national origin or because an individual is affiliated with a particular religious or ethnic group or because of physical, cultural, or linguistic characteristics.
- Comments based upon cultural traits, clothing, or linguistic characteristics such as accent or dress associated with a particular ethnicity, country of origin, or religion.
- Requirements or coercion to abandon, alter, or adopt a religious practice or subjection to unwelcome statements or conduct that is based on religion.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.

Harassment Reporting

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to the Administrative Director or Pedagogical Director. If the Administrative Director or Pedagogical Director are unavailable or you believe it would be inappropriate to

contact that person, you should immediately contact a member of the Board. You can raise concerns and make reports without fear of reprisal or retaliation. All allegations of harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation. Any employee who becomes aware of possible sexual or other unlawful harassment must immediately advise the Administrative Director or Pedagogical Director or any member of the administration so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

705 Retaliation

We will not fire, demote, harass, or otherwise “retaliate” against an individual for filing a charge of harassment or discrimination, participating in a discrimination proceeding, or otherwise opposing discrimination. Anyone who feels that he or she has been harassed or discriminated against should report such incidents to the Administrative Director, Pedagogical Director, or Board. Employees are encouraged to report harassment before it becomes severe or pervasive. Coastal Waters will promptly investigate all charges of violation of this policy. The confidentiality of persons reporting violations will be respected so far as practicable in conducting an investigation of such claims. If it is determined that harassment has occurred, we will take immediate and appropriate corrective action.

706 Problem Solving Procedure

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

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

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the conflict resolution procedure. No employee will 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. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, and they do not feel that this can be resolved through informal measures, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

1. Employee presents conflict in written form to the Pedagogical Director or Administrative Director after the incident occurs.
2. If that person is unavailable, or the employee believes it would be inappropriate to contact the Pedagogical Director or Administrative Director, the employee may present the conflict to the Chair of the Board.

3. The Pedagogical Director, Administrative Director, or Board Chair responds to conflict during discussion or after consulting with others, when necessary, and documents discussion.
4. Any grievance or complaint that is not resolved by the above steps shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth.
5. In the case of grievances and/or complaints against the Board that cannot be resolved through informal means, a neutral 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.

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

Conflicts, disputes, or claims not resolved through the preceding conflict resolution steps are subject to mediation. Not every conflict can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual conflicts can employees develop confidence in Coastal Waters. This confidence is important to the operation of an efficient and harmonious work environment.

In the case of disputes Between the LEA and Coastal Waters, an attempt will always be made to resolve them amicably and reasonably without resorting to formal procedures. Both 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 the LEA, the involved parties agree to frame the issue in a written format to be submitted to the Superintendent of the LEA and Coastal Waters Administrative Director and Pedagogical Director. The Administrative Director, Pedagogical Director and Superintendent shall informally meet 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 Superintendent, Administrative Director, and Pedagogical Director in an attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, Administrative Director, and Pedagogical 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 Superintendent, Administrative Director, and Pedagogical Director. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and the Coastal Waters. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

707 Attendance and Punctuality

In the rare instances when employees cannot avoid being late to work, or are unable to work

as scheduled, they should notify the Pedagogical Director or Administrative Director, as soon as possible in advance of the anticipated tardiness or absence.

708 Attire and Grooming Dress

Grooming, and personal cleanliness standards are important aspects of a healthy school community. During school hours or when representing Coastal Waters, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards. Consult the Administrative Director and Pedagogical Director if you have questions as to what constitutes appropriate appearance. Where necessary, reasonable accommodation may be made to a person with a disability.

709 Return of School Property

Employees are responsible for items issued to them by Coastal Waters or in their possession or control, such as the following: equipment, keys, manuals, computers, cell phones, tools, and curriculum materials. Employees must return all Coastal Waters property immediately upon request, or upon termination of employment. Where permitted by applicable laws, Coastal Waters may withhold from the employee's check, or final paycheck, the cost of any items that are not returned when required. Coastal Waters may also take all action deemed appropriate to recover or protect its property.

710 Driving While on Company Business

In the course of school trips and events, staff are not permitted to consume alcohol and are expected to follow all traffic laws so as not to endanger the safety of the students. To drive for school related business, including field trips, employees must provide the Business Administrator with proof of automobile insurance (uninsured motorist) and a photocopy of a valid driver's license. Motor Vehicle Record checks will be processed annually for employees that may drive for school business.

711 Employee Fraternization

Policy Fraternization between employees at school is permitted but must be reported to the Pedagogical Director and Administrative Director. Reporting and mentorship relationships will be adjusted accordingly.

Fraternization between employees and students is prohibited and must be reported to the Pedagogical Director and Administrative Director immediately.

712 Social Functions

Policy Faculty and staff are expected to adhere to school policies during school sponsored functions outside of school hours.

713 Disciplinary and Corrective Action

Based on the nature of the issue, the Pedagogical Director and or Administrative Director will determine the appropriate action and document the issue in the employee's file. If the offending action is egregious, the matter should be brought to the Board.

8 Communication

801 Leaving the Building

All teachers must communicate with office staff when coming and going during the school day, with or without students. Permission slips are required whenever students are transported in a vehicle. The office staff needs to know where teachers and students are and when they will return.

802 Class Communications

All substantive communications must be reviewed by the Administrative Director and Pedagogical Director before leaving Coastal Waters. The office keeps a file for class correspondence.

803 Parent Complaints

Meaningful complaints made to faculty or staff should be reported within 24 hours to the Pedagogical Director and Administrative Director.

804 Open Door Policy

Coastal Waters encourages open communication between employees and management, and that concerns should be voiced so that a resolution may be agreed upon. See above problem solving procedure should a conflict arise.

805 Media Relations Policy

All media inquiries and external communication must be approved by the Administrative Director and Pedagogical Director.

806 Social Media

The relationship between Coastal Waters employees and its students and parents requires that all employees exercise particular care when using social networking sites. Employees are expected to maintain a professional relationship with both parents and students at all times. To help achieve this environment, all employees are asked to adhere to the following guidelines: We strongly discourage faculty and staff from accepting social media communication requests from current students. It is further recommended that faculty and staff discourage communication from parents of current students via social media platforms. If a current student or parent messages a faculty or staff member through a social networking site, the employee should redirect them to their school email. Employees are not permitted to post on their social networking profile pages photographs of students, messages about them, or any other material that comes from the school, with the exception of marketing content posted by the school.

807 Calendar

Teachers should request approval for proposed class evenings, field trips, plays, etc. through the Administrative Assistant in writing (email is strongly preferred). Once approved, dates and times for the event will be posted on the shared calendar by the administration office. Oversight for the school's Master calendar is maintained by the Administrative Assistant. The goal is to ensure school families and facilities are not over or double booked.

Appendix G: Elementary School Student-Family Handbook

Coastal Waters Chartered Public School Elementary School Student-Family Handbook

This is a draft handbook. Once approved by the Board of Trustees and Leadership Council the page numbers will be added.

[school address, phone numbers, and website to be added]

Dear Parents,

We are happy that you have placed your student in Coastal Waters Chartered Public School. Our goal is to assist you in helping your student(s) to reach their full academic and social potential, and to develop a lifelong love of learning.

What follows is practical information concerning schedules, policies, lines of communication, and parent involvement in Coastal Waters. We would like all elements of the school to be as clear and transparent as possible. Please take time to read this handbook carefully. It will help us to work together toward our common goal of an excellent, comprehensive, and enjoyable education for the students and community of families of our school.

If you have any questions, suggestions, or concerns, we depend on you to let us know. We are committed to working together and appreciate open communication and feedback.

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IMPORTANT CONTACTS

At Coastal Waters Chartered Public School (Coastal Waters), we strive to be open and responsive in all dealings with community members. We hope that our educational ideal of respect and deep regard for each individual child is reflected in the way that we approach issues brought by parents or others as well. We are committed to bettering the school as an organization, and both the Faculty and Board welcome your interest and your questions about Coastal Waters.

SCHOOL DIRECTORY

Each fall, a school directory is made available to each family on SchoolCues and includes all teachers and students at the school. A limited number of printed versions are available, so please inquire if needed. Parents and family members agree to keep the school directory information and other personal or private information about students and their families confidential, restricted for school purposes only, and not disclose such information to any third party.

When you need specific information or have a question not covered adequately by this handbook, you may find the following directory helpful.

PEOPLE

*TBD*CAMPUS TRAFFIC & PARKING

TBD

DAILY SCHEDULE

TBD

GRADE SCHOOL

Monday - Friday 8:00 am- 3:00 pm
(Drop-off after 7:30am)

ON-TIME ARRIVAL

The opening of each school day is a special moment for the teachers and the children at Coastal Waters Charter School. When morning exercises are interrupted by a late child it affects the whole class. ***We feel it is essential for the well-being of the children and their classes that they arrive on time. It is equally important that the children be picked up promptly at dismissal.***

Waiting to go home is hard on the children. Teachers cannot provide adequate supervision after regular hours. If you will be delayed or your child will be absent, please call our office as soon as possible.

Morning exercises begin promptly at 8:00am for all elementary classes. We request that parents plan to have children arrive 10-15 minutes early, so they are ready to begin their morning together with classmates.

ON-TIME DISMISSAL

Just as there is a form to the beginning of the day, there is a form to the closing of the school day. Dismissal for the elementary school is at 3:00 p.m. On "early dismissal" days noted on our calendar, school ends at 1:00 p.m.

OFFICE HOURS

Monday-Friday 7:30am – 4:00 pm

SCHOOL CANCELLATION & DELAY

Coastal Waters follows the Portsmouth School District (SAU #52) regarding inclement weather cancellations and delays. However, because of the widespread area covered by our students' and teachers' homes, we must reserve the right to cancel school at our discretion. Check your local radio and TV station for Portsmouth Public Schools, Portsmouth School District, or SAU #52. Since we follow the Portsmouth School District for closings, if any of these are listed, Coastal Waters will be closed as well. There will also be a pre-recorded message placed on the school phone as well as a school-wide calling post service. This is an automated service that will notify you of school closings due to weather and other schedule changes.

School will not be canceled for inclement weather developing during the school day. However, parents should feel free to pick up their children before dismissal if they are concerned about conditions. When a school delay is announced due to inclement weather during the morning commute, the Grade School will begin at 10:00am and end at the regularly scheduled time.

ABSENCES & TARDINESS

If your child is going to miss school, or is going to be late, it is very important that you notify his

or her teacher through the appropriate office before 8:00am, unless previous notification has been given. A child missing from class is a matter of serious concern and is cause for immediate attention by staff and teachers. Please help us to avoid unnecessary alarms by your attention to this request. At the elementary school, if a child is tardy, he or she must first check in at the office and be marked tardy and receive a tardy slip to bring to their teacher.

You may leave a message regarding absence 24 hours a day by calling:

ILLNESS

Each day at Coastal Waters includes many different kinds of activities for all students. A child who is ill, or even over-tired, simply cannot be present in a strong enough way to benefit from all of these opportunities. The faculty suggests that you ask yourself whether or not your child will be able to participate fully in the school day. If you are unsure, it probably means he or she isn't well enough and needs to rest at home. The school has no adequate facilities to care for a sick child. Children with contagious or infectious illnesses may not attend school unless given a doctor's written permission.

EXTENDED ABSENCES

The block teaching curriculum method and the nature of the Waldorf classroom as a learning community make extended absences a challenge for both the student and the class. Coastal Waters does not, in principle, support extended planned absences for family vacations that fall within the school calendar. In cases where parents take children out of school, class teachers cannot provide make-up work or home-study materials. There is no substitute for work covered by the teacher with the class as a whole; therefore, we encourage all families to make vacation plans based on our established school calendar.

ABSENCES FROM EVENTS OUTSIDE OF SCHOOL HOURS

Please be aware that students are expected to attend events listed on the school calendar that occur outside of school hours, unless prior arrangements are made with the class teacher. We strive to keep weekend events to a minimum.

LUNCH & SNACKS

Students bring their own snack, lunches, and beverages. Water is available at the school. Since mealtimes are essentially social, we request that children do not bring lunch boxes bearing pictures of characters from comics or movies, etc. These often distract the children and change the nature of their conversation and interaction with their peers.

Elementary children need to bring a mid-morning snack that is wholesome and nutritious, preferably without refined sugar or additives. Please do not include candy, cookies, etc.

During the school year in Grades 1-8, some classes offer a lunch item for order as a fundraiser on a regular day of the week, e.g., "pizza day." These opportunities are publicized well in advance and offer a respite to home lunch preparation!

PERSONAL PROPERTY

ITEMS NOT TO BRING TO SCHOOL

Candy, toy weapons, radios, cell phones, iPods, video games, music players, and role-playing games (Pokémon cards, or any type of trading cards, for example) should not be brought to school. Matches, lighters, knives, and other potentially dangerous objects also have no place in

school and will be confiscated.

Sexually explicit material has no place in our school and will be immediately confiscated, if found. If a parent becomes aware at any time that this type of material has been present at school, we ask that the class teacher or the Administrative Director be notified.

CELL PHONES

Cell phones and all other electronic media are not allowed on campus during school hours. Students may bring cell phones to school if they are needed for afterschool activities or if they are needed for students who come and go to school independently. Parents are asked to support this school policy by not sending cell phones or electronic devices with their children to school. Do not try to communicate with your children during the school day on their cell phones or electronic devices.

LOST AND FOUND

PLEASE LABEL ALL CLOTHING WITH YOUR CHILD'S NAME!

Unidentified clothing and other items left at the elementary school will be placed in a box and kept in a designated place for parents and students to look through at their convenience. If your child is missing clothing, please check there. The school will donate unclaimed clothing to local charities.

DRESS CODE

Students at Coastal Waters are expected to wear clothing and footwear that is appropriate for a broad range of school activities, including physical education, games, eurythmy, walking field trips, and woodworking and art classes, depending on the grade level. Because outdoor time is a part of each school day, children should come to school with outdoor clothing that protects them from the elements. Hooded rain jackets, rain pants, and waterproof rain boots, as well as snow jackets, snow pants and snow boots, depending on the season, are expected for all children in grades 1-5, and as needed for outdoor activities and field trips in grades 6-8.

Current clothing trends often carry connotations that are not appropriate for school. The dress code continues to develop as trends change, but the following basic principles remain fundamental to dress code guidelines:

Clothes worn at school or at school-sponsored events should be:

- Clean and in good repair
- Appropriately sized and fitted for full participation in movement
- Modest
- Non-distracting

When a student in grades 1-5 is out of compliance with the dress code, the teacher will speak with the parents. When a student in grades 6-8 is out of compliance, the teacher will speak directly to the student. Repeated violations of the dress code will require a conversation with the parents, as well.

OUTDOOR PLAY

Outdoor play is a big part of our school day and our vacation and holiday programs. Teachers and staff monitor outdoor temperatures, heat index, and wind chill factors and we adjust our time

outdoors accordingly.

When the temperature with wind chill is a factor, children will be required to have all necessary clothing including hats, gloves, and warm layers to protect them from the cold, and time outside will be limited. Children without the necessary layers will not be permitted to go outside. In extreme heat, teachers and staff will monitor the heat index and will adjust the activities accordingly.

EVENT AND SPECIAL OCCASION DRESS

Certain occasions – festivals and special assemblies, for example – call for “best dress” to reflect the mood of the event. Students may choose from dress pants, dress shirts, polo shirts, skirts, and dresses, as appropriate. Students may wear simple dress shoes, or other clean, non-distracting footwear. All shoes should have flat heels and soles. High heeled shoes are not appropriate for school or school events. No denim, athletic wear or t-shirts may be worn on these dress-up occasions. For our dressiest occasions – Flower Ceremony and Rose Ceremony – tucked dress shirts are requested.

SHOES

Students should be ready to participate fully in the activities of their school day. Whether for outdoor or indoor use, please select shoes that protect and support the feet. Flat-soled, supportive shoes are required – platforms, high heels, backless clogs, flip flops and “cros” are not acceptable. Shoes that tie are preferred, especially in the younger grades. Rain boots should be waterproof, and snow boots should be adequately insulated to keep the feet dry and warm.

CLOTHING SIZE & CONDITION

While we recognize that clothing can be viewed as a form of personal expression, we prefer to see students express themselves through their community membership, good work, and deeds. Clothing that is too tight or restrictive hinders healthy movement and promotes an inappropriate self-consciousness. Over-sized and loose clothing and shoes not only hinder movement, but convey an inappropriately relaxed attitude and may lead to injury. Torn or ragged clothing is not appropriate for school. Warm-up pants, and other athletic wear are acceptable if they meet other criteria of the dress code.

GRAPHICS & DESIGNS

In school, we strive to create simple, beautiful environments. We request that parents choose school clothing with this in mind. Please keep clothing free of graphics, including sports team logos, and other distracting patterns. Please also avoid neon colors, or highly stylized clothing and footwear. We understand that it is difficult to avoid small brand logos on clothing, especially outerwear and shoes – a small, subtle insignia (less than one inch in diameter) is permissible. While hats without graphics are preferred, a simple team logo is permissible. Sweatshirts, shirts, pants, and jackets, however, should be completely free of writing.

MODESTY

Skirts, dresses, and shorts should fall to mid-thigh, whether or not tights or leggings are worn underneath. Form fitting clothing, including jeggings and leggings, will be considered undergarments that need to be covered, as will tank tops, spaghetti straps, or other low-cut necklines. Unless covered by another layer, straps for sleeveless tops and dresses should be at

least two fingers in width. Clothing should cover a student's midriff and underwear, even when his or her arms are raised.

MAKE-UP & ACCESSORIES

We ask that students in grades 1-8 not alter their hair color, or wear make-up or nail polish at school. Permanent or temporary tattoos are not acceptable for students at this age and drawing on oneself is not permitted.

Students in grades 5 and below may wear a simple, non-distracting pair of stud earrings. Students in grades 6-8 may wear a single pair of stud earrings, or modestly-sized dangling earrings. Dangling accessories, including earrings, bracelets and necklaces can be a significant safety hazard during certain school activities and students should be prepared to remove and stow jewelry and other accessories as requested by a teacher. We ask that parents use discretion when allowing their child to wear jewelry to school.

No sunglasses will be permitted inside at school, unless required for medical reasons. Sunglasses may be worn outside. Parents should expect to provide a note from their child's physician in the case that an exception is being requested. Hats may only be worn outside, as needed for the purpose of warmth or protection from the sun.

MEDIA POLICY

From radios and TVs to smartphones and tablets, media of all kinds fill our world these days. More and more parents carry the same concerns about over-exposure to media and the consequent decline of direct, un-mediated experiences for young people.

In general, we strive to create a media-free environment while students are in our educational care. What children bring to school after a weekend of unsupervised video watching or unsupervised radio listening affects the class and its work. Observation of the children by their teachers leaves us with concerns about excessive exposure to the media. A reliance on ready-made pictures reduces the child's ability to visualize both the written and the spoken word. Students who are accustomed to passively receiving have difficulty making the inner effort necessary to sustain an imaginative train of thought. There is a growing body of research supporting this position.

Essential to the Waldorf approach to education is the daily activity by students of reviewing the previous day's work. As the children sleep, the stories, subject material, and experiences of the day are transformed and become their own. This process sparks the individual development of thinking. When a child is exposed to strong, fixed impressions, such as the media presents, this overnight process of taking in is compromised to a point where we know it cannot work at all as it is intended.

Aside from what is used for instructional purposes, we strive to create a media-free zone during the school day. In the event that a child's media experiences are affecting his or her ability to benefit from the curriculum and thereby causing disruption to the daily life of the class, the teacher will request a meeting with the parents of the student. A child whose media experiences are disruptive to the class, classroom activities, or educational process is of serious concern to the faculty and may lead to a request to withdraw a student.

DISCIPLINE

All children are expected to observe standards of behavior based on an attitude of respect for themselves, their teachers, parents, fellow students, and their environment. Behavior that interferes with the education process is not tolerated.

Behavior that is considered to fall outside these standards may include, but is not limited to:

- Rudeness or disrespect toward classmates, teachers, staff, or parents
- Physical aggression toward any individual
- Mistreatment of property
- Absence from classes or parts of classes without prior permission
- Use of foul language
- Leaving campus without permission

GRADE 1 THROUGH GRADE 5

Discipline will be handled in an age appropriate manner at the discretion of the class teacher, with support from the Pedagogical Director and faculty. The class teacher will keep in close contact with parents of children with behavior problems. In the case of repeated behavior difficulties, a child may lose the privilege to be at school for a period of time.

GRADES 6 THROUGH 8

In cases of repeated rule breaking, especially in the very rare case when physical or emotional aggression is involved, there will be a program of strict monitoring of the situation. The program will include a conference with parent, teacher, and administrator (and may include the child) to set clear and consistent guidelines and goals for behavior improvement. A time-frame to accomplish this improvement will be set. Dates will be set for the teacher and parents to meet to review the situation. There will be frequent communication between teacher and parents on the progress of the situation. If all such measures fail and improvement in behavior is not significant in the specified time frame, the Pedagogical Director, Faculty Chairs, and the class teacher will meet to determine whether the child's permanent dismissal from the school is necessary.

Physical and verbal aggression are grounds for immediate suspension. Should a student show disrespect by using caustic or foul language to school staff or fellow students, or by physically endangering others, s/he may be immediately suspended. The class teacher, upon conferring with the administrator, will notify parents of such a situation. A plan for addressing the situation will include consideration of the severity of the behavior, the context of the incident, and the student's overall behavior. The student will not be allowed to return to school until a meeting of class teacher, school administrator, and parents takes place.

BULLYING

Bullying is not tolerated at GW. Respect for oneself and others are core elements of Waldorf education. Teachers at GW are deeply committed to this principle and use every opportunity to bring an understanding of this to their students. Teachers observe the social fabric in their classrooms closely and make use of all community-building opportunities to help students resolve conflicts and support one another.

STUDENT EVALUATION

Each class in our school is considered a community in which each member has strengths and talents to share with all. Children are not compared or encouraged to compete with one another. High individual standards will be expected and demonstrated in many areas by multiple assessment methods. Evaluation of a child's progress will be shared with parents through meetings with the teacher and through written reports.

Parents will receive written assessments of their child's progress 4 times a year. Individual conferences with parents/guardians will also be scheduled during the fall and mid-winter. All students in grades 3-8 will undergo annual state required assessments.

FIELD TRIPS & VOLUNTEERING

FIELD TRIPS

Field trips are an important part of our educational program. To make them possible takes cooperation on the part of parents and teachers. Parents give permission for their students to participate in all class trips when they complete their annual Back-to-School forms on SchoolCues. Although we inform parents about upcoming class trips, we do not send home individual permission slips for class trips involving driving. We do not require written parental/guardian permission for students to be taken on school field trips that potentially involve walking in the neighborhood.

VOLUNTEERS

All volunteers working with students, including chaperones and drivers on trips, must undergo fingerprinting and a criminal background check. With safety in mind, we owe it to our parents and our students to make sure that any adult volunteer, driver, or chaperone accompanying them does not have a criminal background. All volunteers should call our Business Office to receive the proper paperwork and instructions on completing the one-time background check process.

State law (RSA 508:17) requires that school volunteers, including drivers, be 'approved' by the school to act on behalf of the school. A form, signed by a representative of the school and the volunteer, must be on file in order to provide immunity from liability.

Drivers must have a clean driving record and adequate insurance.

1. State law requires that all children under age 18 wear seat belts.
 - a. All children must ride in an appropriate child safety seat until they are seven years old or 57 inches tall (4'9"), whichever is reached first.
 - b. On field trips, an appropriate child safety seat should be provided by the parent.
 - c. Additionally, no student under the age of 12 may ride in the front seat of a vehicle.
 - d. Students over the age of 12 may ride in the front passenger seat only with parental permission.
2. The effects of alcoholic beverages are of serious concern to many individuals and families. The consumption of alcohol by a chaperone or any adult on any school sponsored trip is prohibited.
3. All school rules for appropriate behavior are in effect during field trips. Drivers/chaperones must be fully prepared to support and enforce school rules as communicated by class teachers. Drivers are asked not to play music and to be sure conversations are appropriate. Students are

encouraged to express their thanks to the driver.

4. Parent chaperones should not take siblings out of school to join a class trip.
5. Parent chaperones must stay with their student groups at all times during class trips.

SCHOOL COMMUNITY RELIGION

Coastal Waters does not provide religious instruction, nor does it advocate for a particular religious belief. Coastal Waters observes the cycle of the year through both traditional and lesser known festivals, some of which have their roots in the world's religions. We feel they embrace the qualities of hope, courage, joy, gratitude, love, and reverence which are part of religions around the world. Other holidays are celebrated by the school through the preparations of individual classes and in special assemblies. Your child's teacher will have more specific details to share. Teachers welcome the opportunity to work with parents in bringing other festival events to their classes.

EVENTS

Through the school year there will be assemblies and other scheduled events. We encourage parents to join us on these occasions when we can share the children's accomplishments and their ongoing work. Please watch the school newsletter for announcements of upcoming events.

Events outside of the school day, such as school plays, demand the same guidelines for behavior that we would expect at school, particularly concerning personal safety and respect for the property of others. At events outside of the school day, parents are fully responsible for the care and supervision of their children. Our children behaving with consideration, respect, and courtesy toward others is a strong recommendation of our school as a whole, and a true reflection of the core values we share as a school community.

FESTIVALS

Throughout the year, we celebrate festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Festivals help us to nourish our souls through the sharing of stories, food, songs, and activities linked to the seasons and expressed with beauty and reverence. In addition to the community-wide festivals, teachers celebrate other festivals in the classroom, including those connected to different cultures being studied or the religious traditions of the students in the class.

PHOTOGRAPHY AT SCHOOL EVENTS

We would like all of our guests, students, and staff at events to enjoy events without distractions. Parents are therefore requested to please refrain from taking still or video images during special assemblies and class plays. Teachers will arrange for a photography session at dress rehearsal or after the assembly.

PARENT NOTICES

Once a week we distribute a school newsletter through email and on our website. Don't miss it! It is the place to look for calendar reminders, notices, parent-to-parent communications, and more.

We welcome your contributions. Email your articles to: *TBD*

Copy deadline is 12 noon on Thursday.

COMMUNITY CONDUCT

Our school community is a living thing. Its health and vitality, its life-force, radiates from relationships: teachers with students, parents with teachers, colleagues with colleagues. Our community reaches beyond the boundaries of our buildings and includes alumni, grandparents, friends of the school, alumni parents and even those who deliver our wood pellets or our mail. We all know that human relationships are exhilarating, transforming, and life-giving. Human relationships can also be frustrating, are almost always complex, and, if we're honest, so human! At Coastal Waters we strive to respect each individual and forgive the human errors that could occur. Though we may not know when or how, we do know that somewhere along the way we will hit a rough spot. It is the nature of deep, meaningful human relationships. A teacher may make an error in judgment. A parent might overlook a teacher request. Student behavior might be seen differently by teacher and parent. A sensitive decision by the school leadership, necessarily confidential, might not meet with understanding in the parent community. Mismatched expectations might lead to misunderstanding.

The challenge at these times is not so much that we have a difficulty to face together; the challenge is in how we will work with each other now that a difficulty has come up. These are the very times when our commitments to respectful communication, active listening, and engaged, solutions-orientated communication are really put to the test.

Here we want to outline for you what you can expect from your school at times like these and we want to be clear about what we expect from you on the good days and on the challenging days, as well.

What you can expect from your school:

- Clear timely communication of information
- An immediate response to your questions and concerns
- A call back or conversation with your teacher within 24 hours (or sooner)
- Thoughtful listening to your concerns
- Non-judgmental, respectful inquiry
- Clear plan for ideas, solutions, and next steps
- Follow-through on action steps
- Review to be sure the action steps are showing desired results
- Maximum appropriate transparency in communicating school decisions What your school expects from you:
- Willingness to meet as an equal partner in your child's education
- Clear and timely communication about challenges or concerns
- Concerns brought directly to the teacher, administrator or other school leader who is designated to receive and respond (See Parent Handbook for a clear outline of where to bring questions and concerns.)
- Thoughtful listening
- Non-judgmental, respectful inquiry
- Active participation and follow through in developing and implementing solution-oriented action steps
- Commitment to not engage in complaining and griping about concerns that should, instead, be

brought by a parent directly to the teacher, administrator, or other school leader who is designated to receive and respond. *

- Commitment to not “rush to judgment” when you receive information and news about school decisions, realizing you may not have knowledge of all the facts and processes that went into the decision
- Willingness to demonstrate and assume goodwill, good intent, appropriate confidentiality

A word about complaining and griping: If parents get together and complain about the school it has a draining effect on goodwill. It undermines our collective efforts and sets a poor example for our children. And, importantly, it does not lead to solutions.

This “no griping” commitment is not a prohibition against conversation. We all know that speaking thoughtfully with a trusted friend about a concern in order to clarify one’s thinking, to consider other perspectives, and to test out possible solutions, can really make a positive difference. But it requires that the mood is respectful, and that the ultimate intention is to move on to raise the concern with the school.

We invite every parent to put a stop to griping when it starts and to make a personal commitment to bring concerns directly to those in the school who have the responsibility to listen, to work to understand and to help find solutions.

ADULT EDUCATION & ENRICHMENT

We hope all community members, parents, and teachers alike, will want to actively deepen their understanding of Waldorf education and the insights and philosophy that stand behind it. Many have an interest in learning more about child development, parenting, and family life. Others are interested in the crafts and arts offered in our curriculum and wish to broaden their experience in this way. Dance, music, and drama offerings build our community life together. Book groups and study groups offered by community members are opportunities to explore a subject area in depth and with others. Upcoming events and opportunities are publicized in the school newsletter and in the calendar section of our website.

PETS

To protect parents, staff and students’ pets should not be on school property unless secured in a vehicle. Thank you!

PARENT GROUPS PARENTS COUNCIL

Coastal Waters would not be possible without the support and continued involvement of parents and family members. The Parents Council is an advisory group of parents that aims to bring perspective and voice to important issues and decisions that affect the community of Coastal Waters. Members of the group serve the school by creating a supportive, respectful partnership between parents and families, and the faculty and administration of the school. The Parent Council also serves as a support network for school events and fundraisers. All Grade School and High School parents are welcome to join the Parents Council and attend the monthly meetings on the first Tuesday of every month. There are two Chapters within the Association; Grade School and High School that meet separately in regard to specific topics unique to each branch of the school though at least twice a year they will come together to address issues affecting all students.

CLASS PARENTS

A parent from each class may be asked by the class teacher to help in organizing class trips, plays, and social activities throughout the school year. These Class Parents will notify other parents of their class about special events and also act as liaisons between busy teachers and busy parents.

MENTOR FAMILY PROGRAM

At the beginning of each school year, we pair new and existing families together as a way of welcoming new members into our community. Please consider becoming a New Family Mentor. Please contact the Pedagogical Director and Administrative Director for more details if you are interested.

NON-DISCRIMINATION POLICY

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.

ACCREDITATION

Coastal Waters is actively working on becoming a member of the Alliance for Public Waldorf Education. As a member of the Alliance, Coastal Waters is committed to the seven core principles of the Alliance:

- Image of the Human Being
- Child Development
- Social Change through Education
- Human Relationships
- Access and Diversity
- Collaborative Leadership
- Schools as Learning Communities

ALLIANCE for PUBLIC WALDORF EDUCATION

In 1991 Waldorf education first entered the public realm in the United States at the Milwaukee Urban Waldorf Elementary school. After the establishment of public charter schools in 1994, Public Waldorf education has expanded rapidly. The Alliance for Public Waldorf Education was founded in 2006, and by 2020 had nearly 60 member schools and initiatives operating in over 14 states.

Mission of the Alliance

It is the mission of the Alliance to revitalize public education through innovation that is developmentally sound, to support the development of high-quality Public Waldorf education that meets the needs of the students of our times. In short:

- Promote and support the development of high-quality Public Waldorf Education
- Strengthen the community of schools guided by the Core Principles of Public Waldorf Education
- Increase the visibility of Public Waldorf Education in the greater educational landscape

- Make Public Waldorf Education accessible for all

The Alliance supports collaboration within and among its members in the formation of strong learning communities that will ensure that Public Waldorf education itself remains “ever evolving and continuously renewed”.

As a part of the world-wide Waldorf educational movement, the Alliance seeks partners beyond its membership that similarly wish to revitalize education to create a more harmonious social future. The Alliance seeks to expand the availability of this educational approach to all sectors of society.

HEALTH & INSURANCE

HEALTH & ACCIDENT INSURANCE

Carrying health and accident insurance for students is the responsibility of parents. Parents accept all medical expenses arising from injuries or other emergency medical treatment.

HEALTH RECORDS AND IMMUNIZATIONS

In accordance with the requirements of the New Hampshire State Department of Education and the New Hampshire State Department of Public Health, a cumulative health record is maintained on each child in grades 1-12. This includes a record of the required physical examinations as well as documentation of state mandated immunizations. A complete listing of immunization requirements can be obtained from your child’s primary care provider. All families must comply with State of New Hampshire statutes related to physicals and immunizations including RSA Section 141-C:20-c and RSA 200:38.

MEDICATIONS BROUGHT TO SCHOOL

We do not have a nurse on staff. All Employees have basic First Aid and CPR training. If your child requires medication during the school day, the following steps must be followed:

1. Medication must be handed from an adult to a teacher to be dispensed by the teacher.
2. All medication must be in its original packaging and fully labeled.
3. If necessary, your physician must provide a note describing when and how the medication should be administered and for how long.
4. This policy pertains to all medicines, including homeopathic, naturopathic, anthroposophical, and allopathic, as well as asthma inhalers.

ILLNESS

Each day at Coastal Waters Public Chartered School includes many different kinds of activities for all students. A child who is ill, or even over-tired, simply cannot be present in a strong enough way to benefit from all these opportunities. The faculty suggests that you ask yourself whether your child will be able to participate fully in the school day. If you are unsure, it probably means he or she isn't well enough and needs to rest at home. The school has no adequate facilities to care for a sick child. Children with contagious or infectious illnesses may not attend school unless given a doctor's written permission.

FEVER POLICY

If, during the school day, a child is experiencing a fever (100.2 degrees Fahrenheit or higher) or signs of a fever (chills, flushed skin, sweating), we will call parents/guardians to come to pick up

the students, allowing him or her to be cared for at home.

A student experiencing any of the fever symptoms mentioned above should stay at home until fever-free for 24 hours without fever-reducing medicine.

HEAD LICE POLICY

If your child is found to have lice or nits at school:

1. You will be called immediately. Early dismissal to begin treatment is a requirement for an active case of head lice or nits.
2. Children who are found to have lice or nits may return to school only after they have begun treatment, including daily head checks, nit-combing, and manual removal of all lice and nits.
3. Parents and caregivers must commit to a full course of treatment.
4. If a child is not clear of lice/nits after three weeks of treatment and combing, the school will require that the child be seen by a professional and certified free of nits before returning to school.

If you become aware that your child has lice or nits, but the school is not yet aware, please notify the Office Coordinator of the appropriate campus immediately.

GOVERNANCE

The leadership and administrative structures of Coastal Waters strive to support our students and their families. They work to approach their duties with goodwill, respect, active engagement, and a positive attitude.

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. In Public Waldorf Schools collaboration among teachers, staff, administration, and boards, with stakeholders' input, is the rule. 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. When possible, those responsible for making such decisions act from knowledge and experience working with Rudolf Steiner's educational insights.

The Pedagogical Director is responsible for maintaining the Waldorf pedagogical program of the school. coordinate and facilitate communication and timely decision-making in a manner that serves the true pedagogical impulses of Waldorf education. The major responsibilities include leadership, mentorship, and evaluation of the Faculty, work with the faculty to provide effective, comprehensive, and educational offering in line with Waldorf education.

The Administrative Director is responsible for maintaining and strengthening the school's administrative efforts. The major job responsibility is to oversee and provide leadership for the school's main administrative needs. The Administrative Director must thoughtfully share responsibility and leadership with the Pedagogical Director to integrate and balance Waldorf pedagogical program requirements with her/his own administrative and operational requirements, as well as with the legal/fiduciary responsibilities of the Board.

Faculty, in addition to teaching responsibilities, faculty members carry responsibility for ongoing festival life and events in the school, as well as curriculum development, student studies, and

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scheduling needs. The Faculty work under the supervision of the Pedagogical Director. The insights of Rudolf Steiner's anthroposophy underlying, and inspiring Waldorf education are that the individual is a being of body, soul, and spirit; that teaching is an art; and that teachers need to be active on a path of self-development. A main responsibility of the Faculty is to cultivate and nourish a healthy pedagogical impulse in the school. Faculty make a commitment to actively work with the guidelines for inner work and teacher meditations that Rudolf Steiner provided for Waldorf teachers. The Faculty chooses a Lower, Middle, and Upper School Chair.

The Faculty Chairs:

- Works with the Pedagogical Director to make agendas for the Leadership Council meetings.
- Maintain awareness of teacher/mentor relationships; is available to meet when necessary
- Maintain awareness of staffing needs and works with the Pedagogical Director to fill teaching vacancies
- Supports ongoing teacher evaluations
- Works with the Pedagogical Director, Administrative Director, and the Board to maintain overall awareness of existing policies, the financial picture of school, long and short-term goals of school and school activities, and shares this information with the Council as needed

The Leadership Council made up of the Pedagogical Director, Administrative Director, and the Lower (1-5), Middle (6-8), and Upper School (9-12) Faculty Chairs are responsible for training, supervising, supporting, and reviewing all faculty members as well as supporting students and families who may require special care. The Council develops, monitors, and reviews the curriculum as well as the daily schedule and future planning. The council also takes on the review of pedagogical issues. It is the responsibility of the Board to approve recommendations regarding hiring of faculty submitted by the Leadership Council.

The Administration (Administrative Director, Business Administrator, Administrative Assistant, Development Coordinator) are responsible for all non-curriculum and non-teaching functions that keep the school operating smoothly, including office coordination, oversight of facilities and finances, development, marketing, enrollment, and admissions. The administration team works under the supervision of the Administrative Director and at the service of the Faculty, the Board of Trustees, and parents to best serve the students, parents, faculty, and community.

Parent Council serves the school by supporting and facilitating school activities, celebrations, fund-raising, and special events in an effort to foster a strong school community.

BOARD OF TRUSTEES

The Board of Trustees has the final responsibility for fiscal and legal matters and is accountable for the school and its operations. The Board of Trustees is made up of at least four (4) community members, four (4) parent representatives, and some non-voting members, including the Pedagogical Director, Administrative Director, and Business Administrator.

The Governance Committee of the Board is responsible for identifying prospective Trustees who bring specific experience and expertise to the Board. Trustees are nominated and elected by the Coastal Waters Charter Application - Appendix G: Elementary School Student-Family Handbook

Board to meet specific needs of the board and the school, and serve three-year terms, with eligibility for a second term.

Finance Committee

This committee meets monthly to ensure that there is adequate short-term and long-term financial planning for the school, including oversight of:

- Annual budget
- Financial legalities (including audit oversight)
- Salary setting on an annual basis (works in collaboration with Personnel Committee)
- Long-term financial issues

Governance Committee

This is a committee exclusively made up of Board members. Its role is to ensure the healthy development and functioning of the Board. This includes:

- Recommending and engaging new Board members in a timely fashion
- Orienting new Board members
- Recommending membership on committees and ensuring that committees are working effectively
- Building and maintaining a climate that promotes effective work and morale within the Board

Development and Fundraising Committee

The purpose of this committee is to ensure that there is a viable, comprehensive development plan in place and that appropriate steps are taken to meet the fund-raising goals for each year. This committee also helps to organize Board members and parents to play key roles in the fund-raising efforts.

The responsibilities of this committee are:

- To be involved in the setting of an annual fund-raising goal for the school and goals for any current special campaigns.
- To ensure that there is a viable development plan in place before the start of each year and that appropriate steps are taken to meet the fund-raising goals.
- To ensure that available administrative support for development is appropriately focused.
- To ensure that professional consulting advice is sought when needed.
- To engage directly in fund-raising asks when necessary.
- When necessary, to collaborate with the Director of Development to organize Board members and parents to play key roles in the fund-raising efforts.

EXECUTIVE COMMITTEE

This is the central group for moving information through appropriate channels. Each leadership group of the school administration is represented: Pedagogical Director, Administrative Director, Board of Trustees, and Administration. This group meets weekly.

DEVELOPMENT & FUNDRAISING

FUNDRAISING BY STUDENTS

Students in grades six and above will enjoy the entrepreneurial spirit and sense of satisfaction of raising money to support class and school projects. The appropriate level of student fundraising continues to be a topic of conversation within the school. Current guidelines for each grade are

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available from the class teachers in grades 6-8 and from the class advisors in grades 9-12. Your input is welcome!

FUNDRAISING BY COASTAL WATERS

Coastal Waters is a tuition-free, charter school funded in part by state, federal, and local funds. While we rely heavily on state funding, this alone is not sufficient to cover the scope and cost of our program. Fundraising events throughout the year and the Coastal Waters' annual fund bridge this funding gap and allows us to maintain a rich and robust curriculum. We expect that all families will participate to the full extent of their ability in these fundraising efforts.

RESOURCES

PORTSMOUTH LIBRARY CARDS

Even if you do not live in Portsmouth, your family can check out books from the Portsmouth Public Library (PPL). On request, PPL provides a free library card to every student who goes to school in Portsmouth; and your PPL card entitles you to six books at a time. See the Main Office for a form letter to take to PPL. See the Coastal Waters Grade School Library for booklists.

READING AT HOME FOR YOUNGER STUDENTS

One of the best ways to support your child's Waldorf education is through reading. Ideally, a child who is read to from the earliest age develops skill and a love of reading that continues throughout life. Many parents have a routine of daily reading aloud that often continues through eighth grade and beyond. Some parents even have to limit their children's reading to themselves to allow for a reasonable balance of activities. A child with a strong home reading program has little time for, or (often) interest in watching television and other audio/visual media.

The parents' section of the Coastal Waters' library also has lists of recommended books, sorted by grade level. Most of these books are available at a local library.

The following are recommended as good introductory books on Waldorf education:

Teaching as a Lively Art, Marjorie Spock *The Education of the Child*, Rudolf Steiner *Waldorf Education*, M.C. Richards

The Experience of Knowledge, John Gardner *Rudolf Steiner Education*, Francis Edmunds *The Way of a Child*, A.C. Harwood

You are Your Child's First Teacher, Rahima Baldwin

The Child From Two to Four, Udo de Haes

School as a Journey, Torin Finser.

Appendix H: High School Student-Family Handbook

Coastal Waters Chartered Public School High School Student-Family Handbook

This is a draft handbook. Once approved by the Board of Trustees and Leadership Council, the page numbers will be added.

[school address, phone numbers, and website to be added]

Coastal Waters Chartered Public School High School Student-Family Handbook

Dear Students, Parents, and Guardians

Welcome to Coastal Waters! We hope this handbook will serve as a guide and answer your questions about our school's values, policies, and procedures. This handbook does not constitute a contract.

Our school is always evolving and our policies and procedures will at intervals be modified in order to ensure the best learning experience and outcome for all of you. You will be informed of any updates as they happen and the latest version of the handbook can be accessed on our website.

Please know that we always welcome your questions, comments, and suggestions regarding this handbook and any aspect of your experience as a member of the Coastal Waters learning community.

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To Conclude...

Mission

The mission of Coastal Waters Chartered Public School (Coastal Waters) is to offer students in the New Hampshire Seacoast region an education that enables them to discover their interests and capabilities; explore the surrounding world; and to cultivate a lifelong love of learning, a sense of community responsibility and understanding of environmental sustainability. We carry out this mission by providing an academically rigorous and engaging curriculum that integrates the arts, meaningful practical work, and service to the larger community.

Our vision is an inclusive school culture of compassion and respect where deep interest in others goes hand in hand with individual growth. The educational environment enables students to develop self-confidence, self-knowledge, intellectual flexibility, and the capacity for creative problem solving that supports ethical action in their local and global communities.

Support and Communications

Individual Advisors

Upon enrollment in the High School at Coastal Waters, each student is assigned an Individual Advisor who tracks the student's academic progress and social well-being and arranges support, as necessary. This advisor is the adult resource for student and parent concerns regarding school life such as homework, relationships with other teachers and students, and academic questions.

Individual Advisors serve as the adult advocates for their advisees in all areas of their education—academic, social, and emotional. The Advisor is the personal link between parents, the student, and the school--the person who monitors individual needs, concerns, and triumphs. He or she conveys any issues particular to a student—such as learning differences or special accommodations—to the rest of the faculty, and in turn receives other faculty members' observations, to be shared with the appropriate people. Advisors meet with their advisees regularly; however, students are encouraged to request a meeting with their Advisor any time questions or concerns arise.

We urge continuing students to remain in the same advisor relationship throughout the four years of high school. However, requests for a change in advisor will also be honored when possible.

After ninth grade, students may submit their preferences for an advisor at the start of the school year, using the appropriate advisor request form obtainable through the office. These preferences are honored to the extent possible.

Class Advisors

The role of Class Advisors is best defined as caretakers for the group. Class Advisors lead the

students in class meetings, hold parent evenings, organize class functions, help fundraise, and arrange for group trips, including the Senior Trip. Advisors oversee the group as a whole, inform parents of class activities and responsibilities, work with group issues, and look to see that the group learns how to effectively communicate with one another.

Parent Conferences

Parent conferences take place twice a year: in October and then again in March. We request fall conferences for parents of all 9th grade students and for new students in any grade. All fall trimester teachers of a student attend this first conference. Conference slots for all other families are made available for scheduling on a first-come, first-served basis. Parents or teachers may request additional conferences with the student's Individual Advisor or other teachers at any time.

Reports and Transcripts

The Coastal Waters office sends out trimester reports in December, April, and July. Parents may request an official transcript from the office at any time with two weeks' prior notice.

Academic Concerns

In keeping with our mission statement, the faculty of Coastal Waters encourages students to take appropriate responsibility for their progress in school. Any teacher concerned about a student's academic performance in a specific class will speak directly to the student and, if more support is necessary, contact the parents by telephone or email. We make every effort to relay concerns *at the first sign* of a pattern of work below potential, consistently late homework, or issues with health or attention. We endeavor to communicate such concerns no later than halfway through a morning lesson block or a trimester of an ongoing skills class. The teacher informs the student's Individual Advisor of all communications, and a written record is maintained. The Advisor may subsequently initiate a conversation with the student and/or parents to devise a plan for remediation. Any student encountering ongoing challenges in organizing or completing homework assignments will need to keep a Daily Record of Assignments, to be signed by each teacher, taken home for parent review and signature, and returned to the Individual Advisor the following morning.

Parent Evenings

We schedule several parent evenings each year. Meetings typically begin with a discussion of topics of interest to parents in all grades of the High School, and end with separate meetings of each class with the Class Advisors. Coastal Waters High School above all depends upon parental support. Therefore, we encourage all parents to find ways to attend as many meetings as possible.

College Counseling & College Visits

College Counseling services include annual meetings for parents and students on topics such as standardized tests, college selections, the admissions process and financial aid, as well as regular meetings with Juniors and Seniors through their search and application process.

We encourage students to visit and apply to a range and variety of colleges to find the best match for the individual. Seniors are required to complete the college application process as an essential exercise, no matter what may be their plans for higher education. We recommend visiting colleges during winter and spring breaks junior year and during the summer before

senior year.

Return visits to a few schools during the senior year can be important, and seniors should be prepared to use fall break and the first part of winter vacation for such purposes. Coastal Waters High School supports judiciously planned, limited visits to colleges. Visits must be approved *in advance*, first by the appropriate Main Lesson teacher, then by the student's Individual Advisor.

A completed college visit form must be returned to the Office at least one week in advance of the student's departure. A *total* of up to three missed days is allowed through spring of 11th and fall of 12th, but students remain responsible for all assigned work.

School-to-Parent Communications

Most high school messages of an informational nature are disseminated by email (so please check that high school email is not diverted to spam folders). Families will receive a Weekly Newsletter about school events. If you do not have ready access to email, please contact the office so that we can arrange other modes of communication.

Curriculum

In broad strokes, each of the four years in the high school curriculum embodies an underlying theme that helps guide students through not only their studies of the world, but their inner growth as well. These themes are adapted to each specific group of students and take account of the fact that teenagers grow at their own pace. And yet, one can identify the struggles common to most any teenager—although adolescents pass through developmental landscapes at varying speeds, they cover similar terrain.

One can summarize the Waldorf High School curriculum by grade in the following way:

Grade 9 trains the student's power of observation with the question: *What?*

Grade 10 trains the student's power of comparison with the question: *How?*

Grade 11 trains the student's power of analysis with the question: *Why?*

Grade 12 trains the student's power of synthesis with the question: *Who?*

Diploma Requirements

Coastal Waters' diploma requirements and curriculum are college preparatory. Requirements for transfer students and students with special considerations will be determined by the High School Faculty. Requests for waivers on graduation requirements should be made to that student's Individual Advisor and the Faculty Chair.

A Coastal Waters 4-year High School diploma consists of 28 credits, awarded as follows: *In order to graduate students must earn at least 28 credits in accordance with the SAU 29 graduation requirements in addition to required community service. These credits are embedded in the main lesson blocks as well as trimester skills courses. Additional credits may be earned through independent study, online offerings, and other extended learning opportunities.*

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. 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.
World Language	Four years required including 3 years in the same language. 1 credit each year through 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.

Academic Grading Standards

A-/A/A+ (90-93/93-100) (note: an A+ does not affect GPA)

Excellent performance in relation to course objectives with strong evidence of a thorough grasp of the subject matter; observations articulated well, ideas organized, all material analyzed, and concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed clearly and convincingly both in speech and in writing, creative solutions found to challenging problems.

B-/B/B+ (80-83/84-86/87-89)

Sound performance with strong evidence of a comprehensive grasp of the subject matter; key observations articulated, central ideas organized, important material analyzed, and key concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed effectively both in speech and in writing, progress made on solving challenging problems.

C-/C/C+ (70-73/74-76/77-79)

Performance that meets basic requirements with evidence of a good grasp of just the essential components of the subject material; important observations articulated in fairly clear terms, most central ideas organized; analysis and synthesis of a number of ideas and concepts as appropriate for developmental stage; thoughts expressed adequately in speech and in writing; development of skills necessary to solve basic problems.

D-/D/D+ (60-63/64-66/67-69)

A barely acceptable performance with evidence of a familiarity with the subject material; partially successful efforts to meet course expectations; minor effort to articulate observations, to organize and integrate ideas, to analyze, and/or to synthesize ideas and concepts, as can reasonably be expected of students at a given stage of development; partially successful efforts to express thoughts both in speech and in writing, and/or to solve basic problems related to the subject material.

F (0-59)

Below any satisfactory standard of performance, with evidence of an unsatisfactory grasp of the basic subject material and insufficient effort to meet course expectations.

Fine Arts Grading Standards

In addition to the above Academic Grading Standards, Coastal Waters High School Arts Teachers apply the following criteria when considering the grading of Arts Blocks:

- Dedication to discovery through the creative process as shown through participation, engagement, and sustained effort.
- Level of ability to understand and use critical analysis as a path to improvement. (Constructive criticism of self and others during critiques.)
- Originality of thought and imagination. Attention to the care of the medium, the tools being used, and the cleanliness of the workspace.
- Respect of fellow classmates' work.

Music Grading Standards

In music classes, where progress and achievement relies on the full participation of every group member, teachers take the following into consideration:

- Engagement in the ensemble: that the student shows an interest in the sound of the ensemble as a whole and works to blend his or her own part with musical sensitivity. That the student displays willingness, motivation, and ability to make musical progress as an individual within a group.
- Preparedness: that the student comes to class with their instrument and music. Please be

aware of scheduled music periods: students must bring their instruments and music to school on those days. Failure to do so will reduce the student's grade.

- Home practice: that it is evident the student works on the music independently, outside of school in a consistent manner.
- Attention to technique: that the student works to play and/or sing with proper diction, breathing, articulation, posture, and technique.
- Concert participation

Movement/PE Grading Standards

Movement and PE classes, where progress and achievement relies on the full participation of every group member, teachers take the following into consideration:

- Engagement in the work: that the student shows an interest in the effort of the whole group and works to blend his or her own part with sensitivity.
- That the student displays willingness, motivation, and ability to make progress as an individual within a group.
- Preparedness: that the student comes to class on time and in appropriate attire and equipment. Attention to technique and respect and care for the equipment, the tools being used, and the cleanliness of the space used.
- Respect of fellow classmates' work and efforts. Attentiveness to safety and expected conduct.

While innate talent in any of the above fields can produce exceptional work, it does not guarantee a good grade without active participation, engagement, and effort. Conversely, students who may be less naturally gifted can still obtain high grades through active participation, engagement, and effort.

Additional Diploma Requirements

Students also carry responsibilities in other areas of the program including School Jobs, Assemblies, Concerts, School Festivals, Community Service, and several special events where attendance is required. In addition, we require that seniors pass all of their classes in the spring trimester of 12th grade.

School Work Jobs

Work for the school is a significant part of the Coastal Waters program, and students take responsibility for a great deal of the physical day-to-day running of the school. For example, each student has responsibility for daily cleaning jobs, recycling, trash, compost, and plant watering. This program is run by groups of advisees led by their Individual Advisor. In this way, Individual Advisors connect with their advisees each day. Together, the groups as a whole assign and supervise the jobs.

Community Service

Service is an integral component of Waldorf education and essential for students to enter into new relationships with their community. In order to connect with and honor the wider world around them, all students

- in ninth grade will work as a group to perform community service throughout the year.
- in tenth grade will work in small groups on community service projects.

- in eleventh and twelfth grade will work on individual community service projects of their own design.

Coastal Waters students also participate in Community Service Days as a whole school. In addition, many pedagogical trips contain service components.

Extracurricular Activities and Athletics

All students participate in extracurricular activities, available through Coastal Waters and elsewhere. Activities might include a student newspaper, Model UN, Photography Club, Poetry & Journaling, Mountain Biking, Circus Arts, Naturalists Skills, and Fencing and Ultimate Frisbee club teams. Other electives and activities such as yearbook, drama, literary magazine, and social service committee may be coordinated based on student interest and the availability of faculty or parent sponsors. Students also participate in supporting the school by representing Coastal Waters in various ways and assisting at school functions.

Sports & Clubs Meetings

Students who attend Coastal Waters remain eligible to participate on sports teams at their local High School, as well as school-sponsored athletics.

Requirements for Participation in all Sports and Extracurricular Activities

In order to participate in extracurricular activities, a student must maintain regular school attendance and be in good standing, holding a grade point average of 2.0 in the prior term and no grade lower than a C- in the current term. All major assignments and main lesson books in the current term must be kept current.

In order to participate in any extracurricular or athletic activity on a given day, including competitions or practices, a student must have attended a full day of classes that day. To attend weekend activities, a student must have attended a full day of classes the Friday before. Individual Advisors may give consideration for special circumstances on a case-by-case basis. Again, students who leave school early due to *any* extracurricular event must submit a parent's written or verbal permission beforehand and sign the sign-out book at departure.

Academic Issues

Academic Deadlines

Coastal Waters hopes to cultivate good work and study habits in our students. Completing assignments and Main Lesson books, portfolios, or projects by assigned deadlines is a rhythmic activity that develops self-discipline that will serve students well throughout their high school years and long after. Therefore, it is in the student's best interest for teachers to expect timely work.

Late work may be acceptable only with prior permission from the teacher. An extension must be *requested by the student prior to the due date of the assignment*. If an extension is granted, a

new due date will be set at that time.

Students should be aware that if prior permission has not been obtained, late work will receive one-third grade reduction for each day late. After five school days, late work will *not be accepted*. Students who fail to hand in an assignment when due are required to attend same-day study hall, 3:15-4:30 p.m. in order to complete it. **This requirement precludes all other sport or extracurricular activities.** Students falling behind in fine or practical arts are required to attend Open Studio 3:30-4:30. Study Hall or Open Studio are always available to any students who desire additional support or work time.

Academic Assistance and Probation

Every effort will be made to inform parents of consistently late work, lack of engagement in class, or poor test and quiz scores, which can affect the course grade. When a student has a grade of D or lower at the end of a grading period, the student's Individual Advisor will implement the following academic assistance measures:

- Facilitate meeting with appropriate teacher Meet with student and parents
- Report to High School faculty
- Require the student to meet more frequently with his or her Advisor
- Notify parents of missing assignments and/or schedule weekly check-ins with parents and with student
- May curtail extracurricular activities

Upon consultation with the Faculty, the Individual Advisor may request a learning assessment.

If a student shows consistently low academic performance and/or effort or if the student has two or more Ds (or lower) in one academic year, the Faculty will implement the following Academic Probation measures:

- All academic assistance measures listed above continue
- Student, teachers, and parents agree to a plan for improvement, which is placed in the student's file; follow-up to be carried out by student's Advisor
- Student may not be able to participate in extracurricular activities (see above: Requirements for Participation in all Sports and Extra-Curricular Activities)

If the student fails to meet the conditions of academic probation by the next grading period, faculty members and parents will meet to decide upon appropriate remedial steps.

Academic Honesty

The integrity of Coastal Waters depends upon student honesty in academic work. Cheating, plagiarism, and misrepresentation or falsification of records or academic work are all violations of the Academic Honesty policy of our school. The following are examples of academic dishonesty. Other actions not listed here may also be considered academic dishonesty.

Cheating: A student may not use notes or study aids on a test without the permission of the teacher, copy another's work and submit that work in his or her own name, or hand in identical or similar papers for credit in more than one class without prior permission from teachers.

Plagiarism: A student may not present words, ideas, artistry, or data of another person as his or her own. This includes copying another's work (including unpublished material) without

giving appropriate credit, presenting another’s opinions and ideas as one’s own and, in particular, unattributed use of the Internet as a source. Credit must be given to the sources of opinions and ideas even when a student has changed the original wording. Plagiarism also includes submitting one’s own assignment that was used for credit in another class.

All students are expected to maintain orderly records of notes and handouts. However, some students may need assistance with note-taking. In such a case, appropriate arrangements should be made in advance with the approval of the teacher and the student’s Individual Advisor.

Parents will be notified of all such accommodations.

For any violations of Academic Honesty policies in any form, a student will face the following consequences:

First offense: fail assignment; student issued an Academic Warning.

Second offense: fail class; student placed on Academic Probation.

Third offense: fail assignment and class, and review by Faculty for further action.

Written record of an offense will be placed in the student’s file. A second offense becomes part of the student’s permanent record.

Academic dishonesty results in particularly serious consequences whenever compounded by lying or covering up. Students should consult with their teachers or advisors to be sure they understand what is—and what is not—academic dishonesty for each class, teacher, and assignment.

Community Life

School Culture

The school culture of Coastal Waters is one of inclusivity, equity, diversity, and social justice. These values are embedded in the content of the curriculum and the social life of the school community. They are manifest in 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 parents 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 Morning Gathering and collaboration on school jobs and community service projects. Social 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 parents to come together and support this vibrant community.

Non-discrimination Policy

Coastal Waters does not discriminate on the basis of race, color, religion, gender, sexual

orientation, physical or mental disability, or national or ethnic origin in the administration of its admission or educational policies, or any other school administered programs. Each Coastal Waters student is entitled to all the rights, privileges, programs, and activities available to students of the school.

Diversity Statement

Coastal Waters embraces a wide diversity of individual identities, including those related to race, nationality, gender, religion, socioeconomic status, sexual identity and orientation, and physical/cognitive traits. The fundamental principles working throughout this diversity are respect and civility. We are committed to cultivating open minds and hearts so that we may learn from each other and we are committed to treating one another with respect, courtesy, and civility, even when we may at times experience antipathy toward someone's beliefs or attitudes.

Student Council

The Coastal Waters Student Council works with the Leadership Council and Administration in an advisory and supportive role. It is responsible for effectively and accurately representing the opinions, suggestions, and needs of the student body in regard to academics, programs, extra-curricular activities, social life, and behavior expectations.

In May of each year, each class selects two representatives to serve on the Student Council (except incoming ninth graders will select theirs in the fall of that year). The Council will elect a Chair, Co-Chair, Secretary, and Treasurer, whose tasks include but are not limited to: determining frequency of meetings, defining agendas, reviewing, and taking appropriate action on proposals submitted by students, and maintaining records of all meetings and proposals.

The Student Council is accountable to all Coastal Waters' High School students. Members of the Council are committed to upholding and modeling the school's values and honoring community agreements.

Student Conduct

Dress Code

Students at Coastal Waters are expected to wear clothing and footwear appropriate for the school setting, school activities, and the day's weather conditions. Changing fashions often promote clothing trends inappropriate for school. The Coastal Waters dress code continues to develop as trends change, but for school or school-sponsored events students are expected to wear clothing that:

- Is clean and in good repair
- Is appropriately sized and fitted for full participation in movement
- Does not draw undue or inappropriate attention to the student

Appropriate dress contributes to a positive learning environment. Faculty and staff reserve the

right to determine whether a student’s appearance has the potential to attract undue attention or distract from the educational process, or whether the student’s health or safety are at risk. In particular,

- Clothing may not reveal any obvious undergarments.
- Shorts must have a minimum five-inch inseam.
- Skirts and dresses must fall at least to fingertip length (mid-thigh), even if worn with tights.
- Leggings must be worn with a skirt, or a shirt or sweater that reaches the hip.
- All clothing must be clean and in good repair.
- Any writing or images on clothing must be in good taste and non-distracting and must not draw undue attention to the wearer.
- Shoes or sandals are to be worn at all times.

Violations of dress code include:

Beachwear; gym wear; “muscle” shirts; strapless or halter tops and dresses, or any attire that reveals the midriff while standing, stretching, or bending over; “short” shorts (shorts with less than a five-inch inseam); billed hats/caps, hoods, or sunglasses worn indoors (except when room temperatures fall below 68F or health warrants it, knitted hats for warmth *are* acceptable as long as both eyes are fully visible.); slippers; excessively thin or tight clothing; anything deemed vulgar, insulting, or demeaning to a particular person or group.

If found in violation of the dress code, a student will be required to change, cover, or layer a particular item of clothing with alternative clothing. A student may be sent home if appropriate clothing is not readily at hand. Repeated violations of dress code may warrant first a conference with the student and his/her individual advisor and then a conference with the student, advisor, and parent.

We ask that parents support students in assuring that clothing worn to school adheres to the school’s guidelines.

Physical Education/Movement Class Procedures

Students are required to dress for physical education classes in accordance with the following guidelines. Failure to dress appropriately will affect the student’s PE grade. Students need to maintain a full set of athletic wear (including shoes) in school. Students will be given time to change before class.

- Tops: T-shirt and sweatshirt for cool days outside; a waterproof shell is recommended for rain.
- Bottoms: Athletic shorts, sweatpants, or athletic pants; waterproof pants are recommended for rain.
- Socks: Socks required; athletic socks recommended.
- Shoes: Clean athletic shoes with good traction.

Please note that students need proper clothing and shoes for outside PE/Movement classes in the 1st and 3rd trimesters, no matter what the weather.

Media Policy

Coastal Waters is dedicated to nurturing capacities for imagination, healthy feeling, independent thinking, and active will. We recognize that media—including seemingly

limitless Internet surfing, streaming video, social networking, video games, television, and movies—can have debilitating effects on the development of these capacities. Therefore, students are strongly discouraged from engaging in these activities during the school week.

Electronics Use Policy

Coastal Waters is an educational community that thrives on person-to-person interaction among students, teachers, and staff. Our electronics use policy is designed to foster a humane educational environment and community for all students. We recognize the benefits of personal, networked electronic devices (such as computers, cell phones, and digital music players), and we appreciate the benefits of the Internet. At the same time, we believe that their use should not interfere with, or substitute for, the development of our own capacities and our involvement with others in our learning community. For this reason, we have adopted the following rules for the use of electronics in the High School:

Cell Phones and Portable Music Players

In order to avoid disruptions to the educational environment, we restrict the use of cell phones, headphones, and personal music players. During the school day or at school events, cell phones, or any device using headphones, may not be used in the school building or anywhere on school grounds. Cell phones and digital music players must be turned off before the start of the school day and stowed away—not on the student’s person--and remain off until the end of the school day. If such devices are improperly used, heard, or are within sight, even when not in use, they will be immediately confiscated. The only exception to this policy is if the devices are being used for class work with a teacher’s approval. The approval must be explicit, current, and for a specified and set amount of time.

First lapse: phone or device returned to the student at the end of the *school day*.*

Second lapse: phone or device returned only upon parent coming to pick up the phone and talk to the student’s advisor.*

Third lapse: phone or device banned until the end of the trimester.* (*Students may bring their device to school but it must be checked at the office for the duration of the school day.*) Should a student be found with their device, they risk suspension for up to three days.

Should a student be in noncompliance after three lapses, that student may then be suspended for up to three days.

*Parents will be notified by telephone before day’s end if their son or daughter’s device has been confiscated that day.

Students are permitted to recharge cell phones at school only with permission. If permission is not obtained, the above consequences will apply.

Students who need to call home may use the Office telephone line (with permission). The transition times between classes should not be used for calls except in extreme emergencies. We ask that parents who need to reach students during school hours call the Office telephone. We also ask that parents respect our endeavors to create an environment for focused learning by not calling or texting their children’s cell phones during school hours.

Laptops and Personal Computers

In general, Morning Lesson work will be done by hand—at least through the 10th Grade.

Some teachers may make exceptions to this rule for specific curricular reasons. The use of computers and the development of keyboarding skills will be gradually introduced into the student's curriculum and course work at the direction of individual teachers.

Students may use the school's computers in specific classes for specific purposes as instructed by their teachers. This permission must be explicit and current. Students should not leave their work on school computers, nor alter in any way the setup and configuration of the computers, without explicit and direct permission from a teacher. When using school computers, students need to save their work to an Internet drive (such as Google) or a personal flash memory device (a USB "thumb drive"). Student work may not be saved to school computers.

A student is allowed to bring his or her own laptop to school for use in school *only with the permission of individual teachers for specific reasons*. Such laptops may be used by that student *only and at specific times and locations as permitted and directed by faculty*. This permission must be explicit and current. At all other times, laptops must be kept turned off and stowed away. Students with particular learning challenges or an IEP may request an exception to this policy if using a computer will provide them with a long-term educational benefit. Their request(s) will be reviewed by the Faculty.

Students who use a computer at home for their work need to have all the necessary equipment to support their computer use including the means to print. If unavoidable technical circumstances interfere, students may print at school but only on the printer maintained for student use. We recommend that students bring such assignments to school on a flash memory device.

Assignments emailed or saved to an Internet drive may not be accessible if the Internet goes down, nor will lack of Internet access be an acceptable excuse for late work. Students should not depend on school for printing and need to leave adequate time in the morning to print assignments if the need arises. Acceptable times for printing are: before Morning Gathering, at Morning or Lunch Breaks, or after school.

The Internet

During the school day, no student may access the Internet--whether using a personal computer, smartphone, or other communication device, unless specifically instructed to do so as part of a class activity or with a teacher's specific permission. This permission must be explicit and current and pertains only to that student for a specific academic activity--specifically it *does not* include off-topic Internet "surfing" or accessing personal social media. Any student who violates this policy will have his or her device confiscated. In the case of repeated violations, the student will be referred for disciplinary action.

Restricted Items

The following items are not permitted on campus, except as provided by the school and used under the direct supervision of a teacher: fire-igniting material such as matches, lighters, or lighter fuels; aerosols; flammable substances; weapons or toys such as knives or guns. Students are not permitted to bring or use any illegal items or substances on campus. The school reserves the right to suspend or dismiss a pupil for serious transgression of this policy.

Food, Beverage, and Chewing Gum

We do not permit food in classrooms during class times unless allowed by the teacher of that class. A morning snack time is provided. Standard transitions between classes are not for food consumption. Students should bring to school adequate healthy food and drink for snack and

lunch. The school strongly discourages student consumption of soda, caffeinated beverages, or drinks with excessive amounts of sugar or high fructose corn syrup. Only water and hot herbal tea is permitted in classrooms, and only in closed containers. Every student is expected to keep a water bottle at school and to fill it during transition times; therefore, students are not permitted to leave any class in session in order to get a drink. Gum chewing is not permitted on campus during school hours or in the school building at any time.

Student Driving and Parking Policy

No licensed student who drives to school may drive—alone or with other students— during school hours. However, an approved student driver may drive his or her own vehicle if dismissed early or signing out and back in again for an approved appointment. In these cases, explicit parental notification to do so must be provided to the school in writing, by phone call, or via email. Parents/guardians are fully responsible for granting or denying permission to their children to ride with a student driver.

Social and Behavioral Issues

The Coastal Waters Faculty and staff expect students to cooperate in creating and maintaining a healthy social environment in the school. The Faculty does not desire to police students. We encourage and rely on the students' own initiative in responsibly supervising themselves and each other. We are convinced that this cooperation helps students develop a sense of social responsibility and responsiveness to their inner moral convictions. When this inner authority fails, the life of the school suffers, and the Faculty together must resolve the resulting difficulty with the student and his/her parents. The Faculty assumes that students intend to do their best in all areas of school life. The atmosphere most conducive to learning is only achieved with parents and students who willingly support the philosophy, policies, and values of the school. The Faculty expects high standards of behavior, citizenship, and care for others from all students, including appropriate language between students as well as with teachers, without the burden of a large number of specific rules.

The Faculty reserves the right to judge the seriousness of impropriety of behavior during school and may ask students to participate in a social inclusion program or in counseling to resolve social and behavioral difficulties that arise in the daily life of the school. All proceedings are confidential. Parents and key Faculty will be informed of the outcome of any such intervention.

Serious Incidents

Serious incidents involving a student (i.e., incidents that will require a meeting between the student, his/her parents or guardian, Individual Advisor, Class Advisor(s), and other Faculty) may lead to a suspension and a requirement for reflection work and counseling prior to the student returning to school and attending classes.

Serious incidents

include:

- Vandalism.
- Possessing, using, distributing, or being under the influence of alcohol or any illegal substances of any kind.
- Possession of firearms, weapons of any kind, or explosives.

- Fighting, physical violence, or any kind of psychological intimidation. Use of obscene, inappropriate, or antisocial language
- Sexual harassment or misconduct.
- Harassment, hazing, or bullying behavior - including cell phone, texting, or online bullying.
- Smoking on school grounds at any time, or off-campus during school hours.
- Being dishonest, including lying, stealing, cheating, plagiarism, or copying the work of other students.
- Leaving campus without permission (except for seniors in good academic standing)
- Not attending a scheduled class or High School event without first obtaining permission to miss the class or event.
- Being present in buildings after hours without supervision or permission.

Suspensions are noted in the student's permanent record.

Student Withdrawal

The school reserves the right to ask a student to withdraw under the following circumstances:

- A suspension that is not successfully resolved to the satisfaction of all parties.
- Socially, the student's behavior is destructive to the life of the school or the student does not willingly abide by the rules of the school.

Alcohol, Drug, and Tobacco Policy

As articulated in our mission statement, the faculty at Coastal Waters commits our fullest efforts to provide an education for our students that enables them to discover their interests and capabilities; explore the surrounding world; and cultivate a lifelong love of learning, a sense of community responsibility and understanding of environmental sustainability. The use of drugs and alcohol hinders the development of these capacities and prevents students from reaching the full potential of their unique gifts and strengths. We believe it is incumbent upon the entire school community to promote the health and well-being of the young people in our care—to create a wholesome social and learning environment based on communication, trust, and commitment to the highest ideals of an education. To that end, we expect each student to make the commitment to abstain from drugs and alcohol year-round while a student at Coastal Waters, and that the parents support all of our students in this commitment.

The school's response to drugs and alcohol infractions is two-fold. The first is educational and health-oriented: in our chemistry, physiology, and health classes we teach the properties of tobacco, alcohol, and drugs and their effects on health and well-being. The second is disciplinary. We believe both responses are essential to the well-being of the individual student and the school community.

Our Policy

No student may possess, use, sell, or exchange tobacco products, alcohol or drugs, or be under

the influence of alcohol or drugs on school grounds, or at any school-related activity including, but not limited to, field trips, dances, sporting events, or performances, either on or off campus. Any student in the presence of others who are violating drug and alcohol policy is also considered accountable and subject to appropriate consequences.

A student found using or possessing drugs, alcohol, tobacco, or related paraphernalia will be subject to disciplinary action including suspension for a minimum of three days; the student's parents will be notified immediately. Students may be required to undergo an evaluation by a certified substance abuse counselor and further required to adhere to the recommendations of that counselor. A second drug or alcohol infraction may be grounds for expulsion regardless of when the first infraction occurred.

Any student found distributing drugs or alcohol under any circumstances will be subject to immediate dismissal. Sharing, even without compensation, may be considered distribution. If students are found smoking or consuming illegal substances and/or alcohol on field trips, they will be sent home at the family's expense.

Parents and legal guardians are advised that serving alcohol or providing tobacco or illegal drugs to minors (those under the age of 21 in the case of alcohol and under 18 in the case of tobacco) is illegal and, according to the laws of the State of New Hampshire, can result in arrest, prosecution, and incarceration. Consumption of any of these illegal substances and/or alcohol that takes place on private property, even without the permission or knowledge of the property owner, subjects the responsible adult(s) to the same penalties.

Drug and Alcohol Intervention

The purpose of this policy is to hold students accountable for their behavior and performance at school and to confront problems proactively. There are two levels of intervention based on concerns about possible substance use; they may include both confrontation and professional drug and alcohol assessment.

Expression of Concern is communication by a member of the community to a student about his/her behavior and possible substance use. Expressions of concern are private and non-disciplinary. Students are also encouraged to informally express concern when apprehensive about another student's substance use—either directly to that student or to a faculty member. Faculty members are expected to express concern about a student's possible substance use if there are indications of use. Faculty members also are expected to keep a record of expressions of concern and notify the parents of any such conversations.

Formal intervention signifies that the student has lost the confidence of the faculty and staff regarding drug and alcohol use. The purpose of formal intervention is to help the student confront the issues that have become the focus of our concern. A formal intervention may or may not be preceded by informal interventions.

The student and the student's parents will be fully informed of a formal intervention and the conditions that may be placed on the student resulting from such intervention, which may include a professional drug and alcohol assessment, counseling, and random drug screening. If the student does not agree to the conditions of a formal intervention, the alternative is

medical leave or withdrawal from the school.

The faculty and staff are not required to work with students whose commitment to being substance-free cannot be monitored. Conditions for continuing in school include undergoing drug testing three times over a period determined on a case-by-case basis. The arrangements for and costs of these tests are the parents' responsibility. Results will be sent directly to the school and need to indicate a decrease in student's use over the testing period.

Sanctuary Policy

The main purpose of the sanctuary policy is to promote safety, individual responsibility, and trust. It is not meant to promote or enable substance use. If a student judges that the health of another student or his/her own is in jeopardy, he/she can contact a faculty member with the intention of requesting professional help for the impaired or addicted student(s). Such contact is called "sanctuary."

- The student claiming sanctuary will retain anonymity except to the informant and the High School core faculty.
- No disciplinary consequences will be put on the reported student's record.
- The impaired or addicted student will receive no disciplinary action.

The impaired or addicted student must take these actions:

- a) Call his/her parents, inform them of the incident and direct them to call the Faculty Council Chair or Administrative Director
- b) Meet with designated faculty members and arrange for a substance use assessment and long-term support plan.

Sanctuary cannot be claimed by a student if confrontation or discovery by a faculty member occurs first or is imminent.

Sanctuary may be used by students for events occurring off or on campus. In the case that law enforcement becomes involved, the school's sanctuary policy does not release students from whatever legal action ensues.

If a student believes that he/she has a substance abuse problem, or if a parent has concerns about his/her son or daughter, or any other student, he/she can contact a member of the faculty without fear of initiating a disciplinary response. The information will be held "in sanctuary" and our sanctuary policies will apply.

Tobacco

Given the addictive nature of nicotine, the school treats tobacco products much like any other drug. Therefore, in the case of a student caught using tobacco products, the school will respond with appropriate educational and disciplinary measures. Note that, in New Hampshire, "no person under 18 years of age shall use or possess any tobacco product, e-cigarette, or liquid nicotine." Please note that Coastal Waters is a non-smoking campus.

In conclusion

The school will make an effort to work with students who have developed habits around use. However, the ultimate burden rests on the student; no one can break substance habits for them.

Attendance

Attendance Policy

Attendance and participation in class are essential to the learning process.

Morning gathering begins at 8:45 am. Students arriving after 8:45 am will be considered late. Students are expected to arrive on time for school each day, to attend school daily, and to be prompt in arriving for classes. There is a five-minute time between classes *for transitioning only*. We ask students to limit outside recess or games to Morning Break and lunch periods. Parents **must** notify the Office of a student's absence by 8:00am *that day*. Parents' notification responsibilities continue after the student turns 18. Attendance records become part of a student's permanent records.

In the case of a planned absence, parents are asked to formally notify the Office and the student's Individual Advisor two weeks in advance for an absence of two days or more, or one day in advance for a partial or single day.

Parents or guardians and students are asked to refer to the published Coastal Waters School Calendar in matters of vacations and non-school days.

In the event a student is taken out of school for reasons other than illness, the student and parent are fully responsible for any special assignments, tests, or other measures to make up for what is missed in class during this type of absence as well as any academic consequences. **Students are responsible for communicating with their teachers about tests and assignments missed during their absences.** Any missed work or assignments that can be brought home will be left in that student's mailbox for pickup by 3:30pm of that day.

If a student misses more than one-fifth of a morning lesson block (3 classes per 3-week block; 4 per 4-week block) or of a skills class (approximately 6 classes per trimester), he or she receives a grade but no credit. Students with extenuating circumstances for absences may appeal loss of credit to the teacher of that class or the Faculty.

Unexcused Absences:

- Failure of parent to notify school of an absence Sleeping late
- Having to do homework Broken alarm clocks
- Lateness due to family members
- Leaving school without permission or "skipping" class

A student having an unexcused absence on the day an assessment is given or a major project is due may receive a zero for that work or other consequences. These are left to the discretion of the individual teacher. If the faculty notes a pattern of absences on such occasions *for any reason*, the Individual Advisor will initiate a conversation with the parent(s) to determine appropriate action.

In case of absence for medical reasons of five or more consecutive days, parents or guardians

may be asked to present to the Faculty Council Chair a physician's written release attesting to the medical situation. For students whose absence from school is due to a contagious disease (hepatitis, mononucleosis, etc.), the student may be asked to provide a written medical release before returning to school.

When absences are due to illness or significant hardship, the student's teacher and Individual Advisor will work with the student and family to determine the best course of action with regard to classes, appropriate credit, and enrollment status. We encourage students and families to work closely with their Individual Advisor and Class Advisor(s) when planning leaves of absence.

Excused Absences

The following are legitimate and excusable reasons for lateness:

- Student illness (with parental notification)
- Dental or medical appointments (with parental notification)
- Weddings or funerals (with parental notification)
- Family emergencies
- Car trouble or impassable roads due to natural disasters
- Approved athletic events
- Juniors/Seniors – college visits or on-campus college rep interviews up to a maximum of three total
- Activities associated with a student's leadership responsibilities Sessions with College Counselor

Punctuality

Students are expected to be at school and ready for Morning Meeting by 8:45 am. Therefore, we recommend that students plan to arrive at 8:30 am or earlier, so that unforeseen circumstances will not make them late.

We recognize that unavoidable circumstances may occasionally make the best-intentioned and best-disciplined student late to school. Therefore, each student is permitted to arrive late to morning assembly up to three times per trimester without consequence.

We request that parents notify the Office in advance by handwritten note with parent signature if a student will arrive late for a pre-arranged reason, such as a medical or dental appointment. These instances will be counted as excused tardiness, and not subject to school-related service. Consequences for tardiness to individual classes are at the discretion of the teacher and may include reduction of the course grade and/or other measures. At the very least, tardies will appear on school reports.

Temporary Guardianship

In the event a student temporarily does not reside at home, or the parents or guardians are absent from the home, the parents or guardians are asked to notify the Office of their absence and provide the name and contact information of the adult responsible for the student.

Administrative Matters

Snow and Emergency Closing

Coastal Waters follows the Portsmouth School District (SAU52) in regard to snow days. However, because of the widespread area covered by our students' and teachers' homes, we reserve the right to make an independent decision to remain open or to cancel school at our discretion.

Families will receive a calling post announcement about delays or cancellations. School cancellations will be announced, by 6:30 am, on the WMUR TV website (www.wmur.com/closing/index.html), WCSH (<https://www.newscentermaine.com/closings>), and on local radio stations WTSN (1270 on the AM/radio), WPKX (930 on the AM/radio), WTBU (95.3), WOKQ (97.5 FM), WBYY (98.7 FM), WHEB (100.3), WSHK (105.3), WERZ (107.1 FM). There will also be a pre-recorded message placed on the school phone.

School will not be canceled for inclement weather developing during the school day. However, parents should feel free to pick their children up before dismissal if they are concerned about conditions.

Visitor Policy

All visitors are required to obtain prior permission from the Faculty and the Administration. The faculty discourages visits that are not prearranged. An occasional visit by a friend of a student may be considered when that student makes a request to the Faculty and alerts each of the teachers whose class the visitor plans to attend.

Head Lice Policies and Prevention

If your child is found to have lice or nits at school:

You will be called immediately. Early dismissal to begin treatment is a requirement for an active case of head lice. Early dismissal is an option—although not a requirement—if nits are seen but no live lice are detected. In either case, parents are expected to begin treatment that day.

Students who are found to have lice or nits may return to school only after they have begun treatment, including daily head checks, nit-combing, and manual removal of all lice and nits. Parents and caregivers must commit to a full course of treatment.

The Office will follow up with students and parents for three weeks after lice/nits are found to ensure that treatment is on-going and effective and to offer support and education.

If a student is not clear of lice/nits after three weeks of treatment and combing, the school will require the student to be seen by a professional and certified free of nits before returning to school. If you become aware that your child has lice or nits, but the school is not yet aware, please notify the Office.

Fever Policy

If, during the school day, a student is experiencing a fever (99.5 degrees Fahrenheit or higher) or signs of a fever (chills, flushed skin, sweating), we will call parents/guardians to come to pick up the students, allowing him or her to be cared for at home.

A student experiencing any of the fever symptoms mentioned above should stay at home until fever-free for 24 hours without fever-reducing medicine.

Prescription Medications

It is critical that parents inform the School of any and all prescription medications their

student is taking. If a student needs to take prescription medications at school, parents must notify the Office and the student's Advisor *in writing*. The medications will be held in the Office and must be handed from an adult to the Office Manager or the faculty member who will monitor their use. No medications should be kept in student lockers or cubbies. All medication must be in its original packaging and fully labeled.

This policy applies to all over the counter medications as well. No pain relievers (acetaminophen, ibuprofen, or aspirin), homeopathic, naturopathic, including asthma inhalers, can be dispensed without the written permission of the parent.

Legal signatures

For all fully enrolled Coastal Waters students under the age of 18, only the responsible parent(s) or guardian(s) may sign permission slips and forms. Students 18 or older need to sign a Consent for Release of Personal Information before the school can release financial information (including records of payment or non-payment), academic information (including but not limited to course schedules, grades, attendance records, copies of academic warnings), and medical information to parents or guardians. This form additionally authorizes the sharing of student confidential information between staff members at Coastal Waters Charter School in order to best facilitate support for the student as (s)he completes her/his high school education.

To Conclude... We ask each parent and student to read this handbook in its entirety. In addition, we ask each student to sign a statement that he or she has read this handbook. Your signature indicates you understand all the policies and consequences contained herein.

Appendix I: Board of Trustees By-Laws

ARTICLE I

Section 1. Qualifications of the Trustees

The business and affairs of Coastal Waters Chartered Public School, except as they are delegated to the Executive Committee hereinafter provided, shall be controlled by a Board of not less than seven (5) and not more than fifteen (15) voting Trustees. The Administrative Director and Pedagogical Director are non-voting board members. The Board of Trustees reserves the right to terminate (for cause) the membership of any Trustee of the Board and shall fill this vacancy in accordance with Section 3 of this article.

No Trustee shall receive a salary or other compensation from the School for their work as a Trustee, other than for reimbursement for extraordinary travel or their expenses incurred directly through and as a result of their service as a Trustee.

Section 2. Length of Term

The Trustees shall serve terms of three years, and no Trustee shall serve more than two (2) consecutive terms, except as noted in this paragraph. The Trustees may vote to approve additional terms, on a case-by-case basis.

Section 3: Nominations, Elections, Vacancies

All nominations shall be made by the Governance Committee of the Board of Trustees.

Election to the Board of Trustees shall be made by the Board at any regularly scheduled meeting a minimum of twenty-five days after the Trustee is nominated by the Governance Committee.

Section 4. Regular Meetings

A minimum of ten (10) monthly meetings of the Board shall be held annually. The meetings shall be held at the Coastal Waters facility or at such other place as is designated by the Chair(s).

Section 5. Special Meetings

Special meetings of the Board may be held at any time upon the call of the Chair(s), or, in the event of the Chair(s) absence or inability to act, the Vice-Chair or any three (3) Trustees and said meeting may be held at any time and place.

Section 6. Notice of Meetings

Notice of the time and place of each regular or special meeting shall be given by electronic or paper mailing to each Trustee to the last known email address, place of residence or business of such Trustee not less than five (5) days before such a meeting, except as provided in Section 7 of this Article.

Section 7. Waiver of Notice

The transaction of any meeting of the Board of Trustees held without previous notice, as is outlined in Section 6, shall be valid as though made at a meeting held after regular notice, if, either before or after the meeting, each of the Trustees not present gives oral waiver of notice or

consent to holding such a meeting or an approval of the minutes thereof. All such waivers, consents or approvals shall be made a part of the minutes of the meeting.

Section 8. Quorum

A quorum for the transaction of business shall consist of at least half of the voting members of the Board. A majority vote of such quorum present at the time and place of any meeting of the Board shall determine any proposition that may come before the Board, provided no other provision of these By-Laws be violated. If a majority of the Board participates, voting may be done by electronic proxy.

Section 9. Powers of the Trustees

The Trustees shall, in addition to the general powers conferred upon them by these By-Laws, have the power, and responsibilities, to:

- a) Elect annually, at the Annual meeting of the Board, or at a Board meeting held at other times during the year if necessary, a Chair(s) and Vice-Chair.
- b) Receive and hold by purchase, gift, devise, bequest, or grant real or personal property for educational purposes connected with or for the benefit of the School.
- c) Overseeing that the School's program and operation are faithful to the terms of its charter, bylaws, policies, and mission statement.
- d) Adopting policies that further clarify and assist in maintaining the vision, mission, and educational program of the School.
- e) 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.
- f) Hiring the Pedagogical Director and Administrative Director and evaluating their performance annually.
- g) Sell, mortgage, lease, or otherwise use and dispose of the property of the School in such a manner as the Trustees shall deem most conducive to the well-being of the School.
- h) Declare vacant the seat of any Trustee who is absent from any three (3) consecutive meetings of the Board.
- i) Make and amend all By-Laws necessary and proper to carry into effect the powers of the said Board of Trustees as necessary and desirable in the advancement of the interests of the School, provided that no By-Laws shall conflict with the Constitution of laws of the United States, or of the State of New Hampshire or with the provisions of Section D, Article II, of the Articles of Association of the Coastal Waters Chartered Public School.
- j) The Board of Trustees shall have the power to close the School and dispose of its assets in accordance with the provisions of Section 14 h. of the Charter of Coastal Waters Chartered Public School, if, in the judgment of the Board and the Faculty the School no longer adheres to and promotes the purposes as stated in the Charter.

ARTICLE II
OFFICERS OF THE BOARD

Section 1. Officers of the Board

The officers of the Board shall consist of a Chair, Vice-Chair, Treasurer, and Secretary, all of whom shall be members of the Board of Trustees. The term “Chair” shall be defined as the Chair officer position. The offices of the Vice-Chair and the Treasurer may be held by the same person, and likewise with the offices of Treasurer and Secretary; but there must be at least three (3) officers. The Officers of the Board shall be elected to two-year terms and are eligible for re-election to one subsequent term.

The Chair and Vice Chair of the Board shall be elected to a two (2) year term, at the regular Annual meeting of the Board of Trustees or at such other time as becomes necessary. The term length for Chair and Vice Chair can be shorter than two (2) years or extended beyond two (2) years, at the discretion of the Board.

Section 2. Chair’s Powers and Duties

The Chair of the Board of Trustees shall preside at all meetings of the Trustees and Executive Committee at which the Chair is present. The Chair shall appoint a Secretary and Treasurer for the Board subject to confirmation by the Board of Trustees at a regular or special meeting. The Chair shall, when directed by the Board of Trustees, sign with the proper officers of the Board all contracts, securities and other obligations of the school in the name of the School. The Chair shall do and perform such other duties as may from time to time be assigned to the Chair by the Board of Trustees and shall have a general oversight over the business affairs and finances of the school.

Section 3. Vice-Chair’s Powers and Duties

In case of the absence or disability of the Chair, the duties of the office shall be performed by the Vice Chair.

Section 4. Treasurer’s Powers and Duties

The Treasurer shall have the custody of the funds and securities of the school which may come into the hands of the Treasurer and shall, if required by the Trustees at any time, give such bond as the Board of Trustees may require. The Treasurer shall also perform such other duties as the Board of Trustees or the Chair may require. The Treasurer shall also, whenever required by the Board of Trustees or the Chair, render a statement to them or to the Chair of the finances of the school. The Treasurer shall be a member of the Finance Committee.

Section 5. Secretary’s Powers and Duties

The Secretary shall keep the minutes of all meetings of the Board of Trustees. The Secretary shall attend to the giving and serving of all notices for the school. The Secretary shall perform all duties incident to the office of the secretary, subject to the control of the Board, and such other duties as may from time to time be required of the Secretary by the Board of Trustees, the Executive Committee or the Chair.

ARTICLE III
EXECUTIVE COMMITTEE

The Executive Committee shall consist of the Chair(s) of the Board of Trustees, the Vice Chair of the Board of Trustees, the Pedagogy Trustee, and the Administrative Director. In the case of a Co-Chair structure, only one of the Co-Chairs is required to attend an Executive Committee meeting, although both shall be invited. The Executive Committee shall be charged with conducting such Board level affairs and business of the School as deemed necessary and proper between meetings of the Board of Trustees. Members of the Executive Committee may invite guests to Executive Committee meetings when appropriate. The Executive Committee has the authority, in an emergency situation, to make such decisions that are normally reserved to the Board, but such actions must be ratified at the next full Board meeting as is appropriate. The Executive Committee shall keep minutes of any decisions made at meetings.

ARTICLE IV
LEADERSHIP COUNCIL

The Board empowers the Pedagogical Director and faculty to select a Lower (K-5), Middle (6-8), and Upper (6-12) Faculty Chairs. These faculty Chairs work in collaboration with the Pedagogical Director and Administrative Director as the Leadership Council. The Board recognizes the primary role of the Leadership Council to oversee and determine policies and practices in regard to curriculum, student assessments, teacher evaluations, and other matters pertaining to pedagogy.

ARTICLE V
COMMITTEES

The Board of Trustees shall establish the following standing committees:

1. Finance Committee
2. Governance Committee
3. Human Resources Committee
4. Development and Fundraising Committee
5. Enrollment and Outreach Committee
6. Strategic Planning Committee

Committees shall be made up of at least one (1) Board member and other interested parties approved by the Board. Other committees of the Board may be established as the Board sees fit.

Committees shall take minutes of meetings and shall distribute the minutes to the Board prior to Board meetings.

ARTICLE VI
AMENDMENTS

New By-Laws may be adopted or these By-Laws may be amended or repealed by a vote of a two-thirds (2/3) majority of the total membership of the Board, except that Article I, Section 9, paragraph j, may not be amended or repealed.

The Governance Committee shall review the By-Laws on an annual basis, and report to the Board of Trustees, at their Annual meeting, any recommended amendments to the By-Laws. Nothing in this paragraph shall prohibit amendments to the By-Laws at other times of the year.

Appendix J: School Calendar

PORTSMOUTH SCHOOL DEPARTMENT – SCHOOL CALENDAR: 2021-2022

Month	M	T	W	T	F	(days)	Month	M	T	W	T	F	(days)	
August	30	<u>31</u>				(0)								
September	X	7	<u>1</u>	<u>2</u>	X	(20)	February		1	2	3	4	(15)	
	13	14	15	16	17			7	8	9	10	11		
	20	21	22	23	24			14	15	16	17	18		
	27	28	29	30				X	X	X	X	X		
								28						
October					1	(20)	March		1	2	3	4	(23)	
	4	5	6	7	8			7	8	9	10	11		
	X	12	13	14	15			<u>14</u>	15	16	17	18		
	18	19	20	21	<u>22</u>			21	22	23	24	25		
	25	26	27	28	29			28	29	30	31			
November	1	2	3	4	5	(18)	April					1	(15)	
	8	9	10	X	12			4	5	6	7	8		
	15	16	17	18	19			11	12	13	14	X		
	22	23	X	X	X			X	X	X	X	X		
	29	30						25	26	27	28	29		
December			1	2	3	(16)	May		2	3	4	5	6	(21)
	6	7	8	9	10			9	10	<u>11</u>	12	13		
	13	14	15	16	17			16	17	18	19	20		
	20	21	22	X	X			23	24	25	26	27		
	X	X	X	X	X			X	31					
January	3	4	5	6	7	(20)	June			1	2	3	(12)	
	10	11	12	13	14			6	7	8	9	10		
	X	18	19	20	21			13	14	15	16	17		
	24	25	26	27	<u>28</u>			20	21	22	23	24		
	31										TOTAL		180	

X = NO SCHOOL

August

31- Staff Orientation Day

September

1- Staff PD Day – Hathaway K Orientation; Gr. 9 Orientation

2- Staff PD Day – Melville K Orientation; Gr. 5 Orientation

6- Labor Day (No School)

7- Students Report- 1st Day of School

October

11 – Columbus Day (no school)

22 – Staff PD/ Distance Learning Day

November

5 – End of 1st Quarter

11 – Veterans’ Day (No School)

24-26 – Thanksgiving Recess (No School)

December

2 – End of 1st Trimester

23-31 – Holiday Recess (No School)

X = NO SCHOOL

January

17 – Martin Luther King Day (No School)

25 – End of 2nd Quarter

28 – Staff PD/ Distance Learning Day

February

21-25 – Winter Recess (No School)

March

14 - Staff PD/ Distance Learning Day

15 – End of 2nd Trimester

April

5 – End of 3rd Quarter

15 – Good Friday (No School)

18-22 – Spring Recess (No School)

May

11 - Staff PD/ Distance Learning Day

30 – Memorial Day (No School)

June

3 – PHS Graduation (Tentative Date)

16 or 180th day – Schools Close

School Committee Approved 3.9.21

Appendix K: Curriculum Standards Grades K-8

Please see Appendix P for the The Alliance for Public Waldorf Education Recommendations for the Grade Level Placement of the Common Core Standards and further information on the alignment of our curriculum with the Common Core for Math and ELA. Coastal Waters' science curriculum is aligned with the Next Generation Science Standards (NGSS) adopted by NH.

Kindergarten:

Overview

Kindergarten at Coastal Waters is grounded in caring relationships, consistent routines, ample time for play, and creative projects and practical work. The kindergarten day is rhythmic and predictable, leading to a sense of comfort and belonging out of which rich learning arises. The social environment of the kindergarten prepares the students for successful relationships and healthy communication. Circle and story activities cultivate memory capacity, pattern recognition, motor skills, language development, vocabulary, and cultural awareness. Active work and everyday projects allow the students real life opportunities to experience math and science concepts, develop fine and gross motor skills, integrate their senses, develop executive function capacities, and contribute to their classroom and community in meaningful, creative ways.

The kindergarten environment is developmentally appropriate, differentiated, and responsive to the individual child's learning process. Play is the child's primary activity, supported by teachers who tend the environment and guide and provide models for constructive activity. The safe and secure environment of the kindergarten allows for kindergarten students to stretch themselves as learners, take healthy risks, experience joy and belonging, learn about themselves and their peers, and become inspired about school, the world around them, and active learning. The multisensory, interdisciplinary approach supports the whole child and prepares them for first grade in all areas.

Sample Seasonal Rhythm & Rotation

Classroom Community Building
Stories and Tales from Around the World
Birthday Stories and Identity
Music, Instruments & Singing
Festivals and Celebrations
Nature Play and Exploration
Woodwork, Handwork & Crafts
Gardening and Animal Care
Community Service
Painting and Coloring
Toy Making
Cooking and Baking
Imaginative Play

Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

Language Arts

The kindergarten curriculum features very rich oral language and aims to help children develop fluency, vocabulary, phonemic awareness, communication skills, memory, imagination, cultural awareness, inspiration and attention. Circle time includes a range of song, verse, poetry, and finger games, accompanied by intentional movement and cooperative games. Circles are practiced repetitively over the course of a week or two, or more, allowing children to work towards mastery through participation and recitation. Stories, often with complex vocabulary and story arcs, are delivered orally or sometimes with the aid of puppets or picture books, and are repeated for a number of days to encourage deep comprehension. New stories and circles are offered according to the season, activities, festivals, changes in the needs of the students, or to deliver pedagogical support. Conversation and communication skills are modeled by the teacher and facilitated during meals, conversations, play, and group time.

By the end of kindergarten, students should be able to do the following:

1. Speak and converse in full, coherent, responsive sentences.
2. Be familiar with a rich vocabulary of English language words and usage.
3. Listen carefully to oral stories and be able to engage in oral retelling and discussion.
4. Participate in recitation of poetry, verses, and songs, accompanied by movement and meaningful gestures.
5. Engage with books through independent exploration and read alouds.

Mathematics

In kindergarten, mathematics concepts are explored through practical, experiential, and play-based approaches. Baking and cooking provide awareness of measurement. Building with blocks and loose parts allows physics and engineering concepts to be experienced, and imaginative play allows for many opportunities for children to count, measure, balance, and develop number sense. Circle time and music activities introduce and reinforce awareness of patterns, rhythm, and repetition, laying the foundation for later mathematics concepts.

By the end of kindergarten, students should be able to do the following:

- Have general comprehension of numbers as symbols which have meaning in their real lives.
- Create and identify patterns in music, manipulatives, art supplies, and play material.
- Cut, color, identify and move in ways that describe simple shapes and geometric forms.
- Count for practical purposes, i.e. their classmates, their fingers, the number of something they will need.
- Have a sense of larger and smaller, more and less, equal and unequal.
- Measure amounts and distances using everyday objects and spatial senses.

Science

_____ Frequent, authentic interaction with the natural world, the season and elements, plants and animals, and each other, build a sense of wonder, curiosity, and connection. The relationship and oneness with the world around them that the child feels engenders a feeling of care and is a foundation for a later sense of responsibility and stewardship. The outdoor experiences of the day are complemented by such things as cooking, baking, reading/stories, and sand/water table play as other means to engage students within the classroom. All of the Next Generation Science Standards (see rubric in Appendix P) are met through the natural work and play of this age group, and the availability of open-ended materials both indoors and out allow for creativity and experimentation. As teachers observe, they may ask questions to engage students and/or set up scenarios which guide the students in their learning in a developmentally appropriate way.

By the end of kindergarten, students should be able to do the following:

1. Have a sense for the weather and its impact on themselves and their daily experience.
2. Observe the effects of pushing and pulling on objects.
3. Understand that plants need water and sun to grow.
4. Understand that animals (including humans) need water, and food of different types.
5. Share examples of how plants and animals live in, and adapt, their environment.

History & Social Studies

Kindergarten students are offered windows into history and social studies through stories, songs, festivals and celebrations from Waldorf tradition and from around the world. Attention is paid to offering curricula that serve as ‘mirrors, windows, and doors,’ engaging the child’s curiosity and interest in the world while celebrating diversity in all its forms. Stories from throughout time and across cultures bring history and social studies to life in ways that are meaningful and relevant to the kindergarten aged student.

Assessment

Assessment is based on daily observation of the kindergarten students, child studies, twice-yearly conferences with parents, and a formal play-based first grade readiness assessment that takes place in the winter of the kindergarten year.

Motor Skills

Kindergarten as a whole is characterized by a focus on the development of the child’s physical body, sensory system, and will forces. Attention is paid to providing curriculum and activities that support healthy motor and sensory development in many content areas, including circle time, free play, movement, coloring and painting, practical work, cooking and sewing, and self-care. Core strength development and integration of the primitive reflexes are areas of focus for supporting first grade readiness, while fine motor skills like crayon grip are refined.

Social & Emotional

Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

Kindergarten is a safe, nurturing, joyful, and responsive environment where children learn to be in community. Sense of self and sense of the other are developed, while children explore an early understanding of personal and collective responsibility and sensitivity. Communication capacities are developed. Empathy and compassion are modeled and cultivated. The child's developmental transitions in the kindergarten year lead to new self-awareness and emerging intellectual capacities, which are encouraged and tended by the teachers without being rushed.

The play-based approach allows ample opportunities for students to practice skills and navigate their social and emotional environment. Ample free movement and a focus on physical development contribute to the child's sensory and primitive reflex integration, leading to increased attention, self control, capacity to be still, and comfort in the child's own body. Appreciation for diverse identities in the classroom and in the world corresponds with the inclusive, responsive, and respectful practices of the kindergarten.

Music

Music and song are woven throughout the kindergarten day in nearly all spaces. Songs are used to create a mood, deliver content, engage participation, enhance joy, tell stories, and express emotion. Music is both participatory by the students, and delivered as content by the teachers. Repetition is the means of memorization and modeling is the means of teaching new music. Students are encouraged to improvise and create music as well as explicitly learn the songs of the curriculum.

Arts and Handwork

Artistic practice and process is integrated into all aspects of the day, as modeled by the kindergarten teacher. A creative, artistic approach to content is encouraged and the arts and crafts are regular guided parts of the curriculum. Frequently used media include: watercolor painting, coloring with beeswax crayons, modeling with beeswax and modeling dough, sewing, finger knitting, wool felting, nature crafts, paper crafts, and simple woodwork. Via the arts, students practice motor skills, planning, will force, and design thinking. They use the arts to express themselves and to process their learning and observations. By creating meaningful, useful, and beautiful contributions to the world, the children's inner lives are communicated outwardly.

First Grade:

Overview

Everything brought to the first grader arises out of movement, artistry, verse, and story. The goal in first grade is to build a strong foundation for current and future academic work through the imagination. While the students still learn naturally through imitation, the first-grade teacher now begins to engage the memory of the students. The teacher focuses on developing healthy school habits and the social and emotional skills that the students need to navigate the classroom and beyond.

Sample Block Rotation

Form Drawing
Language Arts (consonants) (2)
Mathematics (quality of numbers)
Language Arts (vowels)
Mathematics (four operations) (2)
Language Arts (lower case letters)
Nature Stories

Language Arts

The students' first and primary experience of language in first grade is through the spoken word. They are immersed in language in the fairy and folk tales told by the class teacher, through choral recitation of memorized poems, word sound activities, and through class discussions, such as the students' retelling or re-enacting of a previously heard story. The students learn the letters of the alphabet from stories full of imagery.

After the initial study of the alphabet, including the proper formation of each letter, the students learn to write by copying a familiar word or a poem that they have already memorized. They then read what they have written. The students are able to find meaning in what they have written right away, without the need to encode or decode individual syllables. After the students have experienced success in writing familiar words, sentences and poems, the teacher uses this foundation to build encoding and decoding skills. By the end of first grade, most students will be comfortable writing and reading consonant-vowel-consonant words at the very least.

Throughout the school year, first graders write in and illustrate their own main lesson books using pencils, colored pencils, and beeswax crayons. The students' first experience of writing is artistic, and their main lesson books become a tangible product of their first grade studies.

By the end of first grade, students should be able to do the following:

1. Understand the difference between the consonants and vowels.
2. Recognize the 26 upper case letters of the alphabet by sight and sound.
3. Draw and write each letter with care, accuracy, and artistry.
4. Listen carefully to oral stories and be able to engage in oral retelling of the story in subsequent lessons.
5. Engage in recitation of poetry and verse, accompanied by movement and meaningful gestures.
6. Read, chorally and individually, common letter blends such as TH, CK, CH, and recognize common words like THE.
7. Begin to read simple sentences already copied and memorized by heart.
8. Copy short sentences neatly and accurately.
9. Write the upper- and lower-case letters beautifully.

Mathematics

In first grade, students begin their study of arithmetic by exploring the qualities of numbers one through twelve. We ask questions such as, “Where do we see one in the world?” The students may point to the sun, their class, or their families as examples of “oneness,” or unity. They may even exclaim, “There is only one of me!” We look for examples of the other numbers in the world as well: we see two in the night and day, we see three in our bodies, four in the seasons, five fingers on each hand, etc. We practice counting forwards and backwards through gross and fine motor movements, spoken exercises, as well as with the use of manipulatives. Developing the students’ sense of numbers and their ability to estimate are important areas of focus.

The students learn to use all four operations in daily mental math story problems from the beginning of the year. Each operation is introduced more formally in the second half of the year, including written equations. Stories are used to enliven and assist the students’ thinking by keeping arithmetic grounded in the world. Students are introduced to basic math facts for addition and subtraction. They begin working on multiplication tables chorally and through movement.

By the end of first grade, students should be able to do the following:

- Experience a qualitative relationship with numbers 1 – 12.
 - Count forwards and backwards from 100.
 - Read and write numbers up to 100.
 - Read and write Roman Numerals up to XII.
 - Work with numbers in the foreign language classes, as well.
 - Read and write number sentences, beginning with the whole and moving into the parts. This allows for a flexible understanding of how a specified number can be formed. (E.g., $5 = 3 + 2$, $5 = 1 + 4$, $6 = 3 \times 2$, $6 = 1 \times 6$, $8 = 10 - 2$, $8 = 11 - 3$)
 - Recognize the difference between odd and even numbers.
 - Use concrete objects (stones, fingers, acorns) to solve arithmetic problems.
 - Answer mental math stories presented in an imaginative story (introduction to word problems).
 - As a group, skip count by 2’s, 3’s, 4’s, 5’s, 10’s, and 11’s.
 - Have a sense of larger and smaller (e.g. how many objects might be in a bowl, or a hand) and practice simple estimation.
 - Describe basic geometric shapes through movement, walking patterns, and drawing.
 - Be comfortable working with addition and subtraction number facts up to 24 beginning with the whole and forming the equation with the parts. (e.g., $10 = 1 + 9$, $10 = 2 + 8$, $10 = 3 + 7$)
 - Recognize the uses of the four basic processes/operations and apply these in solving simple arithmetic problems given in story form.
 - The student should be able to solve problems of addition and subtraction using forward and backward counting and the use of objects such as counting stones.
 - Multiplication and division problems should be able to be done by the grouping of objects
- Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

such as counting stones.

- Recognize the equal sign and what it means in a story problem and in a written equation.

Science

The student's earliest introduction to science is embedded in nature stories and their experience of the outdoors, and this continues in the lower elementary years. Seasonal festivals and a classroom nature table help introduce the young student to the rhythms and gifts of the natural world. As students take their big step into the grades, they are ready and eager to take on greater challenges. The science curriculum meets all Next Generation standards by expanding on what was learned in kindergarten and introducing such concepts as light and vibration through play experiences (i.e., making a cup and string "telephone"), as well as asking students to look further beyond their world into the patterns of the sky (which is taken up formally in Grade 6 Astronomy). Just as in kindergarten, much of the first grader's time is spent outdoors observing nature and working in the garden.

By the end of first grade, students should be able to do the following:

1. Identify a relationship between sound and vibration, and light and sight.
2. Develop an understanding of how plants and animals use external parts to meet their needs (i.e. thorns, bark, feathers, etc.)
3. Make observations about how offspring are similar, yet different from parents (i.e., bean patterns in the garden).
4. Observe movement of objects in the sky (i.e., the sun travels across the sky during the day).

Behavioral / Social / Emotional

A major theme of first grade is the unity of the class. The students learn to become part of the group. They learn to adopt social norms that contribute to a culture of care, respect, and responsibility for both the group and the individual. With the teacher's guidance, students learn to navigate and resolve conflict, to share, and to value the diversity within the group.

By the end of first grade, students should be able to do the following:

- Sit in a chair in a classroom setting for activities lasting up to 15 minutes.
- Listen when a teacher or a classmate speaks.
- Take turns.
- Stand in line while waiting for turns.
- Agree to compromise in play.
- Be inclusive in play.
- Wait for and then follow instructions in a classroom setting.
- Begin and end activities as requested.
- Raise their hand before speaking in class.

- Refrain from calling out in class.
- Develop a sense of the class as a whole.
- Shake the teacher’s hand and make eye contact during greeting.
- Strive to be fair in play.
- Treat teachers and classmates with respect, appreciation and a supportive attitude.
- Express joy about their work.
- Demonstrate appropriate boundary awareness of self and others.

Homework and Assessment

At the end of each school day, children are left in freedom to process what they have learned without the burden of homework.

Student assessment is continuous and individual. The teacher routinely reviews student’s main lesson books and observes successes and challenges in the classroom. Near the end of the year, a teacher may make time for special activities that will help inform each child’s year-end narrative report. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations.

Other

ClassPlay

The first-grade students perform a class play near the end of the year. The theme arises out of the curriculum, and care is taken to provide an age-appropriate experience for the entire class. The play is usually performed in the first-grade classroom with a limited audience.

Class Trip / Field Trips

The first grade typically enjoys local field trips during the year, usually starting with the annual hike day in early October.

Motor Skills

Intentional physical movement is a part of every lesson plan in the first grade. In the main lesson, the class teacher leads circle activities in which the class recites and moves to a series of poems, songs, rhymes, dances, and games that incorporate gross motor and fine motor movements. The students learn through imagery from the teacher. Motor skills are also developed outside of the daily main lesson in games classes, foreign language, movement/eurythmy, handwork, painting, and beeswax modeling classes. All teachers use movement activities as an important tool to bring balance to lessons by engaging not just the students’ minds but their whole bodies, as well.

By the end of first grade, students should be able to do the following:

- Show ability to accurately demonstrate gestures during poems and movement activities.
- Demonstrate rhythmic ability in clapping, skipping, dancing, jumping, etc.
- Use the correct crayon or pencil grip.
- Write and do form drawing from left to right.
- Recognize left, right, up, down.

- Make the correct placement of words or forms on a page.
- Form numbers and letters correctly.
- Form a circle with classmates.
- Understand their place in a circle or in a line.

Painting

Students in first grade are guided in weekly wet-on-wet watercolor painting. As the teacher tells a story, creating a quiet mood, the students have a rich inner experience of color through the activity of painting. The primary colors are explored first, followed by various color combinations.

Modeling

Throughout first grade, students model beeswax on a weekly basis. The teacher guides the students as they hear a story and form the beeswax into various objects, mostly from nature. The students experience a quiet mood as they exercise their fine motor skills to shape the wax. The texture and warmth of the wax in the students' hands is therapeutic.

Form Drawing

In addition to the form drawing block that may begin the first grade year, students have a weekly form drawing class. Over the course of the year, students master increasingly complex forms, demonstrating spatial awareness and integrated movement.

Music (Chorus and Instrumental)

Singing is a key feature of the students' classroom experience on a daily basis. Choral singing is used for the shared sense of beauty, as a natural way to manage transitions, as a way to celebrate the festivals and seasons, and as a medium for classroom content. In first grade, students learn to play simple melodies using pentatonic flutes or recorders. All musical instruction in first grade is through imitation and choral practice.

Other classes include Handwork, foreign language(s), Games, and Eurythmy/Movement, and Health and Wellness

Second Grade

Overview

The students in grade two live between the worlds of the wholeness of the first grader and the approaching nine-year change. Material is still presented imaginatively through story, movement, and artistic presentations. Students learn through imitation and joyful practice, and they are increasingly ready to explore and formalize the patterns and rules in mathematics and language arts that were introduced in first grade.

Sample Block Rotation

Form Drawing

Language Arts with stories from lives of heroic individuals (2)

Mathematics (review of operations and math facts)

Language Arts with Fables Mathematics (place value) (2)

Language Arts with Nature Stories

Language Arts

At this time in their development, the children are becoming more aware of the duality of human nature in the world and in themselves. Literature in second grade is drawn from stories from the curriculum, fables, and Native American tales. The good, humble person who cares for humans and animals alike is contrasted with the wily and often self-serving ways of the characters in fables. These characters are most often animals acting out those traits that represent the foibles of humans. The Native American tales bring aspects of both through humans and animals and are also an accompaniment to nature science.

The skills developed in first grade are strengthened and used as a foundation to move into a more formal reading and writing curriculum. Second graders will continue to write sentences based on the stories of the lives of virtuous individuals, fables, and Native American tales. The sentences will increase in length, and punctuation and other mechanics are taught gently. Later in the year, simple compositions created and copied as a class will take the place of teacher-led sentences.

More complicated word families and spelling rules are introduced. Students are expected to begin to read from printed texts if they have not already. Because students will come to read on their own at different rates, classroom reading time takes various forms, with some students reading to classmates, some students reading on their own, and others continuing to read chorally from readers.

By the end of the year, students will be able to do the following:

- Sound out words phonetically
- Recognize basic sight words from Fry or Dolch List
- Read simple texts and main lesson bookwork
- Read and spell words within word families
- Read in a group and discuss the content
- Write simple dictations and spelling words
- Write in both upper- and lower-case alphabets
- Copy writing from the board and follow a guided drawing for main lesson bookwork
- Listen to and be able to recall oral stories
- Engage fully in recitation of verses and poetry and the accompanying gestures

Mathematics

The arithmetic work of grade one continues and is expanded upon and solidified. The qualities of numbers, counting, estimating, and the four processes are reviewed. Addition and subtraction tables are practiced extensively and become automatic. Times tables are also worked with in a more formal way and are put into the main lesson book. Seeing the relationship between multiplication and division is more clearly emphasized. Written problems will move from being written horizontally to vertically in preparation for regrouping.

The new mathematics content for this year is place value. The concept of place value is presented imaginatively in the context of a story. Work with manipulatives reinforces the meaning and application of the concept, and initial equations arise directly out of meaningful story problems. After students have become comfortable with place value, the teacher introduces regrouping, carrying and borrowing. In second grade, students are not required to carry and borrow across place-holder zeros.

By the end of the year, students will be able to:

- Work with more complex story problems using the four processes
- Confidently know the 2, 3, 4, 5, 6, 10, and 11 multiplication tables
- Understand the vocabulary connected to multiplication, “2 is one group of 2”
- Be able to read and recite times table sentences, “ $6 = 2 \times 3$ ”
- Work with geometric patterns related to the times tables
- Answer oral math questions individually
- Confidently estimate answers to math questions
- Be fluent in addition and subtraction facts
- Work comfortably with both manipulatives and pencil and paper to solve problems
- Understand the concept of place value; work with place value in numbers up to 1,000
- Work with regrouping for borrowing and carrying (without place-holder zero)

Science

The natural science curriculum continues to be embedded in nature stories and time in the outdoors. Seasonal festivals, gardening, and a classroom nature table bring attention to the rhythms and patterns of the natural world. Awareness of the seasons, the weather, and the environment around us is brought through story, song, and celebration. Observations in the natural world prepare us for Grade Three agricultural studies as we look at how to work with the land around us, the seasons that affect us in our region, and how birds and animals contribute to the success of plant propagation (or not). In addition to the science curriculum woven throughout our day, we also introduce a new engineering and design learning period into the week in Grade Two, called Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

“Creative Challenge”, which offers students interesting hands-on, or hands-on/verbal challenges to solve using teamwork and a variety of common objects.

By the end of second grade, students should be able to do the following:

1. Begin to understand that plants need animals for seed dispersion (more formally in Gr. 3).
2. Be able to describe diversity within particular areas/environments.
3. Observe and describe the impact of wind and water, and how it can be used.
4. Observe and describe basic properties of matter.

Social Sciences

Literature from diverse cultures provides an early introduction to the larger world.

Behavioral / Social / Emotional

By the end of the year, students should be able to:

- Sit in a chair in a classroom setting
- Listen when teacher or classmates speak
- Wait for a turn in any activity, raise hand and wait to be called upon
- Follow oral directions of the teacher
- Exercise personal boundaries
- Show verbal control
- Engage in fair play
- Show consideration of others
- Shake teacher’s hand and make eye contact during greeting
- Show a respectful attitude towards teachers and classmates
- Respond appropriately to requests by the teacher

Homework and Assessment

At the end of each school day, children are left in freedom to process what they have learned without the burden of homework.

Student assessment is continuous and individual. The teacher routinely reviews student’s main lesson books and observes successes and challenges in the classroom. Near the end of the year, a teacher may make time for special activities that will help inform each child’s year-end narrative report. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

If a student is not making age-appropriate progress by the beginning of second grade, the teacher may consult with colleagues and specialists to better understand the student’s challenges and learning needs. Though it may be premature to draw the child’s attention to their learning

differences by pulling them out of the classroom setting, the teacher will want to design classroom activities that support individual learning needs, whenever possible.

Other

ClassPlay

The class play reflects the themes of the second-grade year and is a chance to re-enact a favorite story from the curriculum. It may be a recitation in verse by the class, or small groups may recite parts together. Even if individual students have their own lines, these are recited with the support of classmates. The choosing of a play is often based on the needs of the class or several individual students. It brings together speech practice, community building, painting, drawing, and music, and can build individual confidence as well as strengthen class relationships. Students learn their lines through imitation and choral practice.

Class Trip / Field Trips

Trips are local and usually seasonally connected – apple picking in fall at a local farm, nature hikes, skating and sledding.

Motor skills

Students should be able to:

- Form, with spatial accuracy, elements of the straight and curved line in form drawing.
- Form simple figures from a single piece of modeling beeswax.
- Use both the knit and purl stitch to complete handwork projects.
- Sew felt into a variety of projects using the blanket and running stitches.
- As part of the group, join in morning activities involving singing, recitations, and movement.
- As part of the group play simple melodies using pentatonic flutes or recorders.
- Demonstrate appropriate boundary awareness of self and others.

Painting

Discovering color as a living language of creative beings continues to be the focus of watercolor painting in second grade. Form is not indicated early on; the focus is on the movement and the experience of color and the relationships between the colors. Color stories in which the qualities of the colors are brought forth in conversations and drama form the basis of each painting. Form may enter in a simple way towards the end of the year.

Modeling

The primary material for modeling in second grade is beeswax. Warming and shaping fragrant beeswax into pure forms while hearing an accompanying story is an important part of the second-grade year. Gradually more sculptural forms can come into being. Animals from the fables are favorite first sculptures. Small lumps of easily warmed clay may also be used.

Form Drawing

Students should form, with special accuracy, elements of the straight and curved line in form drawing. They should be able to copy a running form from left to right on a page. Forms in second grade also include mirrored forms. The second grader will be able to draw a mirror image of a vertical or horizontal form.

Music (Chorus and Instrumental)

Work with the pentatonic flute or recorder continues with emphasis on everyone contributing to create a group sound. Singing may still include songs in the mood of the fifth, but most songs now have a major or modal tonality. Strong rhythm may also be brought in. There is still a lot of daily singing with games and movements and during transitions.

Other classes include Handwork (knitting), foreign language(s), Games, Eurythmy/Movement, and Health and Wellness

Grade Three

Overview

The third graders find themselves at an important developmental threshold. As they wake in their consciousness of themselves and the world, students of this age crave the reassurance that comes from stories of people finding their way upon the earth and meeting their most basic needs. Ancient Hebrew legends, international farming practices, measurement, the study of house building/shelters from many different cultures, and practical arts are the focus of the third-grade curriculum. These stories and practical skills offer a path to finding one's place in the world through the understanding of both self-sufficiency and interdependence.

Sample Block Rotation

Language Arts with Hebrew legends (3)

Mathematics (review)

Mathematics with measurement and time

Language Arts with shelters from around the world

Mathematics with farming and fibers (2)

Nature Stories

Language Arts

The students will continue with compound words, homophones, and encoding and decoding by syllable. Grammar will be introduced with the parts of speech: doing words (verbs), naming words (nouns), describing words (adjectives), and how words (adverbs). Articles and conjunctions are also introduced. Cursive handwriting is formally introduced as the children begin creating their own compositions, utilizing skills in spelling, punctuation, and editing which they have recently acquired. Reading groups continue with an emphasis placed on comprehension and

reading with attention to punctuation.

By the end of the year, students should be able to:

- Write comfortably in print and cursive.
- Read approximately the first hundred sight words on the Fry lists.
- Apply weekly spelling lists to single word and simple dictations.
- Write compositions on their own based on a story presented and then recalled in Main Lesson.
- Demonstrate a basic understanding of the four kinds of sentences: declarative, command, question, and exclamatory.
- Demonstrate an understanding of: doing words (verbs), naming words (nouns), describing words (adjectives), and explaining words (adverbs).
- Correct own work with help from the teacher, focusing on capitals, correct punctuation, and spelling.
- Participate successfully in free reading and group reading activities.
- Read aloud with articulation and working knowledge of punctuation.
- Recognize who or what a sentence is about and the action taking place within the sentence.
- Comprehend the themes of the class reading books.

Mathematics

Mental arithmetic problems continue to be practiced using the four processes. Number relationships and computation skills are strengthened as the children learn, memorize, and practice their multiplication tables up to twelve forward and backward. Students continue working on their comprehension of place value through one million and are comfortable adding and subtracting two- and three- digit numbers. Multiplication with two and three-digit multipliers is introduced, and long division may be introduced late in the third-grade year (or saved for fourth grade). Measurement of time, linear measurement, liquid measure, dry measure, and weight are taught through practical application. Students become comfortable with unit conversion to the point of nearly committing the most common conversions to memory.

By the end of the year, students should be able to:

- Answer mental math problems using the four processes.
- Solve more complex written math problems on paper.
- Demonstrate understanding of place value into the millions.
- Understand place value through expanded notation ($325 = 300 + 20 + 5$).
- Perform short division.
- Multiply with two and three-digit multipliers.

- Carry numbers in addition.
- Borrow numbers in subtraction.
- Tell time.
- Understand days, weeks, months, years, and units of years (decades).
- Comfortably use linear measurement, liquid measure, dry measure, and weight to solve problems.
- Comfortably use equivalents of various measures (2 pints = 1 quart).

Science

In the third grade, special attention is paid to becoming a steward of the earth. The children study the cycles of the year and the growing seasons of our New England climate. They are immersed in practical activities such as farming, gardening, composting, measurement, and house building. Plant and animal fibers are studied and worked with as well. Likewise, the weekly “Creative Challenge” period continues, this year bringing problems with magnets and simple electricity, and balance.

By the end of Grade Three, students should be able to do the following:

1. Work with the forces of balance, magnetism and basic electricity.
2. Have an understanding of the life cycle of an organism. (More in-depth in Gr. 4 Zoology & Gr. 5 Botany)
3. Observe that traits can vary, and how this can be beneficial. (More in-depth in Gr. 4 Zoology & Gr. 5 Botany)
4. Discuss the impact of habitat on survival. (More in-depth in Gr. 4 Zoology & Gr. 5 Botany)
5. Observe and record weather patterns, especially as it relates to agriculture.
6. Be familiar with, and participate in, sustainable farming and animal practices.
7. Be able to describe how animals participate in seed dispersion (Gr. 2 NH standard).

Social Sciences

What will evolve into the world geography and cultures curriculum in later grades has foundations in the third grade as students explore shelters, animal husbandry and farming practices from around the world. The study of silk, for example, is embedded in the rich culture and geography of ancient China, and the study of flax takes the class to the banks of the Nile and early Egyptian culture.

Behavioral / Social / Emotional

Students should be able to:

- Recognize and embrace differences among their classmates.
- Take turns in games and activities.

- Engage in fair play.
- Focus on fun over competition.
- Control verbal and physical expressions.
- Respect the authority of the teacher in any given class.
- Participate positively on field trips.
- Complete physical work in the company of others (e.g., chores during the farm trip)
- Correct academic work under the guidance of the Class Teacher.

Homework and Assessment

At the end of each school day, children are left in freedom to process what they have learned without the burden of homework.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. Regular spelling tests, short dictations, individual composition work and daily math practice help alert the teacher if a student is struggling. Near the end of the year, a teacher may make time for special activities that will help inform each child's year-end narrative evaluation. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

If by the end of second grade, students were not demonstrating age-appropriate progress, third grade is often the year to begin exploring interventions. Depending on the insights of teachers and others who know the child well, intervention might include academic tutoring, therapeutic Eurythmy/Movement, therapeutic painting, or occupational / physical therapy (e.g. for persistent issues with spatial awareness or sensory integration).

Other

ClassPlay

The class play in third grade is often inspired by the ancient Hebrew legends or the farming curriculum. The children still recite the speech together; however, they also have their own individual lines as they now experience themselves as separate from others. For the first time, students may receive a written copy of the script, but they continue to learn their lines primarily through imitation. The class play is typically performed in the classroom.

Class Trip / Field Trips

Day trips and visits to local craftspeople and farms are spread throughout the year to help the children experience the practical aspects of third grade. A 3-4 day farm trip is encouraged to help the children gain an understanding of where our food and clothing originates and to experience the joy of working the land and relating to the earth around them. This is often the first, multi-night trip away from home and therefore becomes a significant rite of passage for the children.

Painting

The child's relationship with color remains the focus of painting in third grade. Simple forms such as vegetables and grains, shelters, and depictions of ancient Hebrew stories are drawn out of this world of color. The children begin to experience the major and minor mood of color through their paintings.

Modeling

Forms are modeled out of beeswax in relation to the curriculum incorporating archetypal human and animal gestures. These gestures are created out of story. Animals and characters from the ancient legends are the focus in modeling this year. Clay or plasticine projects, such as making coil pots, bowls, or an adobe village, can be introduced this year to support the house building and practical arts curriculum.

Form Drawing

Form drawing lessons include a continuation of symmetrical and running forms with the addition of quadrant forms. Running forms practiced since first grade guide handwriting into forming cursive letters. Circle forms with an exchange between the center and the circumference are practiced this year as the child is experiencing the difference between themselves and the world.

Music (Chorus and Instrumental)

The diatonic notes of the recorder are introduced this year, and the children learn all of the notes of the major and minor scale. Songs are often seasonal and may be drawn from Hebrew culture and other aspects of the third grade curriculum. Singing continues to be a daily practice, and rounds can be introduced in the third-grade year when the class teacher sees that the children are ready. All music instruction continues to be out of imitation.

Other classes include Handwork (crochet), foreign language(s), Games and Eurythmy, Health and Wellness

Grade Four

Overview

In fourth grade, the child is beginning to stand on their own two feet with new interest in the larger world around them. Geography, Zoology, and Norse Mythology inform our studies and are guided by the essential question "How do I, as a human being, find my place in the world?" Having spent third grade beginning to differentiate themselves from their surrounding world, they are well-aware in fourth grade of the differences between themselves and their peers. They see Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

themselves as a part of a larger whole, which is reflected in the study of fractions this year. In many ways, the fourth graders are more independent, confident and capable than they were in third grade.

Sample Block Rotation

- Mathematics (review & long division)
- Language Arts (Norse mythology) (3)
- Mathematics (fractions) (2)
- Language Arts with Human and Animal (2)
- Local Geography (2)

Language Arts

Formal grammar instruction is continued this year, rooted in the students' imaginative experience in language from earlier grades. Knowledge of parts of speech is expanded to include prepositions, conjunctions, articles, interjections, and exclamations. Basic verb tenses are introduced through stories of the Norns from Norse Mythology, who represent the past, the present, and the future.

Students are now capable readers. At least one class period each week is spent reading silently to themselves out of a chapter book of their choosing. In each class they spend a few minutes reading aloud to the teacher and giving a summary of the story so far. Report writing is introduced toward the end of the year in the form of guided research of an animal of each child's choosing.

By the end of the year, students should be able to:

- Recite poetry clearly and expressively.
- Articulate thoughts during story recall and discussions.
- Speak with confidence, clarity, and volume.
- Properly use basic grammar rules in conversation (e.g., I vs. me, irregular verbs).
- Learn new spelling words and take quizzes on a weekly basis.
- Show competency in spelling dictations
- Demonstrate an understanding of basic punctuation, parts of speech (noun, verb, adjective, adverb, preposition, article, interjection, exclamation, and conjunction) and verb tenses (past, present and future).
- Work with plural and possessive nouns, regular and irregular.
- Show an understanding of paragraphs, and open and close compositions appropriately.
- Write in clear, beautiful, and appropriately-sized cursive writing.
- Write a simple composition recalled from a main lesson story.
- Read from text in main lesson book and from the board.

- Read aloud fluidly with articulation and with a working knowledge of punctuation.
- Recognize who or what a sentence is about and the action taking place.
- Participate in silent reading periods during the school day.
- Describe the plot of a book verbally to a teacher.
- Establish a regular reading time at home.

Mathematics

Students in fourth grade are beginning to be more capable of abstract thought and can see things as having separate parts. The mathematics course this year begins with seeing the inner and outer qualities of numbers and how they relate to each other. Secret numbers, casting out nines, and the four kinds of numbers serve as a beautiful way to bridge the students' understanding of number sense into the world of abstract thought.

It is a natural time to introduce fractions. Brought in an imaginative way, the child's emerging intellect is fostered to develop a deep and natural understanding of the topic at hand before mathematical formulas are introduced. Having spent the first three grades gaining an understanding of division as a concept, long division in the form of a multi-step formula is now introduced. Long multiplication is extended to longer multi-digit numbers. Students fully memorize all times tables this year.

By the end of the year, students should be able to:

- Recite the multiplication tables (up through the 12 table) by heart and in random order.
- Recite basic addition and subtraction facts by heart.
- Demonstrate understanding of the relationship between multiplication and division by checking one with the other.
- Demonstrate understanding of place value (through the millions) through expanded notation ($1,062 = 1,000 + 60 + 2$).
- Perform long division of six or seven numbers with two-digit divisors
- Multiply with three-digit multipliers.
- Add any group of numbers.
- Subtract large numbers with place-holder zeros in many places.
- Calculate story problems and mental arithmetic using all four processes.
- Continue work telling time.
- Solve equations regarding days of week, months, etc.
- Demonstrate comfort with calculations of dry and liquid measurement.
- Measure and calculate using linear measurement.
- Demonstrate understanding of all fraction work, including adding and subtracting by finding the lowest common denominator, multiplying and dividing fractions, and

expanding and reducing fractions.

- Demonstrate an understanding of factors and prime factors.
- Demonstrate an understanding of improper fractions and mixed numbers and how to change one into the other.

Science

The science curriculum unfolds in Grade Four through formal studies of Zoology. The student studies what it means to be human in relation to animals. The kingdoms of nature are introduced, as well as the threefold-nature of the human being (head, trunk, and limbs). Ungulates, carnivores, and rodents are studied through a process of comparison to highlight functional similarities and differences. Experiments with energy waves are brought in the weekly “Creative Challenge” classroom experiences. Earth science, while a more detailed focus of the fifth grade curriculum through regional geography, is begun in Grade Four with Local Geography.

By the end of Grade Four, students should be able to do the following:

1. Use deductive reasoning to make observations within a theory.
2. Discuss ways in which forming groups, inheriting specific traits, and habitat play a role in animal survival. (NH Gr. 3 standards)
3. Demonstrate an understanding of life cycles. (NH Grade 3 standard)
4. Design and conduct experiments using speed and energy transfer.
5. Understand and describe how waves work.
6. Describe characteristics of the kingdoms - especially animals.
7. Be familiar with taxonomic classification.
8. Describe how humans are generalists, and give examples of how animals are specialists.
9. Describe how animals’ food used to be energy from the sun. (Gr. 5 NH standard)

Social Sciences

Through a general look at the forces that shaped the land of their home, fourth grade combines an introductory historical and scientific approach to understanding one’s surroundings. Seeing their house, neighborhood, school, county, and state from a bird’s eye view satisfies the fourth graders desire to see their place in the world. Freehand mapmaking is introduced from historical through current times. Through drawings, maps, and hikes, the children discover and follow local bodies of water and see their effect on the local culture. This block marks the transition from home surroundings to the first presentation of local history. Students are able to take an inner interest in the historical connections that define and underlie our modern life. Through this, a budding understanding of the inheritance and influence of local resources that the local culture is built upon.

Behavioral / Social / Emotional

Student should be able to:

- Resolve peer conflicts with less adult support.
- Engage in fair play.
- Be respectful of differences in opinions and preferences within the group.
- Respect personal boundaries.
- Focus on fun over competition.
- Control verbal and physical expressions.
- Follow classroom rules and agreements.
- Raise hand and listen respectfully to others.
- Work independently with focus and without distracting others.
- Maintain order of personal materials (i.e. desk, notebooks, and cubby items).
- Complete homework assignments neatly and in a timely fashion.
- Engage in chores for class competently and without reminders.
- Behave and engage appropriately with all adult chaperones on field trips.
- Be a positive member of class during specialty classes.

Homework and Assessment

Homework now becomes a regular part of the students' experience, with homework assigned and due in a predictable pattern. A research project assigned in the later part of the year requires a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a diorama.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, and worksheets designed by the teacher provide ample opportunity to measure student progress. Near the end of the year, a teacher may make time for special activities that will help inform each child's year-end narrative evaluation. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

For students who are receiving individual support outside the classroom (e.g. tutoring, physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other**ClassPlay**

Drama here plays a very important role in the fourth grader as it meets the students' new-found confidence, articulation, and powers of projection. Subject matter arises directly out of the

curriculum, usually the Norse myths. The students are particularly proud to graduate from plays that are performed in the classroom to using the Assembly Room stage and performing for a wider community.

Class Trip / Field Trips

With a new approach to taking in their surroundings based on their recent study of local geography and history, the fourth graders are ready for a trip to the heart of New Hampshire geography: The White Mountains. The Appalachian Mountain Club's *A Mountain Classroom* leads the fourth graders in a 3-day, 2-night trip up to Lonesome Lodge. Other day trips led by the class teacher enhance a study of geography, such as walks through local trails to find boulders moved from the last ice age, to zoology in the form of farm, stable, and other wildlife trips.

Motor skills

By the end of fourth grade, students should be able to:

- Draw human figures, animals, trees, etc., using crayons and colored pencils with increasing clarity to express proportions.
- Use color to express the essence, nature (gesture) of subject matter.
- Shade with control and smooth quality.
- Execute initial form lightly and carefully, center on the page, and correct it until it has been brought into balance.
- Draw woven forms competently from woven stars to Celtic knot patterns.
- Draw small, diagonally-slanted strokes taking up a whole page with varying degrees of pressure.
- Demonstrate control of brush strokes and the paint in a painting.
- Blend colors and bring the painting into balance.
- Bring form out of the color, painting from a particular aspect of the curriculum or the season.
- Paint subjects which include Norse images, animals, and landscapes.

Painting

Students continue wet-on-wet watercolor painting this year and expand their skill set to taking away paint, gauging how much liquid paint is needed for painting more detailed representations of human figures, animals, and plants.

Modeling

Modeling continues with both beeswax and clay, but this is now led by the art teacher.

Form Drawing

With beautiful images from Norse and Celtic forms providing inspiration, fourth graders

further their understanding of weaving from third grade and extend it into drawing two, three, four, and five-strand braids, and woven forms that are formed around a square, circle, or rectangle.

Music (Chorus and Instrumental)

The daily singing and recorder practice that is part of main lesson includes increasingly complex music, and instruction often includes sheet music for students to read. In addition to participating in music that is led by the class teacher, students now participate in the strings program and chorus classes taught by the music teacher.

By the end of the year, students should be able to:

- Read simple songs and recorder pieces from musical notation.
- Play recorder songs both with the group and individually.
- Hold a group part while singing a multi-part song.

Other classes include Handwork (cross stitch), foreign language(s), Games, Eurythmy, Chorus, Strings, Woodwork and Health and Wellness.

Fifth Grade

Overview

The fifth-grade student lives in harmony between the sheltered world of early childhood and the tumultuous years of the middle school. With this balance, the students find themselves poised to take up more academic challenges, having mastered many skills previously learned. All of our studies in fifth grade, ranging from ancient cultures to North American geography to botany help to unite the student to the earth. A sense of belonging arises and with that develops an inner feeling of stewardship. We are becoming world citizens!

Sample Block Rotation

Botany (2)

Ancient Civilizations (India, Persia, Egypt and Mesopotamia) (2)

North American Geography (2)

Mathematics (review & decimals) (2)

Greek Mythology

Ancient Greek History

Freehand Geometry

Language Arts

The language arts curriculum is tied closely to the literature and social science curriculum. We have several class readers, for example, that help to illustrate the history and culture of the Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

Ancient World (e.g. *The Golden Goblet*) or the geography and Native Peoples of North America (e.g. *The Sign of the Beaver*). For regular composition practice, the students listen to stories about mythology or history and then summarize the story in writing. Once edited, these compositions will be copied by students in their neatest penmanship into their main lesson books.

Spelling work also continues, and the students are asked to memorize increasingly challenging words. A teacher may choose words from the main lesson subject or other sources. Vocabulary words begin to be studied as they naturally appear in class readers, main lesson discussions and workbooks.

Typically the fifth grader will also write a state report, or similar research project, which would require students to use library books to research their topic and then write several paragraphs from their notes. Book reports may also be assigned from class readers. Work with grammar continues to expand.

By the end of the year, students should be able to:

- Form a paragraph with topic and concluding sentences.
- Continue a thought over multiple paragraphs, writing a variety of compositions about recalled main lesson presentations.
- Use simple outlining as a means of organizing thoughts into a written form.
- Demonstrate proofreading skills of written work.
- Show mastery in grammar, including: parts of speech, simple and compound sentences, plural possessives, and the use of prepositional phrases.
- Work with passive and active voices.
- Work with direct and indirect speech, and work comfortably with quotation marks.
- Show mastery of ever more complex weekly spelling/vocabulary exercises. Words should come from both the main lesson content and typical fifth grade spelling lists.
- Use a dictionary to identify parts of speech, definitions, and syllabication.
- Read fluently and with comprehension at or above a fifth-grade level.

Participate in conversations about reading books that show strong comprehension abilities.

- Understand unfamiliar words using context, prefix/suffix clues and related words.
- Understand that the same word can be used as different parts of speech by altering prefixes and suffixes.
- Learn dramatic speaking parts from a script.
- Memorize and expressively recite presented poetry.
- Complete the process of: outline, rough draft, final draft, and final edit.
- Write beautifully with a printed and a cursive alphabet.
- Write comfortably with an ink pen.

Mathematics

Woven throughout the grades in our math curriculum is a desire for the child to experience the wonder of numbers. We strive to foster creative thinking with numbers and to discover the interesting relationships between numbers. Mental math problems will be given as well as practice problems on paper. Fifth grade is a year when all previous work will be strengthened, expanded and regularly practiced. Fractions, which were learned in fourth grade will be thoroughly reviewed before we would move on to the new material of decimals.

In the new work with decimals, students will be expected to:

- Understand the relationship between fractions and decimals
- Complete decimal problems using all four processes
- Transform any fraction into a decimal and vice versa
- Compare and round decimals
- Work with increasingly complex word problems

Geometry is another area of the math curriculum which would be covered. This class should still be considered an artistic activity, making figures and drawings freehand while incorporating geometric topics. Angles of triangles and components of a circle will be introduced as well as concepts of perimeter and area.

Science

In fifth grade, the study of science develops further with an emphasis on Botany, as well as Geography and Ecology. The kingdom of plants – from the lower forms of algae, lichen, moss, and ferns to the higher orders of conifers, deciduous trees, and flowering plants are studied. The relationship between plants, animals, insects and the earth itself provides many learning opportunities to build more formally on what has been observational since kindergarten.

By the end of Grade Five, students should be able to do the following:

1. Describe types and shapes of land and water in a given area, and where water is found. (NH Gr. 2 standard)
2. Describe the distribution of water on Earth.
3. Describe ways that the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
4. Be able to identify types of maps and their uses. (Continuation of NH Gr. 4 standard)
5. Discuss how weather impacts physical geography through erosion. (NH Gr.4 standard)
6. Identify the different families in the plant kingdom and their characteristics.
7. Understand how the concepts of life cycles, genetic traits, and habitat discussed in Grade Four Zoology also apply to the plant family. (NH Gr. 3 standard)
8. Conduct experiments relating to the properties of matter.

Social Sciences

The study of ancient cultures begins this year with a growing focus on history. The curriculum allows students to experience the development of human consciousness gradually, starting first with ancient India, Persia, Mesopotamia, Egypt, and culminating in ancient Greece. In each of these cultures, we will study the geography and how it affected the people of each period. We will also learn the mythology and how it may have helped the ancient peoples to understand the world around them. Architecture and art forms will also be a part of our discussions.

The social science curriculum of fifth-grade is expanded to connect with physical science through the study of North American Geography. These two main facets of our social science curriculum. A focus could be of the United States with a lesser study of Canada and Mexico. Teachers would begin this block studying the region closest to the student, for our school, New England. How a teacher presents the continent could take different forms. One might choose to approach the subject region by region or by examining major geographical features and the states connected to them. Native Americans, early settlers, plant and animal life of these areas could broaden the studies of North America.

Behavioral / Social / Emotional

Students should be able to:

- Confidently complete regular homework assignments.
- Speak with confidence and clarity.
- Give an oral report on a researched topic.
- Show willingness and ability to help others.
- Interact positively with classmates.
- Express a positive attitude towards school

Homework and Assessment

By fifth grade, homework is a regular part of the students' experience. The amount of homework may increase from fourth grade, but homework is still assigned and due in a predictable pattern. More challenging spelling tests and an occasional quiz add a new element to the weekly homework rhythm. Students will frequently be making time for reading assignments in a class reader. A research project assigned in the later part of the year requires a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a diorama or other artistic element.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, and worksheets designed by the teacher provide ample opportunity to measure student progress. Near the end of the year, a teacher may make time for special activities that will help inform each child's year-end narrative evaluation. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

For students who are receiving individual support outside the classroom (e.g. tutoring, physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other

Class Play

The class play helps to strengthen the student's understanding of a particular culture or story presented in the curriculum and it fosters a sense of interdependence among the students.

Class Trip / Field Trips

There are many opportunities for field trips related to the social science curriculum and may be a highlight of these blocks. Visits to history museums or other trips around New England may foster a student's appreciation of these subjects.

During a spring botany block, fifth graders might have their main field trip to Cape Cod Sea Camps. Studying shore vegetation as well as the marine animal life is a focus to this trip. Participating in ranger programs, whale watching expeditions and studying the tidal action upon the land all provide rich learning experiences for the students.

Painting

Students continue wet-on-wet watercolor painting this year, further developing the quality of their experience and skills.

Form Drawing

As freehand geometry is introduced in fifth grade, traditional form drawing classes may or may not continue this year, at the teacher's discretion. If form drawing continues, increasingly complex forms are often less angular than the celtic designs of fourth grade and have an organic, botanical quality.

Music (Chorus and Instrumental)

The daily singing and recorder practice that is part of main lesson includes increasingly complex music, and instruction often includes sheet music for students to read. In addition to participating in music that is led by the class teacher, students now participate in chorus classes taught by the music teacher, and participate in either band or orchestra. Students are expected to take private instrumental lessons, as well.

Other classes include Handwork (knitting on 4 needles), Spanish, Games/Physical Education, Eurythmy, Chorus, Woodwork, Band or Orchestra and Health and Wellness.

Sixth Grade

Overview

The curriculum in grade six acknowledges that the sixth grader is physically at the point of “arriving” on the earth, and during this year we begin to see many of the changes that remind us of the coming of puberty and adolescence. The balance of 5th grade—think of the plant living between sun and earth—falls into weight and the curriculum must help the sixth grader take hold of this situation. This year, the students transition into an important area of their development in which there is a newly awakened desire for causal thinking. This need should be met by all the different subjects studied in school. At previous age levels, causes and effects were experienced and used, but, in general, it is only now that the desire to recognize logical connections comes to the fore.

Sample Block Rotation

Geology/Mineralogy

Roman History (2)

Mathematics (business math, percentage)

Geometry and Geometric Drawing

Physics (Light, Sound, and Warmth)

Middle Ages (special events: Medieval Ceremony and Games)

Mathematics (ratio & proportion)

Geography of South America

Astronomy

Language Arts

The language arts curriculum in grade six is closely linked to each of the subjects of study. Physics, for example, offers the possibility of detailed and descriptive scientific writing, while business letters and other forms of formal writing are linked to the study of Business Math or Economics. Students write different types of compositions based on block material, offering a place to practice self-editing skills. Individual research projects on different and topics, such as geography, further enhance the students’ language skills.

Weekly writing assignments will help the students develop their writing skills, not just in creative writing, but writing in response to questions, and writing to convey accurate information as well. The goal is for every student to become an independent writer, to be able to approach a writing assignment with confidence, and to have the tools to edit and suggest improvements to their own writing.

By the end of the year, students will be able to:

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- Review and solidify all the grammar learned over the last three years
- Work with spelling and vocabulary words connected to the block material and from traditional 6th grade lists.
- Write compositions about block material -- this is understood also as a vehicle for teaching the self-editing skills mentioned above.
- Recite and memorize poetry from the block.
- Work with commas, colons and capitalization.
- Read several assigned books.
- Write different types of compositions.
- Work with clauses and their uses.
- Practice writing business letters.
- Continue work with creative writing.
- Work with the conditional sentence.
- Continue working with the parts of speech.
- Be introduced to a scientific writing style: i.e., materials, procedures, observations.
- Practice writing factual, yet interesting, compositions about the areas of study.
- Focus on sentence structure and the difference between kinds of sentences.
- Research and prepare written and oral reports.
- Work with the six verb tenses.

Mathematics

The sixth-grade work on mathematics begins with a thorough review of foundational concepts (division, fractions, decimals) with a new way of using these tools in a more practical manner (ratio, proportion, percentage). The students will review the foundations of economics and business, from self-sufficiency to bartering, introduction to currency and monetary value of goods and services. The curriculum further expands upon the students' knowledge to include calculations of profit and loss, commission, tax, discount, etc. Students begin their work with equations using simple formulas. This work will become the foundation for the students' transition into algebra in seventh grade.

In Geometry, students focus on executing precise drawings and discovering the lawfulness therein. The students construct each form using geometric instruments (compass and ruler) for the first time, building on their work from previous years. That which up to now has been treated by means of drawing and describing, is now to be grasped by means of finding geometrical proofs and lawfulness; visual proof is the main tool to find these. Great stress will be laid on neatness and accuracy. The drawings will be constructed using pencil, and then carefully colored in.

By the end of the year, students will be able to:

- Answer (verbally) one, two and three-step problems involving any number up to 12 using
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any of the four basic operations.

- Demonstrate a firm grasp of place value both above and below the decimal from million/millionths.
- Demonstrate understanding that fractions represent a division problem.
- Use fractions in all four basic operations as well as to convert mixed numbers to improper fractions and the reverse.
- Understand ratios and their conversion to fractions.
- Demonstrate confidence with decimals in all operations.
- Convert percentages from fractions and decimals and the reverse.
- Find the percent of a number (4% of 60) and determine percent relationship between numbers (4 is what % of 60).
- Be introduced to the concepts of profit and loss, commission, tax and simple interest, discounts and rates of pay.
- Understand averaging (mean, median, and mode).
- Calculate basic area and perimeter expressed as formula for square, rectangle, triangle and parallelogram.
- Understand the use of variables.
- Decide word problems (Pick out pertinent information, choose proper process).
- Be introduced to various types of graphing.
- Work with the metric system.
- Work with exponents and perfect square roots. (e.g. $5^2=25$, the root of 25 is 5).
- Learn rules of divisibility.
- Accurately work with prime factorizations.
- Begin work with a compass and straight-edge.
- Learn to bisect an angle.
- Learn to bisect a line segment.
- Learn to construct perpendicular lines.
- Work with triangles, angles, and simple proofs.
- Begin to work with the circle and the measurement of pi.
- Learn to reproduce a specific angle.
- Construct many geometric drawings based on the six and four division of the circle.
- Work with the concept of perimeter.
- Work with vocabulary words having to do with geometry.

Science

Science becomes much more in-depth as students enter their middle school years. Honing observation skills becomes an essential element no matter the topic, as well as focused inquiry,

accurate identification, consideration of cause and effect, and encouraging an overall curiosity. The students study astronomy by considering the observations that led earlier civilizations to a geocentric conception of the universe; and at the same time, make their own observations of the sun, moon and stars and their apparent movement. We begin with what we can see with the naked eye, and move on to using instruments and looking at existing research to add to our experience. This is complemented by the study of physics, in which students will be confronted with phenomena that are not always easily unraveled and comprehended, and will learn about forces that can be experienced only through their manifestations. Acoustics, heat, magnetism, optics and electricity are some of the topics covered.

In continuing with their study of science, students will learn to not only consider what they can observe above and around themselves, but also the forces that have created the mineralogical landscape below us. The students will, through their observations of mineralogy and geology (within the context of geography), be able to establish a much broader relationship to the world. This includes the study of the rock cycle and different types of rocks, minerals and crystals.

By the end of middle school, students will be able to meet all of the performance expectations outlined in the Next Generation science and engineering standards. There are no grade-specific skills broken out for science because it is a cumulative experience at this level.

Social Sciences

Students delve into the study of the geography and culture of Latin America, focusing on the way cultures arose in the unique setting of the South American continent. The students learn about the unique relationships established by these cultures to the earth, making connections to economic, trade and industrial developments. Studies begin with a physical overview of this continent, followed by some of the main cultures established there and finally we will delve into religion and art in Latin American cultures.

Building upon their studies in the previous year, the students learn about the different stages in Roman history. They study the times when Rome was ruled by kings and later when Rome became a republic. Students study key figures of Imperial Rome, as well as the experience of non-Roman subjects in the Roman Empire and the influence of Jesus of Nazareth. The students also learn about the fall of the Roman Empire, the life of Mohammed and the rise of Islam.

Finally, a study European history, with an emphasis on medieval life, is undertaken. Students identify the effects of history in the present day. The focus lies on the ideals of honor and service that inspired so many to strive to lead virtuous lives.

Behavioral / Social / Emotional

Students are now expected to engage in more challenging academic situations, that will require effective time management, cooperation among peers, a proactive stance when encountering difficulties and self-control. Their interactions with peers and teachers should

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demonstrate they are capable of being accountable, resolving conflict and asking for teachers' help when needed. Students are increasingly held accountable for their actions and are gradually given further responsibilities. They are expected to be able to:

- Manage work time effectively.
- Work cooperatively in groups.
- Show initiative in asking questions if instructions or information is not understood.
- Impose conscious will over impulsive behavior.
- Strive to give their best effort in a conscious way.
- Complete assignments when they are due or present a plan to complete work.
- Take responsibility for their actions and accept when they are at fault.
- Take initiative to approach teachers as mediators in a difficult social conflict.
- Apply non-violent and non-abusive strategies to resolve conflict.
- Demonstrate consistent good-sportsmanship in both cooperative and competitive games.
- Demonstrate awareness of each member of the group, so that no one is deliberately excluded.
- Demonstrate awareness and rejection of bullying behavior, practice social inclusion.

Homework and Assessment

Homework continues as a regular feature of the students' experience, but the assignments and due dates are less predictable for students in middle school. Some assignments require time management over several weeks, while others are due the next day. Keeping track of assignments and due dates is an important part of preparing students for future success.

More challenging spelling tests and regular quizzes add a new element to the weekly homework rhythm. Students will frequently be making time for reading assignments in a class reader. Multiple research projects assigned throughout the year require a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a diorama, presentation board or other artistic element. Depending on the teacher assessment of students' needs, students may be allowed to use online resources to supplement research in books.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, worksheets, quizzes and even tests provide ample opportunity to measure student progress. Middle school students receive midterm and year-end narrative evaluations. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

The use of formal block tests to assess students' understanding of the block material may begin in grade six, but the exact timing depends on the class and the class's readiness to respond to this feedback. While students may receive evaluative marks in addition to written feedback on their work, letter grades are not typically introduced in sixth grade.

For students who are receiving individual support outside the classroom (e.g. tutoring, Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other

Class Play

The sixth grade class play is an opportunity for young adolescents to step out of their comfort zone and try out different characters. It is drawn from the sixth-grade curriculum and invites the students to experiment with drama. The class play provides the perfect opportunity for clear speech development and for exploring language. Memorizing their lines, working with others and exercising their capacity of imagination are only some of the added benefits from this endeavor.

Class Trip / Field Trips

Sixth graders are just beginning a long quest for independence. Class trips offer them the possibility to leave home and spend time with their peers in a safe environment. Sixth-grade class trips typically include camping, rafting, mountain biking and hiking experiences.

Other classes include Spanish, Physical Education, Art, Handwork, Woodwork, Eurythmy, Middle School Chorus, Middle School Orchestra or Band and Health and Wellness.

Seventh Grade

Overview

In seventh grade, the students meet the world with new questions and the theme of the Renaissance in science, religion, philosophy, politics, and art offers many opportunities for exploration and stimulating conversation. The content of many of the blocks overlap this year. The study of Perspective Drawing, for example, offers the perfect opportunity to link Renaissance art, science, mathematics and history. The students have passed beyond a key developmental threshold (the twelve-year-old change) and are much more comfortable in the world of cause and effect. This year their newly developing confidence facilitates novel possibilities for personal responsibility and independent work. The teacher's authority rests even more on the respect the children have for what is logical and sensible. They meet their new academic challenges with a beginning capacity for collaboration with their teachers.

Sample Block Rotation

Physics

Inorganic Chemistry

Renaissance History & Perspective Drawing (2)

Algebra

Geometry and Geometric Drawing World Geography

Age of Exploration & Reformation Physiology

Creative Writing

Astronomy (partial block if covered in sixth grade)

Language Arts

The language arts curriculum on grade seven is primarily based upon each of the subjects of study. The Natural Science blocks offer the possibility for descriptive writing, where students will practice careful observation, objective assertions and clear language. The Social Sciences lend themselves to the practice and development of different writing skills, such as essays, note taking and retelling of class content in a more precise and thorough manner. Students are expected to be able to proofread and correct their own work. A block on Creative Writing offers the students the possibility to experiment with both prose and poetry through their original work and through the study of accomplished authors.

By the end of the year, students should be able to:

- Demonstrate increased ability to proofread and edit their own work.
- Demonstrate the capacity to write creatively in both prose and poetry -- main lesson content, independent research, and book reports provide the subject material for writing.
- Craft an outline from recalled material to use as a source for writing assignments.
- Copy dictations that exceed a paragraph in length with appropriate punctuation and spelling.
- Write in clear, legible, well-formed script or print
- Independently recite poems or prose by heart.
- Write with an awareness of mood and style.
- Participate in a literature curriculum, being able to actively discuss plot, theme, and character development of their reading book.
- Complete an independent research project involving written, oral and artistic components using several source materials.

Mathematics

By the beginning of grade seven, students are expected to be comfortable with times tables, addition, subtraction, multiplication, division, fractions, whole numbers, mixed numbers, decimals, perimeter, and average. Students will begin the use of formulae arising out of the study of business math in sixth grade. They will be gradually introduced to the foundational rules for Algebra, such as order of operations, arithmetic with negative numbers, exponents, etc. Ratios, area and perimeter of closed forms are just a few of the additional topics covered during Mathematics. Building on the skills and concepts introduced in previous years, students will continue to work with a straightedge and compass, adding Euclidean proofs and the Pythagorean theorem to their knowledge base. An initial exploration of irrational numbers is brought through the study of the golden proportion and the Fibonacci sequence, as well as the derivation of Pi.

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By the end of seventh grade, students should be able to:

- Work with the PEMDAS algorithm, highlighting the order of operations.
- Memorize the rules of divisibility.
- Craft and decipher a variety of graphs.
- Work with mean, average, and median.
- Solve problems using metric measurement.
- Turn numbers into their prime factors, round whole numbers and decimals.
- Work with both perimeter and area of closed shapes.
- Work comfortably with variables in simple equations.
- Demonstrate an understanding of the principles of algebra.
- Associative Principles, Commutative Principles, Identity Principles, Distributive Principle, The Principle of Dividing by Zero
- Explain the Golden Rule of Equations
- Work with more complex ratio problems.
- Work with exponents.
- Understand the concepts of variables, coefficients, and the rules for grouping like-terms in algebraic equations.
- Work with word problems using the concept of negative numbers in debt, altitude, and temperature.
- Work with the five and seven division of a circle (and their variations such as the ten division) using geometric drawing tools.
- Construct forms using various progressions.
- Construct concentric and other types of nested circles and work with the circumference and area of a circle. Solidify understanding of pi.
- Construct parallel lines through a fixed point.
- Demonstrate a strong understanding of the Pythagorean theorem. Be familiar with Euclidean principles, especially involving triangles and congruence (ASA, SAS, SSS, etc.).
- Understand the Golden Mean and the work of Leonardo of Pisa (Fibonacci).
- Continue working with basic geometric proofs with regular closed shapes and straight lines (For example, prove that there are 180 degrees in a straight line, an open angle).

Science

The study of astronomy is completed in Grade Seven in looking at influential thinking of the Renaissance (combining social sciences and earth sciences), and following that through to the present day to include technological advances and looking ahead to the future.

Chemistry is continued from its introduction in the lower grades, and students will have

opportunities to carefully observe an experiment and write about it, including materials, procedure, and what they saw. They will also develop and use models, plan and conduct their own investigations, and then analyze and interpret the data to construct explanations. The same skills are practiced as physics continues in Grade Seven, expanding to include mechanics.

Finally, the study of anatomy and physiology will offer the opportunity to reflect upon the student's own health and the choices they may face in this regard. This will allow the students to look at and live in their bodies with more awareness. Included in the study of seventh grade anatomy and physiology are the digestive, respiratory and circulatory systems, as well as the sensory organs.

By the end of middle school, students will be able to meet all of the performance expectations outlined in the Next Generation science and engineering standards. There are no grade-specific skills broken out for science because it is a cumulative experience at this level.

Social Sciences

Before students take up the European Age of Exploration, they will complete an in-depth study of the African continent. This study is timed to fully develop an appreciation for the diverse geography and cultures on the African continent that existed well before the arrival of European explorers. Note that it is equally important to complete a similar study of Latin America before the Age of Explorations block.

The study of the Renaissance will be the backdrop for the students' studies of European history this year. The development of the arts, the growth of banking, the development of the City-State, and the unfolding of the sciences will be exemplified through the study of biographies of men and women of those times. The study of History will be undertaken from the perspective of great explorers of those times. Cartography, map-making and navigation tools will be thoroughly discussed.

Behavioral / Social / Emotional

Students should be able to:

- Manage work time effectively.
- Work cooperatively in groups.
- Show initiative in asking questions if instructions or information is not understood.
- Present a plan to complete work if an assignment is not finished.
- Strive to give their best effort in a conscious way.
- Impose conscious will over impulsive behavior.
- Accept when they are at fault and take responsibility for their actions.
- Take initiative to approach teacher as a mediator in a difficult social situation.

- Apply non-violent and non-abusive strategies to resolve conflict, practice social inclusion.
- Demonstrate good-sportsmanship in both cooperative activities and competitive games.
- Demonstrate awareness of each member of the group, so that no one is deliberately excluded.
- Demonstrate awareness and rejection of bullying behavior.
- Demonstrate the capacity to be a positive role model in the school community.

Homework and Assessment

Homework continues as a regular feature of the students' experience, but the assignments and due dates are less predictable for students in middle school. Some assignments require time management over several weeks, while others are due the next day. Keeping track of assignments and due dates is an important part of preparing students for future success.

Preparing for spelling tests, regular quizzes and block tests adds a new element to the weekly homework rhythm. Students will frequently be making time for reading assignments in a class reader. Multiple research projects assigned throughout the year require a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a presentation board or other artistic element. Depending on the teacher assessment of students' readiness, students may be allowed to use online resources to supplement research in books.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, worksheets, quizzes and tests provide ample opportunity to measure student progress. Middle school students receive midterm and year-end narrative evaluations. Beginning in seventh grade, students receive a separate report for each academic block. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

The use of formal block tests to assess students' understanding of the block material is typical in seventh grade, but the exact timing depends on the class and the class's readiness to respond to this feedback. This is also the case for letter grades, which may or may not be appropriate for a given class.

For students who are receiving individual support outside the classroom (e.g. tutoring, physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other

Class Play

The seventh grade class play is an opportunity for young adolescents to step out of their comfort zone and try out different characters. It is drawn from the seventh-grade curriculum and invites the students to further experiment with drama. The class play provides the perfect

Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

opportunity for clear speech development and for exploring language. Memorizing their lines, working with others and exercising their capacity of imagination are only some of the added benefits from this endeavor.

Class Trip / Field Trips

Seventh graders are keen on exploring ever further territories. Class trips offer the possibility to leave home and spend time with their peers in a safe environment, further away each time. The Seventh-grade class trip could be a 5-day trip to Quebec City, where students are confronted with a different culture, architecture and cultural atmosphere.

Other classes include Spanish Physical Education, Art, Handwork, Woodwork, Eurythmy, Middle School Chorus, Middle School Orchestra or Band, and Health and Wellness.

Eighth Grade

Overview

The goal in grade eight is to solidify academic skills, support the students' move into independence, and bring the elementary school curriculum to completion. The specialty program is quite extensive in this grade, but the academic work remains largely overseen by the class teacher. New material is presented in both main lessons and in skills classes, and students are responsible for a wide variety of assignments that exercise their growing capacity to think independently and with ever-deeper levels of understanding. It is understood that a significant portion of the work in the main lesson books is composed and edited by the students themselves. The curriculum presentation works to enliven the heart forces of the students, although there is quite a bit of intellectual challenge in the content. The main lesson still includes music and poetry recitation, however that part of the lesson now serves to infuse the morning with a bit of an artistic experience. Most of the main lesson is concerned with recall, the daily presentation, class discussion, and the students' independent work.

Sample Block Rotation Revolutions (2)

Meteorology

Algebra

Physics

Geometry (Platonic solids)

Anatomy

Modern History

Organic Chemistry

Asian Geography

Language Arts

English skills are strengthened through regular writing assignments. These might be, but are not limited to, compositions, stories, first-person historical accounts, book reports, independent research projects, geography reports or scientific observations.

By the end of the year, students should be able to:

- Demonstrate increased ability to proofread and edit their own work.
- Demonstrate the capacity to write creatively in both prose and poetry -- main lesson content, independent research, and book reports provide the subject material for writing.
- Craft an outline from recalled material to use as a source for writing assignments.
- Write in clear, legible, well-formed script or print
- Independently recite poems or prose by heart.
- Write with an awareness of mood and style.
- Participate in a literature curriculum, being able to actively discuss plot, theme, and character development of their reading book.
- Complete an independent research project involving written, oral and artistic components using several source materials.
- Compose an original short story.

Mathematics

Students will build on the foundations of algebra introduced in sixth and seventh grade, gaining increasing facility with algebraic problem solving. In geometry, the focus changes to the Platonic solids and the measurement of volume.

By the end of eighth grade, students should be able to:

- Work with the PEMDAS algorithm, highlighting the order of operations.
- Memorize the rules of divisibility.
- Craft and decipher a variety of graphs.
- Work with mean, average, and median.
- Solve problems using metric measurement.
- Turn numbers into their prime factors, round whole numbers and decimals.
- Work with both perimeter and area of closed shapes.
- Work comfortably with variables in more complex equations.
- Demonstrate an understanding of the principles of algebra.
- Associative Principles, Commutative Principles, Identity Principles, Distributive Principle, The Principle of Dividing by Zero
- Work with more complex ratio problems.

- Work with exponents.
- Estimate the square root of any number.
- Understand the concepts of variables, coefficients, and the rules for grouping like-terms in algebraic equations.
- Solve equations with signed numbers.
- Demonstrate capacity with polynomials, first-degree and second- degree equations, the quadratic equation, word problems with variables, number lines, and graphing.
- Develop the nets (patterns) for and construct the five Platonic solids.
- Comfortably work with circumference, area, and volume of a circle.
- Solve perimeter, area, and volume problems using a variety of geometric shapes and regular solids.
- Use the coordinate system to solve equations.

Science

Students will again carefully observe and record a variety of experiments and demonstrations, deepening their knowledge in physics (now, hydraulics and pressure) and chemistry (organic chemistry). As stated in the Grade Seven curriculum, they will also develop and use models, plan and conduct their own investigations, and then analyze and interpret the data to construct explanations.

To continue the study of anatomy and physiology from seventh grade, the eighth grade curriculum brings in the skeletal, muscular, and nervous systems to complete the picture of how the systems and components of the human body form a working whole.

The studies of meteorology and climatology rounds out the science curriculum in eighth grade. Starting from the formation of clouds, students synthesize knowledge gained in previous blocks to understand how wind and weather systems are formed. This is applied to such topics as the interpretation of weather maps, the typical path of hurricanes that approach the eastern seaboard, and climate patterns across the globe.

By the end of middle school, students will be able to meet all of the performance expectations outlined in the Next Generation science and engineering standards. There are no grade-specific skills broken out for science because it is a cumulative experience at this level.

Social Sciences

Central to the social science curriculum for eighth grade are the themes of revolution and civil rights. The first history block of the year focuses on the early European settlement of the eastern United States, the different character of the thirteen colonies and the tensions and motivations that led to the Declaration of Independence and the Revolutionary War. The theme of rights is picked up again with the plight of Native Americans forced to move west in the mid-Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

nineteenth century, and then again with the study of slavery from the earliest settlement years leading up to the Civil War. The theme of revolutions is further developed in a separate block. Here students explore the French revolution, the industrial revolution, and the civil rights movement.

The world geography curriculum culminates in the study of the Asian continent. Coming at the end of the year, this block is a chance to combine many previous areas of study, including meteorology, geology, botany, creative writing and inspiring biographies.

Behavioral / Social / Emotional

Students should be able to:

- Manage work time effectively.
- Work cooperatively in groups.
- Show initiative in asking questions if instructions or information is not understood.
- Present a plan to complete work if an assignment is not finished.
- Strive to give their best effort in a conscious way.
- Impose conscious will over impulsive behavior.
- Accept when they are at fault and take responsibility for their actions.
- Take initiative to approach teacher as a mediator in a difficult social situation.
- Apply non-violent and non-abusive strategies to resolve conflict, practice social inclusion.
- Demonstrate consistent good-sportsmanship in both cooperative activities and competitive games.
- Demonstrate awareness of each member of the group, so that no one is deliberately excluded.
- Demonstrate awareness and rejection of bullying behavior.
- Demonstrate the capacity to be a positive role model in the school community.

Homework and Assessment

Homework continues as a regular feature of the students' experience, but the assignments and due dates are less predictable for students in middle school. Some assignments require time management over several weeks, while others are due the next day. Keeping track of assignments and due dates is an important part of preparing students for future success.

Preparing for spelling tests, regular quizzes and block tests adds a new element to the weekly homework rhythm. Students will frequently be making time for reading assignments in a class reader. Multiple research projects assigned throughout the year require a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a presentation board or other artistic element. Depending on the teacher assessment of students' readiness, students may be allowed to use online resources to supplement research in books.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, worksheets, quizzes and tests provide ample opportunity to measure student progress. Middle school students receive midterm and year-end narrative evaluations. Students receive a separate report for each academic block. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

Block tests are used to assess students' understanding of the block material.

For students who are receiving individual support outside the classroom (e.g. tutoring, physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other

Class Play

The eighth grade class play is an opportunity for young adolescents to step out of their comfort zone and try out different characters. The class play provides the perfect opportunity for clear speech development and for exploring language. Memorizing their lines, working with others and exercising their capacity of imagination are only some of the added benefits from this endeavor.

Class Trip / Field Trips

Eighth grade trips are chosen by the class teacher in consultation with colleagues and parents to match the individual character of a class. Destinations could include a trip to Nantucket, Washington D.C., the coast of Maine or New York City.

Other classes include Spanish, Physical Education, Art, Handwork, Woodwork, Eurythmy,/Movement Middle School Chorus, Middle School Orchestra or Band and Health and Wellness.

Handwork Curriculum

The handwork curriculum begins in the Kindergarten and follows the developmental stages of the student through the eighth grade. In first through fifth grade each class has handwork twice per week for forty minutes. Beginning in sixth grade each class has handwork for one hour and twenty minutes twice per week for half the year. In sixth grade the students begin to have class in the art room.

Each grade works with acquiring a particular skill and gesture appropriate to the developmental needs of the age. The ability to transform the material world and create objects that are both beautiful and functional brings students more fully into their humanity. Students in all grades are taught that everything must not only be pleasing to the eye with color and form but also be created in such a way as to serve a function. Design and the use of color should express and adapt to the use of the object.

Cotton, silk, and wool are used, cultivating a respect for natural material and where it

comes from as well as awakening a feeling for the natural world through their senses.

Overarching Educational Goals

- To engage the whole human being, bringing the thinking and feeling life down into the will
- To develop an awakening interest in the world through the heart and feeling life
- To train the faculties of judgment and attention through bringing the children into movement. This brings skill into later life and also works deeply into the organization of the child, bringing balance and intention
- The use of rhythm, repetition, the ability to follow patterns and problem-solving strengthens forces of will and mental flexibility
- To develop courage and determination when making mistakes. Finishing projects with care is paramount in all grades

First Grade handwork focuses on finger knitting, winding wool, and knitting. The atmosphere in the class should be one of quiet and reverent work, but with the space for friends to help one another.

- Finger knitting is reviewed and each child finger knits a belt
- Wool is wound from skeins that have not been overly processed, still retaining some lanolin.
- The children are told the story of a little child who loses her sheep before learning to knit with bulky natural wool. Knitting skills and projects include:
 - Carefully crafting needles
 - Casting on
 - Casting off
 - Continental knitting stitch
 - Decreasing and increasing
 - Sewing seams
 - Stuffing
 - A beanbag for the class and a “heavy” kitty cat are projects completed by all
 - A shoulder bag and a knitted gnome are additional projects

Grade Two continues knitting where they left off in first grade. Projects become more complicated.

- Projects include
 - A knitted hat
 - Knitted animals
- Skills attained

- Purling
- More complicated increasing and decreasing
- Working with color harmonies

Grade Three curriculum consists of crochet and embroidery. Special emphasis is placed on working in the circle. Crochet helps to establish dominance, strengthening the left or right side, depending on the predilection of the student.

- Projects
 - Potholders
 - Hats
 - Flute case
 - Market basket
 - Embroidered trivets
- Skills Attained
 - Crochet- multiple types of stitches
 - Using personal judgment for increasing
 - Following a pattern that gets more complicated through the year
 - Counting stitches
 - Estimating more vs. less in colors and stripes- comparison

Grade Four The inner gesture of the ten-year-old can be described as one of the cross (x), or holding oneself, for the first time, away from the world. This experience is directed into the activity of crossing stitches in design work.

- Projects
 - Pencil cases are designed using symmetry and color composition to reflect the form and function of the cases. The color sequence creates a holding gesture for the pencils to find their way into. There is the challenge of working freely and intuitively with color, counting stitches, and paying attention to the symmetry of right and left.
 - Pincushions- Fourfold symmetry in pincushions may also be practiced using the same technique, bringing another dynamic quality to color and design.
 - A handwork bag created with embroidered initials is a possible project
 - Various other cross stitch projects, ie. a glasses case or belt.
- Skills Attained
 - The basics of cross-stitch
 - Mirroring is used with each side of the pencil case and four corners of the pincushion, encouraging crossing of the mid-line.

- Back stitch, threading a needle, knot tying, careful cutting of fabric

Grade 5 introduces knitting on five needles. With a bit of refreshment it is satisfying to remember what one's fingers knew so well in the early grades.

- Projects
 - Knitted socks
 - Hand warmers
 - Hats
- Skills Attained
 - Cable knitting (optional)
 - Knitting in the round on 5 needles
 - Turning the heel
 - Knit, purl repetition
 - Complex counting, rhythmical repetition

Middle School Handwork- Deepening the connection of handwork to the image of the human being, the animal, and the plant world is the task of the curriculum in middle school. To experience one's interconnectedness to the earth through engaging in the process of creating beautiful and practical items is integral. In addition, striving for quality in one's work, awakening aesthetic sensibilities and bringing them down into the practical sphere becomes an essential preparation for any vocation in life.

Grade Six sews an animal of the student's choosing. This project encourages the student's thinking and willing in complex ways. Patience is of the utmost importance.

- Projects
 - Sewn animal of the student's choosing
 - Frisbee
- Skills Attained
 - 3 dimensional Pattern making with gussets, including seam allowances etc.
 - Cutting, pinning cloth
 - Backstitch, zipper stitch
 - Stuffing firmly and evenly
 - Forethought of turning the two dimensional into the three dimensional
 - Imagination of gesture and decoration

Grade Seven learns to felt. Sensitivity, skill, and patience are needed to create quality work. Another option for grade seven is leatherwork. Leather moccasins may be created, using the student's own feet as the template. This project builds upon the pattern making and sewing skills learned in grade seven. The tough medium of leather encourages development of the will.

- Projects
 - Felt juggling balls (to use in the middle school circus)
 - Felt trivet
 - Felt ball
 - Felt scarf
 - Felt slippers
 - Moccasins
- Skills Attained
 - Careful control of water and felt requires patience and sensitivity
 - Leatherworking skills include hole punching, careful measuring, use of awl

Grade Eight - The age of the Industrial Revolution in the curriculum brings the introduction to sewing on the sewing machine. Machine maintenance and sewing skills are stressed in creating articles of clothing.

- Projects
 - Pajama bottoms
 - Tote bag with batik pocket
 - Wool cap (optional extra project)
- Skills Attained
 - Cutting, pinning, basting, ironing, and (often) seam ripping
 - Operating, threading, and bobbin winding on a machine

Technology Grades 1-8

The approach to technology in the curriculum is informed and driven by an understanding of child development and supports age-appropriate engagement with technology. In accordance with the NH Computer Science Standards K-6 there is a focus on the important ideas underlying the use of technology: social and emotional learning, pattern recognition, problem solving, representation and sequencing. These skills are taught and reinforced through games, movement and handwork and integrated into the daily curriculum in grades 1-5. In the Middle School we utilize the cyber civics curriculum, an award winning comprehensive digital literacy curriculum in 3 levels that addresses digital citizenship, information literacy and media literacy. This curriculum is research based and emphasizes ethical and critical thinking skills. It is specifically designed for Middle School Students and meets Common Core Standards.

Cross Disciplinary Goals

In addition to measurable grade-level subject-specific learning goals, we are guided by a set of broad, cross-disciplinary goals for the development, over four years, of abilities and capabilities that are needed for learning in all subjects and for overall school success. These include

Cognitive and communication skills: students will increasingly

- Appreciate the value of active listening;
- Achieve mastery of abstract and complex concepts;
- Be capable of clear, informed, critical thinking and able to observe, compare, analyze and synthesize information;
- Be able to effectively access, evaluate and integrate information from a variety of sources;
- Be able to communicate effectively both verbally and in writing and have strong computation, research and problem-solving skills;
- Understand the uses of technology and appropriate media to communicate and create effectively.

Confidence, competence and collaboration: students will increasingly

- Be capable of correcting their own work upon observation, reflection, discussion or completion of additional lessons;
- Demonstrate the development of concentration, persistence and responsibility;
- Be able to effectively collaborate with others by cultivating trust, developing listening skills and the ability to compromise.

Creative imagination: students will increasingly

- Demonstrate creative problem-solving skills;
- Be able to express their internal experience through literary, artistic, musical and/or athletic endeavors;
- Develop an appreciation for the aesthetic and disciplined work of others.

Sustainability and stewardship: students will increasingly

- Demonstrate an understanding of the interconnectedness of the natural world;
- Acquire an understanding of the need for sustainable practices and effective stewardship in regard to the environment, agriculture, the economy, and social and personal life.

Appendix L: Curriculum Standards Grades 9-12

The following standards are listed by grade and illustrate the developmental intention of the curriculum through each of the four years. Each year has an underlying theme that helps guide students through their studies of the world as well as supporting individual inner growth. Students are guided in the appropriate use of technology within the context of each course. Course content may vary with the credentials and interests of the faculty.

Courses are taught in either main lesson blocks (three to four weeks long) or trimesters (approximately nine weeks). Most English, History/Social Science, and Science courses are block courses. Mathematics courses are year-long (three trimester) courses. World languages are year-long (three trimester) courses. Arts courses may be either block or trimester courses. Skills courses are trimester courses. Teachers may adjust the specific learning standards to reflect changes in course content. This curriculum will be expanded in the future to include, in each subject area, electives and courses for advanced students and those with special interests.

The proposed Coastal Waters curriculum is modeled on “The Waldorf School Curriculum: An Overview for American Waldorf School Teachers (possibilities for teachers to expand on)” available from the Research Institute for Waldorf Education (www.waldorfresearchinstitute.org).

The curriculum at Coastal Waters is aligned with the Common Core State Standards; the Next Generation Science Standards (NGSS); the NH College and Career Ready Standards; and the NH core-aligned Math, English/Language Arts, Science and Arts, Work-Study Competencies and NH Computer Science Standards.

Ninth Grade

Developmental Theme: Educate the power of observation through a study of polarities and the question, “What?” As young people are transitioning intellectually, emotionally, and physically from childhood to adulthood, many feel conflict between the desire for affiliation and a sense of alienation. The ninth grade educational experience is designed to reflect these polarities back to them. The objective is to train the exacting powers of observation and recollection so that the students can experience the steadiness of their own thinking and to place their feet firmly on the ground in the often confusing world of adolescence around them.

English

Comedy and Tragedy

This course in drama introduces ninth graders to the development of theater, beginning with its origins in ancient Greece. Texts read include Sophocles: *Oedipus the King*, the medieval morality play *Everyman*, Shakespeare: *A Midsummer Night’s Dream*, Lorraine Hansberry: *A Raisin the Sun*, excerpts from Eugene Ionesco: *The Bald Soprano* and Samuel Beckett: *Waiting for Godot*. Students study plays within the framework of classical tragedy and comedy allowing them to examine the fundamental nature of laughter and tears. Ninth graders experience this

material on three levels: by journeying through the physical development of theaters, by experiencing drama as a reflection of the evolution of human consciousness, and by mirroring their own inner polarities through the polarity of tragedy and comedy. Students participate in dramatic readings, write three essays, compose main lesson books, take a final exam and present a final independent project.

Students should be able to do the following:

- Participate in dramatic readings, do speech work with passages from Sophocles, Shakespeare and Hansberry.
- Write and revise an essay based on imaginative situations (e.g., write 1st person about seeing a play at the Globe Theatre in 1602).
- Create summaries and illustrations for main lesson books, take a final exam and present a final independent project.

The Novel: *Moby Dick*

Focusing on the novel's four principal characters—Ishmael, Queequeg, Starbuck and Captain Ahab—the students explore, through class discussions, descriptive writing assignments and artistic work, the formation and development of relationships depicted over the course of the novel: the unexpected bosom-friendship between Ishmael and Queequeg, the tense, uneasy kinship between the Captain and First Mate, and the relations formed among the crew as they engage in the work of hunting, capturing and processing whales that Melville so powerfully portrays. The students also practice tying nautical knots such as the bowline, the clove hitch, the Carrick bend, and the square and thief's knots. The class may also visit Mystic Seaport, the New Bedford Whaling Museum and take on a whale-watching cruise.

The students should be able to do the following:

- Keep a running glossary of vocabulary words drawn from the nightly reading, for which they have to find the definitions.
- Participate in-class discussions and reading aloud and examining specific passages carefully.
- Complete assigned descriptive writing assignments and artistic work.

English Skills: Grammar

With a series of short writing assignments, students review and master basic grammar, spelling (vocabulary lists), and writing skills.

By the end of ninth grade should be able to do the following:

- Write without run-on sentences, fragments, or comma splices.
- Use accurate subject-verb agreement.
- Use correct capitalization and use of periods.
- Use correct spelling of certain words/
- Use correct spelling of book titles and character names.
- Correct comma use: in compound sentences with coordinating conjunctions; after certain introductory elements in a sentence (e.g. adverb clauses, participial phrases; a succession of prepositional phrases; appositives).
- Correct semicolon use.

- Correct use of possessive forms and punctuation.
- Demonstrate use of paragraph unity and good topic sentences.

English Skills: Writing for High School

The class reads *Red Scarf Girl*, an autobiographical account of a young person’s experiences during China’s Cultural Revolution, which generates many thought-provoking discussions exploring the dangerous mingling of personal and political matters during the revolution, as well as themes of family responsibility and loyalty, especially when one is faced with tremendous social pressures. In the context of *Red Scarf Girl*, the students work with the skills of summary and precise writing, condensing a chapter first into a paragraph and then into one or two sentences. This work culminates in a four-paragraph essay tracing the intertwined themes of loyalty and betrayal in the life of the book’s teenage protagonist. There are also vocabulary tests, with words drawn from the book.

Students should be able to do the following:

- Complete assigned summaries.
- Write and revise assigned essays.
- Pass vocabulary tests.

History/Social Studies

Revolutions

The Revolutions course asks the question, “What is a revolution?” By studying the American, French, Haitian, Russian, Indian, as well as the Industrial and Technological Revolutions, the students gain insight into the current conditions and context of our present world. Readings from Paine, Dickens, Marx, and Orwell help students experience the thinking behind these changes and build connections between the readings and history.

Students should be able to do the following:

- Participate actively in class discussions.
- Write two in-class essays.
- Complete one artistic assignment, e.g. a drawing of a revolutionary figure or event.
- Write a brief biography of a key figure.
- Working in groups, create a utopian society and the “revolution” to bring it about.

American History

Crevecoeur’s question in 1751, “What is this New Man, this American?” is the theme of this course. Students examine who came to this ‘new world’, for what reasons, and how that began to forge a new kind of society, unique in history. They explore the 17th century footprints of great powers on the North American continent, the settling of the southern and northern colonies and the distinct cultures they produced (emphasizing geographic & economic factors), Loyalist and Patriot arguments for the Revolution, the failures of the Articles of Confederation, and early continental expansion up to the Mexican War. Students review the rise of conscience in the 1830’s and 40’s (abolition, women’s rights, etc.) and begin to address the paradox embedded in the founding of America that “all men are created equal,” and the events leading up to the Civil War and in the Civil Rights movement of the 20th century with its philosophy of non-violence.

Students should be able to do the following:

- Demonstrate in class discussions, tests, and writing assignments, mastery of the fundamentals of United States History from 1607 to the middle of the 20th century.

Comparative Government and Modern History

Students concentrate on the U.S. Constitution, beginning with the story of its genesis, examining its compromises, and work toward a full understanding of the basic principles that underlie the American democratic republic, the functioning of its government, and how it compares to parliamentary systems. They spend time on research techniques, evaluating information, issues of attribution, and basic word processing and proper computer skills. Students write the first of four major research papers (one each year in their social studies skills classes) and make an oral presentation on a topic of their choice from modern (post WWII) U.S. history—such as the Marshall Plan, the Little Rock School Crisis, Woodstock, Rachel Carson, or 9/11.

Students should be able to do the following:

- Demonstrate in class discussions, tests and written assignments an understanding of the system of American and Parliamentary systems of government.
- Understand how proposals become enacted into law both at the local and national level.
- Be able to draw information from primary and secondary sources in order to be able to discuss them and put key elements in their own words.
- Participate actively in discussions of issues relevant to modern life.
- Write a research paper drawing on a variety of source materials, including the internet for finding relevant sources, and accurately cite their sources through footnoting and bibliography.

Mathematics

Algebra I

In the first trimester students venture into the written and spoken language of higher math, beginning with a thorough review of fundamental arithmetic processes as they are expressed in algebra, as well as a review of the properties of equalities and the laws of ratio and proportion. Students gain proficiency in working with algebraic terminology, simplifying algebraic expressions and solving linear equations of varying complexity, including fractional equations and systems of equations. They learn to write verbal statements to describe numeric or algebraic relationships, and they write original integer and age problems of varying complexity before they encounter them as given problems in a broader range of real-world applications. Having made the transition from arithmetic to algebraic forms, students enter the more abstract realm of exponential operations, including raising the power, negative exponents, and scientific notation. They also study operations with polynomials, and factoring, leading to a thorough study of quadratics.

Then we turn our attention to the irrational numbers as a geometric progression of right triangles (a logarithmic spiral) and explore the properties of radical numbers as they apply to the four basic operations (addition, subtraction, multiplication, and division). Students take up a

thorough study of binomial operations: expanding and factoring quadratic expressions and proving their equivalence in the areas of quadrilaterals. They learn to perform the four basic operations with algebraic fractions. They solve quadratic equations using various approaches, from factoring to completing the square, and finally, they derive the quadratic formula, arguably the gem of all equations in algebra and a beautifully compact tool for honing the skills they learned throughout the year.

Students should be able to do the following:

- Recognize different types of numbers.
- Recognize the nature of and difference between counting and measuring, precision and accuracy, analog and digital.
- Use various measurement techniques to determine physical quantities such as area, volume, mass and time.
- Apply algebraic operations to solve any linear equation in 1 variable or set of linear equations in 2 variables.
- Graph linear equations using concepts of slope, intercept, intersection.
- Solve word problems by translating into algebraic forms.
- Apply factoring laws to simplify and solve equations.
- Solve factorable quadratic equations and derive the quadratic equation.
- Use laws of fractions, exponents, and radicals to simplify and evaluate expressions and solve equations.
- Understand set notation (domain, range).
- Understand function notation (including sums of, differences of, and composite functions).

Life Science

Human Anatomy

In this course students study the anatomy of the different systems: sensory-nervous, digestive and excretory, circulatory, and reproductive.

Students should be able to demonstrate through class discussion, diagrams, tests and written assignments that they:

- Understand elements of the human nervous system, including: the structure and function of a neuron; of the ventricular system and lobes of the brain; peripheral nervous system; sympathetic and parasympathetic functions.
- Understand the structure and function of the digestive system, including all organs and their specific role in digestion.
- Understand the structure and function of the circulatory system, including: the heart and its diastole and systole rhythm; the major vessels of the arterial and venous system; the structure of the trachea, bronchioles and alveoli of the lung; the oxygen/carbon dioxide transport system.
- Understand the structure and function of the kidney and bladder.
- Understand the structure and function of the reproductive system.

Physical Science

Plant Chemistry (Organic Chemistry)

Coastal Waters Charter Application - Appendix L: Curriculum Standards Grades 9-12

Broadly defined, chemistry deals with the properties of substances and the changes they undergo. The focus of this course is the properties of the substances involved in plant respiration, the properties of substances making up plants, and the properties of plant products. By focusing on these properties, the changes surrounding plant growth and decay become apparent. This look into one of nature's most amazing transformations (essentially from water and air into a plant) lays a foundation for the tenth grade inorganic chemistry block where the focus is the lawfulness surrounding chemical change.

Students should be able to demonstrate through class discussion, diagrams, tests and written assignments that they:

- Understand the concept of an element and a compound.
- Can take complete and accurate lab notes.
- Understand the chemistry of carbohydrates and the food cycle of photosynthesis and its relation to metabolic processes in the human body.
- Have facility with the metric system, metric/English conversions and density calculations.
- Have gained familiarity with laboratory safety and the proper handling of liquids, solids and gasses.
- Can use beam balances and graduated cylinders and form glass tubing with a Bunsen burner.

Physics of Heat

In this course students explore some of the basic principles of Thermodynamics. Hot and cold are held up against each other and their effects on the physical world are considered. From this the Zeroth Law of Thermodynamics and the idea of temperature emerge. Heat, as an imagined entity that is exchanged as two objects come into thermal equilibrium, is defined mathematically. The math is used, for example, to figure out the specific heat of an unidentified rock. The utility of heat to produce work occupies the last third of the course. Pulling apart and trying to understand a lawnmower engine is an important part of this. This practical work is supported by discussions around the principles of the First Law of Thermodynamics.

Students should be able to demonstrate through class discussion, diagrams, tests and written assignments that they:

- Understand global and local energy issues such as fossil fuels, renewable and non-renewable sources, energy supply and demand, and energy conversion.
- Can differentiate between concepts of temperature and heat (warmth).
- Understand principles of thermal expansion and relevant applications and inventions.
- Understand the principles of heat transfer, the types, examples and applications of heat transfer, and identify specific processes to minimize or maximize heat transfer.
- Understand the ideas of phase and phase change processes.
- Can use algebraic formulas to evaluate elementary heat processes and to solve basic temperature and calorimetry problems.
- Can differentiate between a physical quantity (temperature, volume) and the magnitude of change of the quantity (temperature rise, volume expansion).
- Understand the basic parts, principles, and operation of simple heat engines including the reciprocating steam engine and the 4-stroke internal combustion engine. Recognize how

they evolved historically.

- Are able to carefully follow procedures in the lab, demonstrate lab safety, record data and analyze findings to determine quantities such as density or heat gain, and understand the concepts of accepted values and experimental error.

Earth Science

Geology

This course begins with an exploration of the biography of William Smith, the consummate phenomenologist, whose efforts to understand the rock layers he was observing led him to create the first geologic map and bring geology from an area of natural science to a field of study in its own right. Through him we develop a meaningful understanding of geologic time, stratigraphy and the fossil record. A survey of the history of geology, through individuals such as Nicholas Steno, James Hutton and Alfred Wegener, provides context for the evolution of geologic thought. Geologic concepts covered include but are not limited to: geologic cycle and the processes of erosion, sedimentation, lithification, metamorphism, deformation, volcanism, plate tectonics, mountain building, geologic time line and geomorphology.

Students will make field trips for direct experience with geologic features in the northeast, potentially including Mt. Monadnock, the marble region of central Vermont, and the slate region of eastern NY, with opportunities to explore solution and talus caves and a slate quarry. Each student is expected to: keep a geology journal that engages a process of observation and reflection; create a hand-written, hand-drawn Main Lesson book containing eight to twelve entries that captures the major work of the block; pass up to three tests, and participate in field trips and class discussions.

Students should be able to do the following:

- Complete the assigned geology journal.
- Complete a main lesson book with assigned writings and diagrams.
- Pass three tests.
- Understand the historical development of the Theory of Continental Drift and how it transformed into the Theory of Plate Tectonics.
- Understand the historical shift in continent location through the mechanism of Plate Tectonics.
- Understand the tectonic forces involved in plate movement and where these processes can be seen on the earth today.
- Understand the geological events and formations at plate boundaries: volcanoes (location and type), earthquakes (location and depth), mountain building, island chains, oceanic trenches.
- Understand chemical cycles in earth processes and their effects on earth if balanced or not: carbon cycle, nitrogen cycle, phosphorus cycle, water cycle.

Computer Science

Computer History, Structure and Anatomy

The course is a practical and philosophical examination of information and telecommunications technology - from the semaphore and telegraph to the modern laptop
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computer and iPhone.

Students need to understand the machines they use every day, and no machine dominates their lives today more than the computer. In this class, students gain an understanding of the “computer” as a programmable calculation engine with memory and a processing unit. We study binary numbers and combine logic gates to form the basic components of a modern microprocessor. We consider the design and presentation of information (digital vs. analog, virtual vs. personal) and how it affects the human capacities for knowledge and human connections. They learn to understand and to be able to explain the physics and design principles behind common components of modern electrical devices—power supplies, keyboards, memory devices, disk drives, CRT or LCD displays, radio transceivers, networks, cell phones, and touch pads. This course satisfies the NH state technology requirement for graduation. This curriculum is aligned to the NH State Computer Science Standards I and II on the DOE website and supports the vision outlined in those standards students should be able to do the following:

- Learn foundational STEM concepts, including computer science and engineering.
- Apply STEM practices, including scientific research methods and engineering design and development processes.
- Utilize and develop communication and collaboration skills.
- Explore the connections between the STEM disciplines, their relation to the humanities, and their importance in our world.
- Become self-directed and empowered by making meaningful decisions in their education, and having access to pathways that lead to high-skill, high-demand occupations

World Languages

German or Spanish-I

The goal for this class is to nurture the love of the German/Spanish language and culture, and also to bring all students to a beginner’s level of writing, speaking, and reading skills. We work towards these goals through poetry recitation, practicing ever-more-challenging tongue-twisters, and expanding vocabulary. We review grammar and vocabulary that may have been learned in previous years, with a particular focus on verb conjugations, word order, prepositions and adverbs, and use of the possessive.

Students should be able to do the following:

- Engage in basic conversation.
- Listen to the teacher reading short paragraphs and answer questions about them.
- Apply learned vocabulary and grammar when giving 2-3 minute oral presentations.
- Write simple compositions based on vocabulary and grammar learned.
- Pass written exams based on various grammatical topics and composition writing.
- Appreciate the beauty of the sounds through learning and reciting poems.
- Become aware of national differences in the various German- or Spanish-speaking countries.

Art

Aesthetics: History Through Western Art

We open with the question, “Why has man since remote antiquity created art; after all, it cannot feed nor clothe him, nor can it protect him from weather or the power of an enemy?” With that, students embark on the first part of the four-year high school aesthetics curriculum

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and understanding human development through the study of aesthetics. The visual arts start this journey because they are a means of awakening and refining powers of observation, so crucial to develop in early adolescence. Understanding then grows out of observation. Since, as Aristotle said, “The aim of art is to represent not the outward appearance of things, but their inward significance,” students are asked to carefully observe and write about art from prehistoric through Egyptian, Greek, Roman, early Christian and Byzantine art, up to the high Renaissance. Individual works are presented in historical context, as a reflection of, and a window into, understanding historical epochs. Students visit Boston’s Museum of Fine Arts.

Students should be able to do the following:

- Write and revise three essays.
- Complete a portfolio of illustrations of selected styles/paintings.
- Identify works of western art in their historical context.
- Understand how Egyptian and Greek art form the foundations of all subsequent art and architecture in the western world.
- Know a certain amount of art vocabulary, both terms for media such as mosaic and impasto, and elements such as lintel and column.
- Be able to look at a work of art and analyze in written form, using appropriate vocabulary its composition, subject and meaning.
- Understand significant art historical periods from 20,000 BC to 2,000 AD

Art Skills: Black and White Drawing

The basis for all forms are straight and curved lines with their infinite possibilities of connecting, interpenetrating and blending into each other. The phenomenon of light and darkness reveals the physical world to our senses. Students will draw in black and white through guided studies to advance the artistic process by creating forms anew through exact observation. Students will complete exact observations of the sphere and polygon under theatrical lighting, of fabric folds and large bones; they will complete studies of reflected light and receiving light, and do copies of drawings by masters such as Durer, Rembrandt, Da Vinci, Raphael and Michelangelo.

Drawing mediums will be pencil, charcoal, ink and conte crayon on white, grey and black paper.

Students should be able to do the following:

- Demonstrate the basic elements of drawing and use the drawing mediums.
- Demonstrate a sense of what constitutes a good composition.
- Use the contour line and shading in drawing.
- Master a scratchboard technique as in diagonal shaded drawing.

Tenth Grade

Developmental Theme: Educate the powers of comparison through a study of processes with the question, “How?” By tenth grade adolescents are actively seeking equilibrium and order between the life of feelings and the life of thoughts. The curriculum explores equilibrium through the study of balance in natural and social phenomena. Students are expected to develop and utilize powers of comparison and a deep acceptance of differences.

English

Aesthetics: The Art of Poetry

An introduction to, and exploration of, some of the core elements of poetry—beginning with the word and the powers embedded within language—and also a survey chronicling the development of the English language as a medium for poetry. Through in-class journal exercises, homework assignments and active discussion, the students also explore diction, tone, and the word-based tools that give poetry its visual and musical potential. Students read five new poems by diverse authors as homework daily, discuss their choices in class, and as a class choose a piece for group recitation. Over the course of the block, the students compose their own poems,

Students should be able to do the following:

- Demonstrate understanding of the connections between diction and tone.
- Be able to discuss the relationship between the diction/form and the intended meaning of a poem.
- Compose at least five poems, to be included in their main lesson book.
- Recite and then explicate a poem of their choice on the last day of the block.

The Odyssey

Homer’s Odyssey uniquely meets the soul journey of the developing individuality of the 10th grader. Odysseus must find his way home in a world that seems constantly on the verge of breaking apart. In this world, Odysseus must develop the capacity for inner sight to find and keep his way, contending with gods and monsters, temptations and enchantments, loss and despair.

Odysseus’ story allows 10th graders to consider the value of self-restraint in the face of our world’s many monsters, temptations and enchantments as each seeks their own home base. This block may include a six-day, five-night water journey as an experiential component. Taking up oars and journeying under their own power, students brave strainers, rapids, and downpours. Each day of the journey, they read the Odyssey aloud, furthering this work with discussion and journal writing. Students also memorize and recite the opening five lines in Ancient Greek.

Students should be able to do the following:

- Complete a main lesson book with chapter summaries and illustrations.
- Be able to recite from memory the opening five lines in Ancient Greek.
- Write a final essay focused on one of the main characters.

English Skills: The Short Story

Students read selections by writers such as Saki, William Faulkner, Hernando Tellez, Katherine Mansfield, Ernest Hemingway, Edgar Allan Poe, Shirley Jackson, D.H. Lawrence, and Willa Cather. This selection allows the students to examine how diverse writers employ the essential tools of fiction—point of view, characterization, conflict, conceit, symbol and theme—to produce unique effects. Ongoing vocabulary-building work is supported by words drawn from the short stories. They will work on composing their own short story while in-class work increasingly focuses on grammar, covering concepts such as: the parts of speech, the functions of the noun, the five basic sentence patterns, and the study of prepositional, participial, gerund and infinitive phrases.

Students should be able to do the following:

- Write an original short story.
- Continue development of ninth grade grammar and writing skills.
- Show proper use of commas in relation to essential and non-essential modifiers.
- Demonstrate proper pronoun usage and agreement.
- Demonstrate correct subordination and reduction.
- Use proper pronoun reference.
- Demonstrate paragraph unity and development (variety and richness of support).
- Understand the distinction between active and passive verb use.

History/Social Studies

Ancient Cultures

Students examine the origins of culture, society and civilization and the development of human consciousness. After an introduction to prehistory as revealed through prehistoric cave art of France, the “Great Transition” from hunter/gatherers to agriculturalists, and the “first city” of Catal Huyuk in Turkey, students concentrate on five ancient cultures—hunter/gatherers (the still-extant Mbuti pygmy tribe of central Africa), India, Persia, Mesopotamia and Egypt. Students explore the values and ways of life of these cultures, with special emphasis on views of the material world, creation, death, the afterlife, the purpose of existence, and what it means to be a “right-living” human being. Readings include excerpts from Colin Turnbull’s *The Forest People*, the *Bhagavad Gita*, the *Zend Avesta*, *Gilgamesh* in its entirety, and *Isis and Osiris*.

Students should be able to do the following:

- Complete a group project of creating a culture with languages and artifacts.
- Write essays on assigned topics from the readings.
- Complete a portfolio of written class notes and artistic assignments.

Greek History

An exploration of Ancient Greece from the Trojan War—the genesis of the Greek cultural identity—to the death of Socrates, which is generally considered the end of that extraordinary period known as the Golden Age of Athens, and ending with the dissemination of Greek culture through Alexander and Greek thought through Plato and Aristotle. Over the course of the block, the students read many original sources: The Iliad, Hesiod, Herodotus, Plutarch on Lycurgus and Solon, Thucydides on Pericles, and many sections of Plato’s dialogues of Socrates and the Allegory of the Cave. Students learn how Greece received through Crete the gifts of the great civilizations of Egypt and Mesopotamia, which were transformed into something altogether new in the world—an interest in what was inside the human being, and a sense of the individual. Students contrast Egypt and Greece, Athens and Sparta, and become familiar with the rise of the polis and democracy, the Persian Wars, the wonder of Periclean Athens and, the gadfly Socrates with his question: “How do I know what I know?”

Students should be able to do the following:

- Complete a portfolio of written class notes and artistic assignments.
- Write essays on assigned topics from the readings.
- Pass a final in-class test showing they grasp the key issues of Greek history and how they have come to affect thinking in later periods of history.

Civil liberties & the American legal system

Students will study the Bill of Rights, the workings of American law and the structure of the U.S. legal system. Class discussions will consider the rules that make for a civil society and the ever-shifting boundary between individual rights and those of the group. Students greatly increase their vocabulary of legal terms and understanding of legal concepts. Frequent readings are drawn from current news articles on civil liberty issues and the Supreme Court's current sessions.

Students also review research techniques, how to formally attribute information, and how to evaluate it (especially on the Internet) for extensive research papers on modern civil liberties topics of their choosing. They view two powerful films in class: *Twelve Angry Men* about the jury system and how to evaluate evidence "beyond the shadow of a doubt," and *The Exonerated* about capital punishment. The class takes trips to a courtroom to observe an actual trial.

Students should be able to do the following:

- Understand background and sources of the Bill of Rights (Magna Carta, British Common Law, The Enlightenment, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, The Social Contract, origins in colonial America).
- Know the content of the Bill of Rights and relevant other sections of the Constitution.
- Fully understand the American legal system and accompanying vocabulary.
- Carefully evaluate evidence and discuss it dispassionately.
- Investigate a subject in depth via sources available on the internet, including magazines, newspapers and advocacy groups.
- Evaluate the credibility and reliability of internet sources.
- Write a major term paper on a current civil liberties issue, pulling together information from a variety of sources.
- Present both sides of the issue in a balanced manner.
- Discuss issues in a way that shows willingness to actively engage with the ideas of others in an open, courteous manner.

Mathematics

Geometry / Logic

The Ancient Greek geometers looked to the ideal world of forms, seeking no worldly reward for the efforts other than to exercise the human capacity of pure thought. In the fourth century B.C., Euclid combined all that was previously understood to be true by geometers of old and developed a logical system of investigation and proof, based solely upon common acceptance of five axiomatic statements, or postulates, and precise definitions of point, line, and plane. He explored their relationships and validated common truths by way of proof. Euclidean Geometry provides a structure for philosophical argument, hence, an engaging endeavor for our tenth grade students. After considering the difficulties and paradoxes of the ideal point, line, and plane in a three-dimensional concrete world, students learn the basics of propositional logic in order to arrive at the definition of a definition, and eventually learn to apply deductive logic to writing a formal two-column proof. With new confidence and skills they go on to prove their own hypotheses regarding more complex geometric forms.

Students study conic sections and develop the capacity as stationary observers to move inwardly along the path of points as a cone is sectioned by a plane rotating through it. Cutting through a clay model of the cone confirms the students' first intuitive observations and lends the necessary

foundation for exploring the sections with more attention to the mathematical relationships within them. Like the Greeks, students use compass and straightedge to render each of the archetypal forms arising from the section cuts. The delicate beauty of the conic forms is most striking when shaped from without, and students learn to use the directing circle to construct the forms within the envelope of their tangents. In the final week, those students capable of the work use the distance formula to derive the standard formulas for the ellipse, parabola, and hyperbola, the applications of which launch them into the Algebra II curriculum.

In the Plane Geometry trimester students graph linear functions, and from their observations of the resulting lines, they develop the slope/intercept form of a linear equation, which lies at the foundation of our further explorations, including graphing inequalities. Given two of the three elements of a line: its slope and any point, or any two points, students determine the equation of the line containing them. They find the algorithm to determine the midpoint of a line segment, the equation of a line parallel or perpendicular to the given line, and the equation of the perpendicular bisector of a line segment. These skills enable students to solve challenging problems relating to measures and areas of triangles. We continue with an exploration of perpendicular and parallel lines, triangle congruence, special right triangle theorems, and quadrilaterals. Students develop and prove the areas of various polygons and explore the unique proportional relationships of similar triangles, leading to the introduction of the trigonometric functions of sine, cosine, and tangent. The most advanced students develop and graph systems of equations to find the four centers of a triangle, determined by the intersection of line bisectors, angle bisectors, medians, and altitudes.

Students should be able to do the following:

- Construct plan, view, section, and axonometric projections. Apply these to drawing a range of forms including the Platonic solids.
- Know the names of and comprehend the nomenclature and characteristics of a range of geometric shapes, primarily polygons and conic sections.
- Be familiar with basic theorems of Euclidean geometry.
- Understand the development of logical thought and have ability to apply various methods of proof: deductive, indirect, and inductive.
- Express relationships in Cartesian coordinates: location, distance / length, slope, parallel/perpendicular, etc.
- Be able to compute areas / volumes.

Trigonometry and Surveying

Trigonometry handily lends itself to practical purposes, and students solve common problems in navigation, height, angles of elevation and depression, as well as surveying. The course is divided approximately into thirds. After covering the essentials of mapping, similarity, and trigonometry in the classroom, students venture to a nearby cemetery. Using measuring tapes, directional compasses, and clinometers (devices for measuring angle of elevation) that they have made, students collect 3D positional data at about 100 locations in an area of their choice. The final week is spent taking the points, which are in Polar coordinates, and, using trigonometry, partially converting them to Cartesian coordinates that could be easily transferred to a map. With the data points on their map they undertake the task of drawing isobars to represent the topography of the surveyed area. Assessments include a main lesson book covering their experiences and the theory, a final test on the trigonometry portion of the course, and the map itself.

Students should be able to do the following:

- Complete a main lesson book with full notes on their experiences and the theory.
- Pass a final test on the trigonometry part of the course.
- Complete the map based on the field experience.
- Master techniques of land surveying.
- Be familiar with spherical geometry including the relationship of spherical earth to flat map.

Life Science

Biology—Human Embryology

In the 10th grade we focus on the circulatory system, endocrine system and human reproduction and development in greater depth. We first consider arterial and venous circulation and the different cell types and fragments that constitute blood and their functions. The structure and dynamic role of the heart in human physiology are studied. Students examine their blood under the microscope, design heart rate experiments and type their own blood by testing for the presence of A and B antigens. Students are introduced to hormones and the endocrine system and examine the role of the pituitary gland and hypothalamus in maintaining homeostasis.

The second part of the block focuses on human reproduction and development. The anatomy and physiology of reproductive organs is reviewed and then we follow the process of development from a fertilized ovum through birth. Students are encouraged to consider the potential of a single cell to differentiate into the specialized tissues in organs so well adapted to their specific functions. In addition, the concepts of pluripotency and stem cell are introduced and stem cell research is presented from a scientific approach, while students consider the moral and ethical issues involved in this research. Students investigate a health topic of their choice (diseases, medical technology, music therapy, etc.) and write a research paper with citations. They present their topic to the class in the last week of the course.

Students should be able to do the following:

- Complete a research paper with citations and present it in class.
- Understand the physiological, structural and behavioral polarities of the human sperm and egg.
- Understand the sequence of events in fertilization.
- Understand the morphological gestures of blastulation and how the germ layers of ectoderm, mesoderm and endoderm are formed.
- Understand the morphological gestures of neurulation and the formation of the primordial heart, nerve system, axial mesoderm, spinal cord and vertebrae, the cerebro-spinal cavities and primitive gut.
- Understand the morphological movements and tissue differentiation that determine sex in the early embryo.
- Understand the morphological gestures in limb formation.

Physical Science

Chemistry- Acids, Bases, and Salts

In this course students follow the great paradigm shift that occurred at the inception of modern chemistry at the turn of the 19th century. By using objective measures (such as mass) students

are able to quantify chemical reactions and arrive at some of the laws of chemical change including the Law of Conservation of Mass and the Law of Definite Proportions. Lab work gives students an appreciation for the careful experimentation practices and insights of those who were the original discoverers. The students eventually arrive at the realizations of early modern chemists like Dalton; that elements unite in very particular ways to produce the range of compounds that make up our physical world. With this idea in mind and a list of chemical symbols students are in a position to write balanced chemical equations for the reactions observed in class (“stoichiometry”). A major component of the course is an individual project that has students observing, recreating, and trying to understand a chemical reaction that occurs in the world around them. It entails all aspects of the course – carefully listing properties of reactants and products, quantifying as much as possible, getting to the important substances (the reactants and products), and creating a chemical equation describing the reaction they observed.

Students should be able to do the following:

- Complete an individual project on a chemical reaction.
- Understand the polarity of acids and bases and how neutral salts are formed within this polarity.
- Understand how metals differ from non-metals.
- Understand the terms valence and atomic mass, and write and balance chemical equations using chemical symbols for elements and compounds.
- Demonstrate the ability to handle acids and bases and understand oxidation/reduction chemistry.
- Show familiarity with pH and the use of pH meters.

Physics-Principles of mechanics and motion

In this course students are met with an orderly world; a lawful universe. They discover and apply simple mathematical equations and rules of logic in an attempt to describe how the universe works. The result is a set of rules that allow you to work out A when you know B; blueprints for a deterministic universe. Topics include simple machines, mass, center of gravity, motion in a straight line, inertia, force, acceleration ($a=f/m$), rotational motion, gravity, projectile motion, and celestial kinetics. Skills that are developed are objective observation, modeling the physical world using mathematics, the scientific approach, and practical skills as they make machines of their own.

Students should be able to do the following:

- Understand and differentiate among the concepts force, work, energy, power.
- Be familiar with the units of each in SI and English units.
- Understand the concepts of position, velocity (speed) and acceleration, and be able to use elementary kinematic equations of motion.
- Understand the historical development of the concepts of gravitational freefall and uniform acceleration from Aristotle to Galileo and Newton.
- Differentiate between mass and weight.
- Understand the simple machines from the point of energy/ work conversion including mechanical advantage and efficiency. (Includes: “lever laws” and speed/torque relationship)
- Understand the basic concepts of Newton’s Three Laws of Motion.
- Use Newton’s 2nd Law ($F=ma$) to solve basic dynamics problems.

- Identify the connection between freefall and orbital motion, and recognize that any circular motion requires a center-pulling force.

Earth Science

Meteorology/Hydrology: Weather and Climate

Students are introduced to atmospheric phenomena and water circulation on and near the earth's surface. We will examine the interplay of properties such as density, temperature and pressure with the forces of gravity and the Coriolis "force" to build a picture of the atmosphere and terrestrial water. We will explore various forms of precipitation, bodies of water and clouds and look at patterns in global wind and ocean currents. Week three of the block will be spent observing weather and ground water flow in the White Mountains in northern New Hampshire. This will give us the unique opportunity to experience very clear and potentially extreme examples of some of the phenomena that we will have examined in the classroom.

Students will make daily entries into a weather journal diligently noting their observations. The Late Summer/Early Autumn weather will give students an opportunity to observe/experience the atmosphere in its most active phase. Each student will create a main lesson book, make daily entries into a Field journal, write two tests and participate in experiments, demonstrations and small group projects.

Students should be able to do the following:

- Complete a main lesson book with full notes and illustrations.
- Complete a Field journal.
- Pass two tests.
- Participate in demonstrations, the field trip, and small group projects as assigned.
- Understand the forces that generate local and global weather and produce the world's climates.
- Master the concepts of cloud forming, high/low pressure systems, the Coriolis force, cyclones and anticyclones and the thermohaline current.
- Understand the structure of the atmosphere, the jet stream, dominant North American air masses, and the geometry of the changing relationship of the earth to the sun throughout the year.
- Understand the importance of the ozone layer and ionosphere.
- Use humidity charts and make calculations involving relative humidity.

Art

Painting Out of Color

In this course students are re-acquainted with color and its many qualities. Through a series of short painting exercises and some longer, more cumulative projects, students learn the beginnings of how to apply principles of Goethe's color theory to problems of composition and expression. Basic critiquing skills are practiced and the importance of process and investigating one's own color and mark-making preferences are recognized during frequent group discussions. Students become accustomed to putting up their paintings immediately after completing them and reflecting on both the process and the results of their efforts. In the final three weeks, students are asked to bring their new skills to bear in a collaborative project as well as an individual final painting.

Students should be able to do the following:

- Demonstrate familiarity with color theory.
- Complete paintings as assigned.
- Participate in discussions and a collaborative project.

World Languages German or Spanish-II

The goal of tenth grade German or Spanish this class is to bring the students to a basic level of proficiency, as well as infuse them with a love of the language and culture. They work towards attaining these goals through poetry recitation, practicing tongue twisters, studying different idiomatic expressions, and expanding their vocabulary. They review and expand the grammar learned the previous year with a particular focus on additional verb conjugations, adjectives, conjunctions and prepositions, the use of the possessive and the demonstrative, and more. They address cultural differences in informal discussions. Teaching and conversations are conducted in the language for 50 percent of class time.

Students should be able to do the following:

- Added the conditional tense and a few present subjunctive tenses to their repertoire.
- Expanded their vocabulary substantially.
- Understand new grammatical concepts and apply them in speech and writing.
- Understand the different uses of pronouns.
- Mastered the 10 most used verbs in all tenses learned so far.
- Express themselves at a basic level and be able to write a short paragraph about a chosen theme or in answer to a question connected to a text.

Eleventh Grade

Developmental Theme: Educate the powers of analysis with the question “Why?” The curriculum delves further into purely abstract concepts in order to strengthen the student’s ability for independent analysis and abstract theorizing. Students are encouraged to ask why are things this way? Deeper questions such as life purpose and social responsibility also find their way into the classroom as students search for their own identity and independence.

English

Dante’s *Inferno*

Like Dante on his journey, students have the opportunity to gain their footing in the unfamiliar and minutely ordered moral universe of the *Commedia* and engage one another in thoughtful discussions of: the relationship between sin and punishment; the distinctions between transgressions of incontinence, violence and fraud; and, throughout, the role that intention plays in all human action. After studying Dante’s life and times, students immerse themselves in the *Inferno*, followed by selections from the *Purgatorio* and *Paradiso*, offering a rich, compact picture of how the medieval mind understood the ordering of human and cosmic worlds. For each night of reading, the students are required to learn a passage of 3-5 lines by heart; they also choose a minimum 15-line passage to learn by heart and recite on the last day. Their block books are composed of: two illustrations, a diagram of both Ptolemy’s model of the universe and the *Inferno*, a biography of Dante, an original essay on one of the *Inferno*’s themes, a selection of daily quotations, and an original Canto, with its own designated “sinners” and their attendant punishment.

Students should be able to do the following:

- Complete a main lesson book with assigned illustrations, diagrams, essays, quotations, and an original “canto.”

Wolfram von Eschenbach’s *Parzival*

Parzival, is a story of the individual human quest to bring spiritual and service ideals into the life of this world. Through the intertwined stories of Parzival, the archetypal idealist, and Gawain, who navigates the world through his feelings, students explore a variety of themes, including: parent-child relationships, rules and parental guidance, the human capacity to sense the “other”, the “awakening” power of sorrow, thinking vs. feeling, and the value of failure. Students generate a discussion question that emerges from the previous night’s reading. The majority of class is structured as a roundtable discussion, with occasional lecturing. The course may include a trip to a nearby life-sharing community for people with special needs. Students are given wide latitude in designing the contents of their lesson books, but encouraged to enrich their work with illustrations; an original essay is required. Students are expected to develop a sustained, substantive engagement with the material and with the writing process.

Students should be able to do the following:

- Participate actively in daily class discussions.
- Complete a main lesson book of discussion notes, chapter summaries, illustrations, and an original essay on a main theme of the book.

Shakespeare: *Hamlet*

This block offers a near-perfect opportunity to consider the essential human struggle to form an identity, replete with all the ambiguity, uncertainty and doubt that life can offer. Having become familiar with Ptolemy’s model of the universe, the Great Chain of Being, and Humanist philosophy, core concepts which informed the Elizabethan world view, students are also able to appreciate the extent to which in *Hamlet* we glimpse a world view coming into being in that era and continuing into our present times. Nightly homework includes reading the text and answering focused discussion questions. The final exam comprises an in-class essay whose thesis (of each student’s own devising) reflects their individual interest in the themes explored in the class. Students will identify and perform a linked selection of scenes from the play.

Students should be able to do the following:

- Answer questions and participate in class discussion.
- Write and pass a final essay exam.
- Participate in performance of selected scenes.

English Skills: Comparison and Contrast—The Epic Hero I/SAT Prep

Students will focus exclusively on the piece-by-piece construction of the Compare and Contrast essay. This project begins with a close reading of two texts: a passage from Book 18 of the *Iliad*, in which Homer describes the intricate designing of Achilles’ shield, and W.H. Auden’s “The Shield of Achilles”, a poem that re-imagines the making of this shield in a 20th century context. The class will divide both texts into sections, from which students extract the core human concepts behind the images and depictions. They then make an outline, devise a thesis to organize its headings, and compose a substantive, college-level paper (averaging 7 – 9 typed pages) rooted in close reading and detailed analysis of quoted passages.

After the completion of this unit, in-class time was devoted to preparation for the SAT, especially the essay, through the taking of practice tests.

In the final essay, students should be able to do the following:

- Demonstrate skill in presenting and defending their thesis.
- Avoid usage errors (see Chapter 10 in *Warriners*).
- Demonstrate dictional appropriateness.
- Use adult sentence structure and emphasis.
- Demonstrate standard use of footnotes and bibliographies.
- Demonstrate paragraph unity, development and coherence .

English Skills: Comparison and Contrast-The Epic Hero II

This course provides a view toward the history of the English language through literature. It begins with an exploration of the Anglo-Saxon epic *Beowulf*: the class recites the opening lines in Anglo-Saxon, composes original poetry in alliterative verse, focusing on the story’s arch-antagonist, Grendel; and explores in depth the key themes of the story. Next, the class reads from Geoffrey Chaucer’s *The Canterbury Tales* and *Sir Gawain and the Green Knight*, a work that is contemporary with Chaucer’s but whose protagonist and plot have interesting parallels to the story of Beowulf. The class recites passages from both texts, allowing them to directly experience two different streams of Middle English. The unit culminates in a comprehensive essay that asks the students to compare and contrast aspects of Beowulf, Sir Gawain, and/or one of Chaucer’s pilgrims as reflections of their respective cultures.

In the final essay, students should be able to do the following:

- Demonstrate skill in presenting and defending their thesis.
- Avoid usage errors (see Chapter 10 in *Warriners*)
- Demonstrate dictional appropriateness
- Use adult sentence structure and emphasis
- Demonstrate standard use of footnotes and bibliographies
- Demonstrate paragraph unity, development and coherence

History/Social Studies

Medieval and Islamic History

This course is part of a yearlong exploration of the question “Why?”—the theme of 11th grade in the high school curriculum. It is out of the thousand-year crucible of the Middle Ages in Europe that the modern Western world emerged. Students concentrate on the four great elements that fed into that crucible—classical Rome, the Germanic invasions, Christianity, and Islam. These are the threads that weave our world today, from our legal system to our conflicts with the Middle East. Students study Rome’s fall, the contrast between the Germanic comitatus and the autocratic absolutism of the late empire, the rise of the Catholic Church and Benedictine monasticism, the feudal system, the rise of Islam and the glories of Abbasid Baghdad and Omayyad Spain, the impact of the Viking invasions on Europe and of the Crusades on Europe

and the Middle East (with us to this day), the Norman Invasion and the birth of English, courtly love and troubadours, Gothic architecture, and the rise of towns in the 12th c. Students will read from selected original sources. The class will make a field trip to a modern Benedictine monastery. They will visit a Sufi Mosque in New York for a prayer service and a teaching from the imam on Islam and the significance of the physical movements of Islamic prayer. They will experience Gothic architecture at the world's largest Gothic cathedral (including a “vertical tour”), and study and draw the symbolic language of medieval art at the Cloisters Museum in New York City. As part of a larger educational experience, the trip also includes walking tours of NY City including the United Nations and the 9/11 Memorial. During the course students write and revise three essays, complete several maps to strengthen geographic skills, and take several quizzes and a final exam.

Students should be able to do the following:

- Demonstrate a grasp of how Western culture and ideals arose out of Greek, Roman and Medieval civilizations.
- Understand the rise of Islamic cultures.
- Participate in all field trips.
- Complete assigned essays and maps.
- Pass class quizzes and a final exam.

Rise of the West

Around 1500, what is called “The West” began to radically diverge from the rest of the world, eventually growing to dominate the cultural, political and economic aspects of the modern era. This is our culture—we are products of its worldview, totally immersed in its way of thinking. What unique questions did the West pose in its rise to prominence? Continuing where the Medieval History course ended, this course broadly surveys the development of the West from the 14th century Black Plague to the 19th century Industrial Revolution. Students are asked to step back and try to perceive bigger themes running through specific events and individuals.

They follow four main threads—Philosophy & Individuality, Science & Exploration, the Arts, Nation & the Common Man—through overlapping periods of the Reformation, Renaissance, Age of Exploration and Enlightenment. With a huge cast of characters (from Henry V and Joan of Arc to Blake & Beethoven) and many readings from original texts, the students engage questions that lie at the base of Western consciousness: Where do I stand? Who is my neighbor? What is a nation? How can we make sense out of the world? What is progress? To help understand what we might mean by the “West,” the block begins with a case study of the effects of late 20th century rapid westernization on Ladakh, a remote region of Himalayan India. Besides frequent quizzes, students complete a research paper on a prominent figure from the time periods they study.

Students should be able to do the following:

- Understand the interweaving of thematic threads in the rise of the West.
- Know the dates of the overlapping periods covered in the course.
- Pass quizzes on required readings.
- Participate actively in class discussions.
- Write a research paper on a key figure from one of the time periods studied.

Latin America & Africa

In this course, students extend their focus out into the world to include the often-neglected (from the North American viewpoint) continents of Latin America & Africa. By exploring history (geo-political, socio-economic and ethnographic), geography, culture and the similar destinies of these areas, as well as their current social and political situations, students begin to view these societies with more interest, understanding and compassion. Readings include parts of the Mayan *Popol Vuh* (and experience some vigesimal—base twenty—Mayan math) and other readings from original sources. They read biographies of the five major Latin American revolutionaries, and excerpts from *Things Fall Apart* by Chinua Achebe and the excellent *A Continent for the Taking* by Howard W. French, veteran West Africa correspondent for *The New York Times*. They view the documentary, *These Girls Are Missing*, about the educational obstacles women face in two disparate parts of Africa and *Hotel Rwanda*, about the 1994 genocide. Students learn all the countries and capitals of Latin America and most of Africa as well as become familiar with regions and geographical features. During the course they write and extensively revise a major research paper and take several quizzes.

Students should be able to do the following:

- Pass quizzes on factual knowledge.
- Research and write a paper on a theme, a specific country, or major event.
- Demonstrate an understanding of the geography, cultures, ethnography, and history of Africa and Latin America.
- Understand the effects of colonialism on those two continents.
- Be able to draw on a wide variety of current source materials to understand trends within Latin America and Africa today.
- Be able to effectively use internet and other source materials for their discussions and in their research paper

Aesthetics: History Through Music

The origins of our music lie veiled in myths about the Ancient Greek gods and their muses. Through them, music was bestowed not only as an art form, but also as a key to practicing mathematics, astronomy, medicine, architecture, and ethics. From these lofty beginnings, this block traces the course of music from Ancient Greek to modern American times. At each major moment of transition—Medieval, Renaissance, Baroque, Classical, Romantic, and the 20th century leading into contemporary times—we pause to listen for differences and innovations that point to changes in human consciousness.

Students should be able to do the following:

- Complete short essays on the different musical eras.
- Write a research paper on a major composer.

Mathematics

Projective Geometry

Euclid's deductive system of geometry based on just 5 postulates ("givens") has been the staple in geometry classes for over 2000 years. In this course, students explore an entirely new, and occasionally entirely whacky, system of geometry that grew out of perspective drawing (among other things) in the later stages of the Renaissance. So-called Projective Geometry insists that parallel lines meet at a single point, treats infinity as a place just like any other, has an opposite to every rule that is always just as true, and abhors exceptions - even when common experience insists on them. Yet students discover a kind of beauty and orderliness in this peculiar world; when they can detach themselves from the concrete world they live in and instead rely on mathematical reasoning and conceptual ideals, they experience a more expansive, more inclusive, and more exciting view than that offered by Euclid's system of geometry. This course thus develops the ability to live in a world of abstract reasoning, to explore such a world, and to experience beauty therein.

Students should be able to do the following:

- Pass a final test demonstrating understanding of the difference between the two systems of geometry.

Algebra II and Trigonometry

In Algebra II students review order of operations, inequalities, absolute value, systems of equations, radicals and operations with exponents. Students are introduced to functions and work with identifying functional relationships and writing functions from real world problems. We work with operations and composition of functions and graphing inverses of linear and quadratic functions. We study Cartesian graphing in depth and graph linear functions, quadratic functions and polynomial functions. We also review and deepen our understanding of permutations and combinations, and probability. Students are introduced to logarithms and are guided to the change of base formula and to so-called logarithmic identities-mathematical relationships between terms involving logarithms. A number of practical applications of logarithms are either referred to or experienced throughout this course. We continue and deepen our study of trigonometry including: solving right triangle problems, the trigonometric functions and their inverse functions and the Law of Cosines and Law of Tangents. The unit circle is introduced and students work with radians as well as degrees in their measurement of triangles. Throughout the semester we work to solve complex word problems and practice for standardized tests by problem solving using numerical, algebraic and graphical approaches.

Students should be able to do the following:

- Be able to graph, to recognize the graphs of and to analyze the following functions: Linear, Polynomial, Direct and inverse variation, Quadratic, Circle and ellipse, Trigonometric (circular) with applications to non-right angle triangles, Exponential, Logarithmic.
- Be able to apply the above functions to solve problems, including practical problems drawn from the physical and social sciences.
- Recognize and work with sequences and series.

Life Science

Biology: Cell Biology

Cell theory is introduced and students identify differences between plant cells and animal cells (their own cheek cells) under the microscope and in prepared slides. Correct microscopy and staining techniques are emphasized. Cell organelles and their functions are characterized and the students examine chromosomes during cell division in onion root tip. The stages of mitosis and meiosis are studied. In addition, they study Gregor Mendel's work with inheritance in garden peas, and the principles of independent assortment, dominance, incomplete dominance, codominance, and sex-linked inheritance. Modern genetic theory is introduced and students analyze genetic problems from plants, animals and human studies.

Students should be able to do the following:

- Demonstrate an understanding of the chemical basis of life.
- Understand the composition of matter.
- Explore the parts of an atom and understand how atoms will bond.
- Understand the properties of water.
- Explore the molecules of life.
- Understand the role of glucose, lipids, amino acid chains, and enzymes in life.
- Demonstrate an understanding of and measure the cell.
- Explore the plasma membrane and transport across a membrane.
- Explore the chloroplast and the mitochondrion.
- Understand working cells and energy.
- Explore light energy; burning; how ATP stores energy.
- Understand working cells and sunlight, and explore the process of photosynthesis.
- Understand the cellular basis of inheritance; mitosis; meiosis; Mendel's laws.
- Analyze fruit fly experiments.
- Explore the structure and process of replication of DNA.
- Understand evolution, homology; natural selection in action.

Biology:

Botany

Students consider the classification and nomenclature of living organisms including the taxonomy system developed by Carolus Linnaeus in the 18th century and the present classification system of kingdoms: Monera (Eubacteria and Archaeobacteria), Protista, Fungi, Plants and Animals. They look at the incredible diversity and form of plants, focusing on the ferns, equisetum, club mosses, gymnosperms and angiosperms. The emphasis is on reproduction, analyzing different forms of flowering and seed dispersal. Students become proficient in using a dichotomous key to identify native wildflowers and illustrate their own wildflower field manual. Students research a medicinal plant and prepare a presentation that includes an overview of the form, growth and habitat of the species as well as the healing qualities of the substances derived from the plant.

Students should be able to do the following:

- Complete a portfolio of assigned diagrams and illustrations.
- Complete a field manual of wildflowers.
- Research a medicinal plant and give a class presentation.

Physical Science

Chemistry: Atomic Chemistry

This course focuses on two questions: (1) Is the world made up of tiny, invisible bits? And (2) If so, what are they like? Students come to their own answer to the first question by looking deeply into experiences they have already had and by considering some new experiences they have in class. Although it is easy to ascribe an atomic explanation, it is recognized that this is not the only explanation. The historical development of the modern atomic theory is presented as an accompaniment to the students' own explorations. The question of the nature of atoms is approached historically, using experiment, and by exposure to modern technologies that are based on modern subatomic models. Students will make a trip to UMass Lowell where they tour a nuclear reactor lab and an electron microscope lab. Student projects include an essay on whether atoms are real, an investigation of a chemical element of choice, and an artistic presentation inspired by the strange qualities of the modern electron.

Students should be able to do the following:

- Demonstrate familiarity with early atomic theory and the organization of the periodic table of elements.
- Show comfort with the writing and balancing of chemical equations and know how to work with atomic and molecular masses.
- Work with the ideal gas laws.
- Demonstrate familiarity with the analytic balance and procedures, the spectroscope, Boyle's and Charles' Law apparatus and basic circuitry in the lab.

Physics: Electricity and Magnetism

In this course students are given the chance to form meaningful relationships with the essentials of electricity and magnetism. They develop the tools that will allow them to further navigate this important topic (due to the prevalence of electronics and electromagnetic radiation) in the future. Students approach electricity and magnetism by breaking down the phenomena they experience into their essential parts and forming working models. Their own investigations are supplemented by historical perspectives (e.g. the findings and ideas of Faraday, Franklin, et cetera). An important component of the students' work is to understand some electrical device at their disposal by pulling it apart and analyzing the components. Subject areas include electrostatics, chemical batteries, electrical circuits, electric and magnetic fields, magnetism, the electric motor, and electric generators.

Students should be able to do the following:

- Understand basic principles of magnets and magnetic fields including poles, strength, attraction/repulsion, induction.
- Understand basic principles of electrostatics and electric fields including charges, repulsion/attraction, strength, induction, conduction, capacitors, electrostatic generators.
- Understand the historical development by Galvani, Volta, and others of the battery.
- Understand the concept of "current analogy" for electricity including voltage, current, resistance, energy and power. Use Ohm's law and the power formulas for series, parallel, and simple combined resistance circuits.
- Understand principles of electromagnetism and applications such as telegraph and electric motor.
- Understand basic principles of electromagnetic induction and applications such as the generator, transformers, and the AC power grid.

- Understand the basic principles of the vacuum tube and/or the solid state transistor as a device to rectify, amplify or switch electric signals.
- Understand the basic principles of wireless (radio) communication.
- Understand the difference between analog and digital signals and information.
- Understand all of the above within a historical context.

Computer Science

Technology: Computer Programming

Students learn HTML scripting and JavaScript programming. They use their new knowledge and skills to create their own interactive game embedded in a web page. Students also learn and use principles of logic and general programming structure, and peek into machine hardware and language. Students are assessed on acquisition of skills, participation and the level of thought, skills and effort that goes into making their own game.

World Languages

German or Spanish-III

Throughout the year, the focus for this course is perfecting already known grammar and expanding vocabulary, reading skills, comprehension of medium-length texts, and pronunciation, writing, and conversation skills. Homework is assigned with the goal of reinforcing material learned in class and to bring continuity to the course as a whole. The aim of the curriculum is to give students all the linguistic tools needed to be able to engage in basic conversation in the context of social interaction: role play, asking and answering questions, offering opinions and comments, relating one's life to the outside world. Teaching and conversations are conducted in the language 50 percent of the time.

Students should be able to do the following:

- Demonstrate a greater level of mastery of grammatical concepts/vocabulary.
- Understand basic patterns of the spoken and written language, regardless of their ability to express themselves correctly.
- Correct most mistakes when pointed out

Art

Painting from Nature

The intention of this block is to help students use their artistic tools to come into a deeper relationship with the surrounding natural world while simultaneously becoming aware of the role of the artist in that relationship. The students are first taught to properly use the tools and materials for this course. This includes watercolors, and oil paints and mediums. How to modify the paint for specific effects is covered. Brushes are discussed as to their uses and care. We then cover the techniques of glazing and stucco style painting and their application. How to care for paint, medium and brushes is covered, and all students are expected to care for their tools for the duration of the class. We study color theory and how to mix colors in specific palettes and then begin our observations and expressions of color and form in the natural world. We work outside much of the time painting in the field. A series of color sketches in the form of small paintings develop the student's ability to paint what they see and translate it onto their painting. We then do a larger and longer study of a natural form to develop a depth of tone and color. Throughout the course we will examine paintings from the art history that directly apply to our studies.

Students should be able to do the following:

- Understand color theory and mixing.
- Complete assigned paintings from observation and imagination focusing on soul moods of nature.

Twelfth Grade

Developmental Theme: Educate the powers of synthesis through integration of all previous learning with the question “Who?” Senior year continues to delve into purely abstract concepts while encouraging students to synthesize those learned in previous years and across disparate disciplines. All students present a senior project including a comprehensive research paper, an oral presentation to the school and an artistic component involving a medium of their choice.

English

The Birth of American Literature

This block offers an in-depth, intensive survey of the writers that gave rise to the first truly American literature within the broader context of the 12th grade’s year-long, global exploration of the human condition in the Modern Age. Students examine the unique character of our national literature at its source, and, in the process, explore the unique character and quality of their own voices. Through substantial readings by Ralph Waldo Emerson, Frederick Douglass, Margaret Fuller, Henry David Thoreau, Walt Whitman, and Emily Dickinson; nightly journal entries; and class discussions, students explore the tangible (family, society, education) and intangible (soul, spirit) sources of the self, the nature of individuality, and the relationship of the individual to his/her society, with particular regard to ethics and morals. They are graded on the basis of their participation in the class discussions, their journal work, and a Lyceum-style essay/lecture which each student presents in seminar-fashion on the last day of class.

Students should be able to do the following:

- Complete a journal of reflections on the readings.
- Participate in class discussions.
- Prepare and present to the class a lecture on a theme from the course.

Faust

Goethe’s *Faust* is a drama of the modern human being’s struggle to find balance in and through his constant striving. Through Faust’s paroxysms of success and defeat, self-awareness and callousness, the students explore the two inextricably bound but often imbalanced forces of human striving—the passionate, appetite-driven, experience-seeking impulse, and the idealistic, big-ideas-driven, power-seeking impulse. In addition to nightly reading, the students answer reading comprehension questions, compose an essay on a topic of their own choice, and take an in-class, open-book final exam. They also complete an artistic project of their own devising and recite, by heart, an eight-line passage from the text.

Students should be able to do the following:

- Write satisfactory answers to in-class reading comprehension questions.
- Complete an essay on a theme from the drama.
- Memorize an assigned passage from the text.
- Complete an artistic project.

Russian Literature

Students read excerpts from Pushkin, Gogol, Tolstoy, Dostoyevsky, Soloviev—and later, Pasternak, Akhmatova, and Solzhenitsyn to gain an understanding and appreciation of the Russian folk soul. They begin with fairy tales—filled with ancient pagan roots, archetypes, and timeless themes, and then move through the 19th and 20th century. Authors and poets, and end with a brief introduction to later 20th century Russian poets. Students discuss various dimensions of Russia and its historical contexts and write journal reflections based on their readings, class discussions, and on their own insights.

Students should be able to do the following:

- Complete a journal of reflections on readings.
- Participate in class discussions.

English Skills: Art of the Informal Essay

The central goal of this unit is to enable students to wield with competence the writing devices that enhance style and voice. Reading selections by writers spanning the Age of Enlightenment, the Romantic Age, and the truly contemporary—writers such as Francis Bacon, Jonathan Swift, Virginia Woolf, George Orwell, Zora Neale Hurston, and Ian Frazier—students learn to identify and understand the function of a variety of rhetorical devices, from image, metaphor and analogy to anaphora, antistrophe and chiasmus. Through reading comprehension questions, free-writing exercises, and shorter practice exercises, the work focuses on sharpening writing skills, leading to the composition of two personal essays on a topic of the students own choosing; with the goal of giving shape to an essay of a personal experience such that the experience could be inhabited and enjoyed by the casual reader. In writing their own essays, the students are encouraged to imitate the style and voice of the essays read in class. This unit also supports ongoing grammar and vocabulary-building work.

Students should be able to do the following:

- Write satisfactory answers to reading comprehension questions.
- Complete assigned free-writing assignments.
- Demonstrate understanding of common rhetorical devices.
- Complete two personal essays on a personal experience.

History/Social Studies Economics

Students are introduced to economics through study and discussion of the capitalist market of Adam Smith as compared to Marxist socialism and Rudolf Steiner's associative economics. Topics include price and value, division of labor, motivation for work, distribution of wealth, land and labor, capital, threefold social order, and the story of money. In addition, students follow the life cycle of a t-shirt as a way to view the global economy at work, and hear about socially responsible organizations like Fair Trade and B Corporations. The main work in this block is exploring entrepreneurship—students imagine themselves as producers of products or services that meet perceived needs in the community. The product or service will be student-choice and inspired by the student's talents and interests. Over the course of three weeks, this planning touches on such topics as: creating a vision/mission, determining forms of ownership, establishing price, raising capital, developing industry, understanding the market for the item or service, socially responsible business practices, and creating financial projections for income

and expenses and a balance sheet. Through this practical activity, basic concepts of accounting are introduced.

Students should be able to do the following:

- Understand the life cycle of products in a global economy.
- Understand the basic tenets of capitalism and socialism.
- Complete a project of imagined entrepreneurship (plan, financing, marketing, accounting).
- Grasp the nature of the free market system as well as command economies.
- Master some of the key concepts of modern economic thinking.

China and the Rise of Asia

Students look back through Chinese history, from the early dynasties through the glorious years of the T'ang and Song dynasties and on up through the period of foreign dominance that led to the tumultuous 20th century. They survey the wonders of Chinese art, philosophy, and technology and also compare each period with what was happening simultaneously in Europe and other parts of the world. A major theme is the way Confucianism, Buddhism, Taoism, and artistic impulses have washed in and out of China from as far afield as India and Japan—and how these countries all view one another today.

Students should be able to do the following:

- Pass a final essay test on topics in the course.
- Understand Chinese history and culture and its influence in China today.
- Recognize the changing character of life in modern China and her neighbors.

Modern World History

In this class, students solidify a comprehensive grasp of recent world history. The course emphasizes a symptomatological approach—discernment of the great patterns working beneath surface events. Students explore the “isms” that dominated the last century (nationalism, colonialism, totalitarianism, etc.), and experience specific events and times more directly through poetry of witness and films as original historical documents: *Triumph of the Will* (fascism), *Night and Fog* (the Holocaust), *Hearts and Minds* (Vietnam), *Dr. Strangelove* (Cold War paranoia), and *Hotel Rwanda* (the 1994 genocide). Each student produces a research paper on a current topic.

Students should be able to do the following:

- Understand some of the major issues arising from the twentieth century and how they are influencing life today.
- Become familiar with the wide variety of sources now available for understanding trends in the modern world.
- Speak effectively about major issues in the world today.
- Research and write a paper on a current topic.

Mathematics

Introduction to Calculus & Statistics

Students begin by stepping back and asking “What is mathematics?” They are asked to explore both the experience and the philosophy of math. They gain competence with the concept of a limit which will lead to the formation of a method for finding the instantaneous rate

Coastal Waters Charter Application - Appendix L: Curriculum Standards Grades 9-12

of change for a function of one variable, which is related to the slope of a curve at a point. This method will be used to interpret and draw graphs of polynomial functions. Students extend their skills into finding the derivatives of trigonometric functions and then turn their attention to the integral which will be introduced first analytically, then graphically (area under the curve). The relationship of the integral and derivative is explored leading to the fundamental theorem of calculus. Two projects: essay on “What is mathematics?” and a presentation on how calculus is utilized in a real world application of their choice. Multiple tests are given along the way. Students also study statistics with the overarching goal of striving for statistical literacy in their approach to prediction and assessing probability. Topics covered include set theory, permutations, combinations, sampling, mean, median, variance, normal distribution and standard error. Students are expected to learn how to interpret statistical results in context and to look critically at statistical significance in published studies.

Students should be able to do the following:

- Understand and be able to calculate limits of functions.
- Calculate instantaneous rates of change of any function by successive approximation.
- Differentiate polynomials and use the results to determine rates of change and slopes.
- Understand the fundamental law of calculus.
- Integrate polynomials.
- Calculate areas and volumes by integration.

Life Science

Biology: Zoology and Evolution

In the senior biology course, students study anatomy, physiology and behavior of the major animal phyla. They will travel to Hermit Island, Maine for a weeklong study of marine invertebrates and coastal ecology. Students observe the characteristics, qualities and the physiological processes of the invertebrate in their natural habitats. Every morning for two hours students tide pool along the algae covered rocky coast observing sea stars, sea anemone, tunicates, crabs and other invertebrates in their natural habitats. Students research an animal species and prepare an oral presentation that includes an overview of the behavior, anatomy and physiology and habitat of the species in relationship to the animal’s environment. We then consider the observations of the natural world and subsequent questions that led to the development of the theory of evolution in the 19th Century by Charles Darwin and others. We discuss new observations and investigative tools, especially those from the study of inheritance, which contributed to the twentieth century synthetic theory of evolution. We examine and contrast the form of animals and of man. Finally, students are encouraged to contemplate the role man plays in protecting animal species and our unique place in the world.

Students should be able to demonstrate in class discussions, drawings and diagrams, and end-of-block test that they:

- Understand the broad sweeps of the history of the theory of evolution from Buffon through the modern synthetic theory of natural selection.
- Understand the logical sequence in the argument that Charles Darwin made for the role of Natural Selection as the driving force in evolution.
- Understand the singular role that the advent of photosynthesis and aerobic respiration had on the atmosphere, and consequently life, on earth.
- Understand the anatomical and physiological characteristics of the major phyla.

- Understand the anatomical and physiological characteristics of the classes in Phylum Chordata, Subphylum Vertebrata.
- Understand the major adaptive changes that occurred in the last 7 million years in Order Primates, Family Hominidae ending with the significance of culture as a separator between the economic activities of an organism and reproduction in human beings.
- Understand the major sequences in the geological column and how the changes seen in the fossil record are roadmaps to evolutionary development.
- Understand the relationship between phylogeny and ontogeny in relation to heterochrony as a key to major evolutionary changes.
- Understand the role of genetic information and body form, environment, the economics of survival strategies and evolution.
- Through field experience on the coast of Maine, discover the relationship between environment, niche, behavior, physiology and economic survival strategies in the major invertebrate phyla.

Physical Science

Organic Chemistry

Students study processes and substances in living organisms, with a focus on synthetic and metabolic activities. The properties of the chemicals of life- lipids, phospholipids, esters, steroids, nucleic acids and enzymes and other proteins, will be investigated in the lab and in readings. We thoughtfully consider and discuss the nature of these substances and the transformational processes in plants, animals and humans. In this course we also study transcription, translation, and the field of epigenetics, as well as the amazing process of protein folding. Students will be asked to find relationships between an organism and its physical environment and to understand how the organism transforms these materials, and lastly to explore the role of these activities in the biosphere.

Students should be able to do the following:

- Demonstrate by the end of the first semester a good understanding of matter and the states of matter, calorimetry, the gas laws, and reaction energy (enthalpy, entropy and free energy) and have a sound grasp of basic organic chemistry.
- Demonstrate by the end of the second semester chemical and physical equilibrium, reaction rates, solutions (molarity and normality), stoichiometry (the calculation of the quantities of chemical elements or compounds involved in chemical reactions), the basics of electrochemistry and electrical theory and practical wiring.

Physics:

Optics, Waves

Students explore the nature of light and to take a peek into the physiology and psychology of vision. In working with light itself, students explore various theories and develop their own informed views. They discover that light escapes our attempts to understand it via analogy; that perhaps it should simply be understood in terms of the phenomena it displays. Reflection, refraction, diffraction, color theories, lenses, Maxwell's Equations, and special relativity are all topics that receive considerable attention. The last half of the course deals with our involvement as cognizant human beings in the process of vision. Students discover for themselves that their minds are active participants in the process of building up pictures of the world during vision. A current theory of perception is presented (Bayesian model of perception) and a range of visual

and multisensory illusions are explored in light of this theory and considering the experiences that are had in and out of class. We learn about applications in optical instruments such as corrective lenses, cameras, telescopes--ideal for integrating numerous topics in this block.)

Students should be able to do the following:

- Recognize perception as the way we first experience the world before we form concepts or judgments.
- Understand basic properties of sound: pitch, loudness, and quality and how a sound wave “embodies” these qualities.
- Understand types of waves and basic properties including amplitude, wavelength, frequency, reflection, refraction, interference, Doppler effect, etc.
- Recognize basic properties of light such as reflection, refraction, color and color mixing, polarization, etc.
- Understand refraction and reflection mathematically using mirror laws, Snell’s Law, thin lens formulas, and optical drawings.
- Understand the history of our understanding of a physical mechanism for light from particle (Newton) and wave (Huygens) approaches, and the discoveries leading to a blended theory and quantum physics.
- Contemplate the nature of human thought, of our ways of “describing” nature, and whether any limitations might exist in how we can understand the world beyond the observer/observed interface.

Art

Aesthetics: History of Architecture

This block is an overview of the evolution of architecture from ancient building methods to modern trends. The lessons include presentations on the historical progression of styles and their corresponding structural innovations, which lead to discussions about the underlying cultural beliefs and ideas expressed therein. Students are expected to put together a block book that highlights key stages and aspects of architecture with annotated schematic drawings. Notes and drawings for the book are periodically collected and checked. Each student also creates a two or three dimensional project on a specific building or architectural theme that is presented to the class in the last week of the block. The course culminates in a final review test. By the end of the course, students have gained a basic understanding for how architecture expresses changing human aspirations and needs, on ideological, aesthetic, and functional levels.

Students should be able to do the following:

- Complete a portfolio of notes and schematic drawings.
- Complete a three-dimensional project.
- Pass a final test on various schools/periods of western architecture.
- Identify historical western periods of architecture
- Identify particular elements using architectural terminology (e.g. entablature, nave, pediment)
- Be able to identify the classical or ancient influences in a modern building
- Demonstrate an understanding of the development of architectural forms through time

- Understand the relationship between form and function in an architectural work

Art Skills: Self-Portraiture

Students work with self-portrait drawing and painting skills, and developing work from observation—both in mirrors and from photographs. This course is designed to develop skills to enable the student to use tools to achieve accurate and representational drawing and paintings in the self-portrait form. We measure the face and head and create a template for each student, and then proceed to use the tools we have created to free the ability to just draw what you see. In this block, we focus first on understanding proportion and building a repertoire of tools that help us quickly and accurately establish correct proportions. Once we have established this framework, we work to enliven these measurements with direct observational drawing to bring expression to the math. The culminating project is a large self-portrait painting in oil. The students are asked to execute the portrait accurately in form and detail, but are given freedom to choose from a wide range of colors.

Students should be able to do the following:

- Copy a large-scale portrait painting from Rembrandt into a watercolor veiling technique.
- Demonstrate skill in drawing from observation.
- Complete a self-portrait.

World Languages German or Spanish IV

Students will increase oral, writing, and understanding skills to a higher level, with a focus on more advanced grammatical concepts and exceptions to the rules. Substantial reading skills will be expected. Teaching and conversations will be solely conducted in the language. This is considered an advanced or honors Class.

Students should be able to do the following:

- Express oneself with reasonable fluency and accuracy.
- Give 10-15 minute oral presentations without notes.
- Read twentieth century literary texts.
- Participate in productive literary discussion.
- Write draft compositions based on literary readings.
- Demonstrate in-depth understanding of grammatical concepts.
- Demonstrate creative, original thought when writing poems.
- Link language study to the larger context of a humanistic education.

Independent Study—Senior Project

Seniors will make a yearlong commitment to study/learn a subject, skill, or craft in depth. It can be an intensification of something the student has already been pursuing, but preferably is a new and different craft, discipline, study, or area of research that the student wishes seriously to take up and master. Key to any senior project is the student's work with a skilled mentor and the ongoing mentor/apprentice relationship. Seniors conceive of these independent projects on their own and ideally commit blocks of time to pursuing them. The intention is that, with a mentor's help, they fully acquire the skills their projects require, and then present the results of their efforts to an audience composed of peers, parents, and teachers with whom they share what they have learned and experienced. The presentation itself and its preparation represent a significant portion of the project experience.

Students should be able to do the following:

- Complete a project that culminates in a comprehensive research paper, and artistic component, and an oral presentation to the entire school.
- Work independently under the guidance of a mentor.
- Communicate orally with fluency and accuracy.

Curriculum and Standards for All-Grade Courses in the High School

Physical Education and Movement

Students are required to participate in four years of physical education. Depending on school facilities and collaborations with other schools, the program will include team sports (soccer, basketball, alpine and cross-country skiing, track and field); yoga; social dance, circus arts, and martial arts. Throughout the high school years a **health and wellness curriculum** will be incorporated into the PE and Movement classes as well as other appropriate academic classes. Topics to be covered will include support of physical and emotional well-being through exercise, diet, meditation and mindfulness, substance use and abuse, human sexuality and systemic discrimination.

In physical education and movement classes, where progress and achievement rely on the full participation of every group member, teachers take the following into consideration:

- Level of engagement in the activity: that the student shows an interest in the effort of the whole group and works to blend his/her own part with sensitivity.
- That the student displays willingness, motivation, and ability to make progress as an individual within the group.
- Preparedness: that the student comes to class on time and in appropriate attire and equipment.
- Attention to technique and respect and care for the equipment, the tools being used, and the cleanliness of the space used.
- Respect of fellow classmates' work and efforts.
- Attentiveness to safety and expected conduct.

Performing Arts

Theater: Tenth and Twelfth Grade Plays

Because it is such an incarnating experience, drama in a Waldorf high school is one of the most dynamic means of assisting with the gradual unfolding of individuality in adolescence. The make-believe world of a play offers a potent antidote to the tendencies of the adolescent age since it requires activating the powers of the imagination. Drama is the most social of all arts, inherently collaborative and demanding of the ingenuity and artistic efforts of dozens of people. Working on a play becomes then not just an artistic endeavor, but also a social training in community building. Finally, there are truths to be discovered through the illusion of drama—ageless archetypes of characters and human situations; it has revelatory possibilities. Everyone participates, no matter how small the role, in order to experience what it means to intentionally and imaginatively step out of oneself and into another character. Drama is one of our most important pedagogical tools in a Waldorf school: we try to consider what role best serves each student pedagogically, and what will best serve his or her present and future needs.

All strive to produce a good play so that these young people experience success in their artistic collaborations.

We mount a full play production in only 3½ weeks, which can be an intense experience, but one that holds enormous possibilities for adolescents—both individually and as a group—to feel real achievement and accomplishment. After a first group reading, students cast themselves, and these are choices we do our best to follow. Students work with many preparatory exercises to overcome self-consciousness, strengthen the ensemble, open up to others, improvise, develop character, and encourage the freedom to be silly and have fun. They take responsibility for most of the stage managing (partially in 10th, fully in 12th) and many have the opportunity to develop administrative and organizational skills by taking full responsibility for technical tasks such as costumes, make-up, props, lighting, and sound effects (again, in 10th partially supported by adults; in 12th, fully on their own).

Music:

Instrumental and Vocal, Grades 9-12

Students in all grades will be required to participate every year in Orchestra, Band, or High School Chorus.

Students in orchestra should be able to do the following:

- Demonstrate performance practice – stylistically correct musical interpretation, including ornamentation and understanding of historical context of the music.
- Understand musical forms.
- Attend and critique a performance of “concert music”.
- Work on all major scales, dominant scales and some minor scales.

Students in chorus should be able to do the following:

- Work on expanding their vocal range.
- Work on interval recognition and singing in tune with each other.
- Rehearse and perform a wide range of vocal styles from classical to modern and music from around the globe.

In music classes, where progress and achievement relies on the full participation of every group member, teachers take the following into consideration:

- Engagement in the ensemble: that the student shows an interest in the sound of the ensemble as a whole and works to blend his or her own part with musical sensitivity.
- That the student displays willingness, motivation, and ability to make musical progress as an individual within the group.
- Preparedness: that the student comes to class with their instrument and music. Failure to bring their instrument or music will reduce the student’s grade.
- Home practice: that it is evident the student works on the music independently, outside of school in a consistent manner.
- Attention to technique: that the student works to play and/or sing with proper diction, breathing, articulation, posture, and technique.

While innate talent in any of the above fields can produce exceptional work, it does not guarantee a good grade without active participation, engagement, and effort. Conversely,

students who may be less naturally gifted can still obtain high grades through active participation, engagement, and effort.

Practical Arts

Practical Arts and Crafts, Grades 9-12

Courses to be offered as electives will depend on the availability of specialist teachers and may include pottery, sculpture, wood working, book binding, blacksmithing, jewelry making, weaving, or media art. Specialist teachers will set standards for achievement in those courses.

Community Service and School Work/Jobs,

Community service is an integral component of the curriculum and essential for students to enter into new relationships with their community, especially neighboring local businesses and service organizations. In order to connect with and honor the wider world around them, Coastal Waters students fulfill a minimum of sixteen hours per year of community service with outside organizations of their choice. Students in Grade 12 perform eight hours of community service, which may be integrated with their Senior Project. A service component is part of several of our courses, for example, visiting a special needs community in the *Parzival* block, tending the grounds of a Benedictine Monastery on the Medieval History trip, or cleaning the beachfront on the Maine coast Zoology trip.

The community service requirement varies with the grade:

- in ninth grade students will work as one group to perform community service as arranged throughout the year.
- in tenth grade students will work in small groups on community service projects.
- in eleventh and twelfth grade will work on individual community service projects of their own design.

All students will contribute to the practical day-to-day running of the school by taking on daily jobs, such as cleaning, recycling, trash, compost, plant watering and supervision.

General Standards (selected subjects) for Comprehension/Skills, to be applied at all Grade Levels

In English language arts, students will demonstrate that they can

- Read and write at or above grade level;
- Recognize and evaluate themes, style, character, plot, sense of place and relevance to the given time period;
- Apply analytical skills, rhetorical strategies and literary theory to relevant texts to build their understanding of the power of language;
- Appreciate the role literature plays in our understanding of past and present, through exploring the social, political, cultural and philosophical contexts of diverse texts;
- Write and revise essays that reflect the continuing development of their understanding of a particular text and assignment.
- Complete writing assignments as required in every main lesson block, which may include book reviews, expository writing, creative writing, journals, project and lab reports.

In Social studies/history, students will demonstrate that they have

- Learned the basic informational content required for a given course,
- Acquired an understanding of political, social and economic systems;
- Learned to distinguish between sound generalizations and misleading oversimplifications in different interpretations of history;
- Learned how to gather information from primary and secondary sources, evaluate this information, construct and test hypotheses and apply what they have learned in oral and written presentations;
- Learned to identify causal connections between historical events and larger social, economic and political trends;
- Understood how human actions affect our world in terms of environmental, political, economic and social issues.

In Mathematics, students will demonstrate that they have learned

- The mathematical concepts, calculation and problem solving skills required to pass each course at or above grade level,
- The practical uses of math in such diverse fields as surveying, geometric drawing, and environmental sustainability.

In Science, students will demonstrate that they have

- Mastered the basic content required to pass each course at or above grade level,
- Developed the skills of observation, experimentation and analysis to enable critical evaluation of their surroundings and circumstances and to enable informed decision-making about an array of issues from personal health to environmental sustainability;
- Understood the scientific process, including experimental design and proper use of variables and controls as well as relevant mathematical concepts, throughout the full range of topics and levels;
- Achieved competence in communication skills relevant to science, such as written lab reports and oral presentations and projects.

In Visual and Performing Arts, students will have learned to

- Express themselves artistically
- Acquired the confidence to present their work to an audience of students, parents and the larger community;
- Practice such skills as observation, critical analysis and application of technique;
- Value self-expression and appreciate others' self-expression.

Grading Standards for High School

A-/A/A+ (90-93/93-100) (note: an A+ does not affect GPA)

Excellent performance in relation to course objectives with strong evidence of a thorough grasp of the subject matter; observations articulated well, ideas organized, all material analyzed and concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed clearly and convincingly both in speech and in writing, creative solutions found to challenging problems.

B-/B/B+ (80-83/84-86/87-89)

Sound performance with strong evidence of a comprehensive grasp of the subject matter; key observations articulated, central ideas organized, important material analyzed and key concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed effectively both in speech and in writing, progress made on solving challenging problems.

C-/C/C+ (70-73/74-76/77-79)

Performance that meets basic requirements with evidence of a good grasp of just the essential components of the subject material; important observations articulated in fairly clear terms, most central ideas organized; analysis and synthesis of a number of ideas and concepts as appropriate for developmental stage; thoughts expressed adequately in speech and in writing; development of skills necessary to solve basic problems.

D-/D/D+ (60-63/64-66/67-69)

A barely acceptable performance with evidence of a familiarity with the subject material; partially successful efforts to meet course expectations; minor effort to articulate observations, to organize and integrate ideas, to analyze, and/or to synthesize ideas and concepts, as can reasonably be expected of students at a given stage of development; partially successful efforts to express thoughts both in speech and in writing, and/or to solve basic problems related to the subject material.

F (0-59)

Below any satisfactory standard of performance, with evidence of an unsatisfactory grasp of the basic subject material and insufficient effort to meet course expectations.

Cross Disciplinary Goals

In addition to measurable grade-level subject-specific learning goals, we are guided by a set of broad, cross-disciplinary goals for the development, over four years, of abilities and capabilities that are needed for learning in all subjects and for overall school success. These include

Cognitive and communication skills: students will increasingly

- Appreciate the value of active listening;
- Achieve mastery of abstract and complex concepts;
- Be capable of clear, informed, critical thinking and able to observe, compare, analyze and synthesize information;
- Be able to effectively access, evaluate and integrate information from a variety of sources;
- Be able to communicate effectively both verbally and in writing and have strong computation, research and problem-solving skills;
- Understand the uses of technology and appropriate media to communicate and create effectively.

Confidence, competence and collaboration: students will increasingly

- Be capable of correcting their own work upon observation, reflection, discussion or completion of additional lessons;
- Demonstrate the development of concentration, persistence and responsibility;

- Be able to effectively collaborate with others by cultivating trust, developing listening skills and the ability to compromise.

Creative imagination: students will increasingly

- Demonstrate creative problem-solving skills;
- Be able to express their internal experience through literary, artistic, musical and/or athletic endeavors;
- Develop an appreciation for the aesthetic and disciplined work of others.

Sustainability and stewardship: students will increasingly

- Demonstrate an understanding of the interconnectedness of the natural world;
- Acquire an understanding of the need for sustainable practices and effective stewardship in regard to the environment, agriculture, the economy, and social and personal life.

Finally, the founding members, Board, faculty, and supporting community of Coastal Waters are guided by the broad goal of educating the whole human being. By graduation, we hope that each student has developed the capabilities, dispositions, attitudes, and character traits needed to navigate their world and work, and to be prepared for a future yet to be imagined of their own making. Over the course of four years, we aim for each student to make progress toward becoming

A caring contributor to the community who

- Appreciates his/her role as a community member and engages in effective collaboration and community service;
- Understands his/her diverse community and the particular issues it faces.

A world citizen who

- Understands and values the contributions of various groups and individuals to the growth and well-being of the U.S. and the world;
- Is able to function in cross-cultural interactions;
- Appreciates the interconnectedness of individual, community and environment.

A healthy individual who

- Understands the importance of personal health, including that of mind, body and spirit;
- Practices self-awareness, empathy and compassion towards self and others.

A life-long learner who

- Makes ethical and moral decisions and choices for a healthy future;
- Takes responsibility for and understands the consequences of his/her actions;
- Approaches the world with curiosity and finds joy in learning and discovery.

Measurement of non-cognitive goals (e.g., curiosity, confidence, empathy) can only be approximate and will depend largely on teachers' judgements. Standards in this realm are not absolute; benchmarks for progress vary with the individual. Fair assessments in this regard are facilitated at Coastal Waters by close teacher-student and advisor-student relationships, and can be incorporated into the narrative component of end-of-course assessments.

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Appendix N: Detailed Fundraising Plan

Event	Pre-op Fundraising	Annual Fund	Foundation Grants/ Corporate	Gala-silent and live auction/dinner	Raffle-large item or Calendar Raffle
Goals and Objectives	\$20,000	\$15,000 the first year growing 3% each year	\$40,000 first year growing 3% each year	\$12,000 growing by 3% per year	\$5,000 first year growing 3% each year
Date of Event	June 2021-September 2022	Begin November 1 with Release of Annual Report, (include Giving Tuesday event in Annual Fund raising-11/29/22)	TBD-ongoing	6/1/2023-end of year	Drawing at Spring Celebration in May
Assumptions	Use of our current mailing list of supporters; donations solicited online and through web page/Silent Auction	Board = \$2,000 2 x 2000 = \$4,000 5 x 400 = \$2,000 60 x 100 = \$6,000 60 x 20 = \$1,000 Donations solicited online with mailing	Development Director working with grant writer from the development committee or hired grant writer	No covid restrictions	Parents to sell tickets
Oversight	Development & Fundraising Committee of the Board	Development Director with final oversight by Development & Fundraising Committee	Development Director with final oversight by Development & Fundraising Committee	Subcommittee with Development Director with final oversight by Development & Fundraising Committee	Subcommittee with Development Director with final oversight by Development & Fundraising Committee
Planning	June 2021- Dev team and Board begins to solicit donations 12/1/2021-Auction goes live and closes 12/15/2021	Annual Report-Administrative Director, Business Admin, and Board prepare by October 1. Board solicitation letter. Create Giving Tuesday (11/29) page pn FB, Website, promote starting Nov 21.	Ongoing research of grants and applications-criteria and deadlines. Identify Foundation contact for face-to-face meeting. Write applications-3 proof readers. For Coporations: identify contact, develop presentation/applications.	Coordinate solicitation of donations from local businesses (start in February), confirm teachers plans for student created projects for live auction, solicit food donations, coordinate volunteers for all aspects of the event-set up/take down, food, decorations, auctioneer, creation/printing of program, invitations (send out mid April), tickets by admin, check out, get sponsors, request wine donation from Board+others, set up online ticket purchase, set up online portion of silent auction.	Ticket price and design 2/1 Poster and web design 2/1 Arrange for sales at local venues 2/1, recruit/organize community volunteers/families Organize volunteer ticket sellers for local venues 2/1 Print Posters 2/15 Ticket sales 3/1
Advertising	Mailing list, Webpage, Facebook	Mailing list, Webpage, Facebook Visual Display inside School	N/A	Weekly, and monthly newsletters, FB, Website, invites sent out.	Website, Facebook, Newsletters
Event Needs	Artwork and Business Contributions Auctria.com-Online Platform for Silent Auction Tracking Bids and Winners.	N/A	N/A	Website, invites sent out to mailing list and all supporters. Volunteers to gather donations for auction, class teachers to complete student project for live auction, food donations picked up/all food tables set up, bid sheets on all tables, pens, all tables set up with silent auction items, wine table set up with bid sheet, cash boxes (2) for checkout tables, bags/tissue paper for items, microphone for live auction, paddles for live auction, vounteer keeping track of live bids/wins.	Cash box for sales at local venues Tickets Volunteer ticket sellers Posters
Grant Needs	N/A	N/A	Research application criteria,	N/A	N/A
Financial	\$20,000	\$15,200 gross. less \$200 mailing	\$40,000 less paper and copying	\$12,000	\$5,000 (\$6,000 gross Income \$1,000 expenses)
Follow up	Thank you letters, Personal phone call for donations \$500 and greter, recognition of donors in annual report, Update board on progress	Thank you letters out by January, Personal phone call for donations \$500 and greater, Recognition of donors in annual report Update board on progress	Thank you letter, Follow up with contact-if not accepted ask for feedback, Complete report for funder at end of grant period, Evaluation of grant feasibility for upcoming years, Recognition of donors in annual report, and Update Board on progress	Thank you's to all volunteers, donors, and sponsors. Evaluation meetings with volunteers	Thank you's to all volunteers. Evaluation meeting with volunteers/coordinators with written recommendations and plans for upcoming years.
Event	Holiday Crafts Fair		Fun Run	Spring Fair/May Day	Yard Sale
Goals and	\$5,000 first year growing 3% each year		\$5,000 first year, growing by 3% year	\$3,000 first year, growing by 3% year	\$2,000
Date of	Nov 19 or Nov 26, 2022		October or end of May-tbd	May-(day tbd)	June 15
Assumptions	No Covid Volunteer Coordinator, Vendor Coordinator, Vendors Cafè Raffle of vendors donated items, School Store, Children's Crafts and Activities Storytelling/Puppet Show		No covid restrictions	No covid restrictions	Able to get donations of sale items
Oversight	Subcommittee with Development Director with final oversight by Development & Fundraising Committee		Subcommittee with Development Director with final oversight by Development & Fundraising Committee	Subcommittee with Development Director with final oversight by Development & Fundraising Committee	Development & Fundraising Committee
Planning	Identify Coordinators 9/1, Vendor Applications due 8/1 (F and D committee oversee advertising for vendors over the Summer), review and choose vendors by 9/1, notify vendors 9/7, Organizational Meeting of volunteer coordinators 9/15-bi weekly meetings begin, 10/ 15 weekly meetings begin. Assemble Raffle Items 11/1, Arrange Story-teller/musicians 10/1 Assemble School Store Items 11/1, Volunteer Sign Up begin (Sign Up Genius) 10/1, Plan Children's Activities 10/1, Solicit Cafè items (from school community as well as greater community donations) 11/1, pick up day before Fair.		Planning to begin in August or March-tbd. Find sponsors, contact town for all permits needed/routes approved, contact local businesses for donations of refreshments/ice/waters,design, design and print shirts/hats, race numbers, collect tents.	Planning to begin in March, crafts and events planned, volunteer opportunities listed, reach out to local bands for live music, request food donations from local restaurants, create menu with prices, book pony for rides, book dunk booth, farm animals for petting zoo, start creating decorations (fabric flags, banners, etc) with students.	Advertise in Community asking for donatiuons April, May, June. Ask for baked goods and collect items June 10 until sale day. Collect for bake sale day before sale. Make signs for roadside.

Advertising	Website, Facebook, Weekly Shopper Ad, Sentinel Ad, Parents Mag		Facebook, Website, Newsletters, Newspapers, Road Signs	Facebook, Website, Newsletters, Newspapers, Road Signs	Facebook, Website, Newsletters, and Roadside signs
Event Needs	Vendors do own set-up (map needed), Cash boxes (3) Raffle Set-up, School Store Set up, Children's activities set up Café set-up (donated goods to be picked up day before)		Route plan, town approval, police presence/traffic control, volunteers for set up, take down, check in and along route, time-keepers, tents, chairs, shirts, numbers, donations of refreshments.	Volunteers for set up/take down/all events/activities, area for live music, food donated, grills borrowed from community if needed, coolers, ice, lemondade stand set up, homemade pickles on a stick stand, marketing/outreach table set up, tickets for activities, cash boxes (3).	Families to donate items, volunteers to organize, set up, take down, make refreshments to sell, police officer to direct traffic, parking attendants, cash boxes for check out tables, food table
Grant Needs	N/A		N/A	N/A	NA
Financial	Income: Café, School store, Vendor fees, and Raffle	\$5,000 (\$9,200 gross income, less \$4,200 expenses)	\$5,000	\$3,000	\$2,000
Follow up	Email acknowledgment to all parent volunteers (week after event) Thank you letters to volunteer coordinators by 12/1 Thank you letters to donors for Silent Auction by 12/1 December-Evaluation meeting with volunteer coordinators for each section with written recommendations and plans for upcoming years.		A thank you to donors/volunteers in Newsletter, FB, Website, press release about the event submitted to local newspapers. Evaluation meeting with volunteer coordinators for each section with written recommendations and plans for upcoming years.	A thank you to donors/volunteers in Newsletter, FB, Website. Evaluation meeting with volunteer coordinators for each section with written recommendations and plans for upcoming years.	A thank you to donors/volunteers in Newsletter, FB. -Evaluation meeting with volunteer coordinators for each section with written recommendations and plans for upcoming years.
Event	Dine to Donate	Lemonade Stand/Facepainting	Halloween Walk		
Goals and Objectives	\$1,050	\$1,050 (And Outreach and Marketing)	\$2,000 first year, growing by 3% year		
Date of Event	Ongoing-(at least 6 events)	Summertime (6 weekends)	October		
Assumptions	Restaurants offering	No Covid restrictions	No covid restrictions		
Oversight	Development & Fundraising Committee	Parent volunteers, Parent Association, and Development & Fundraising Committee	Subcommittee with Development Director with final oversight by Development & Fundraising Committee		
Planning	Schedule at beginning of school year. Contact all local restaurants to determine opportunities, complete all applications/requests. Create banner.	Schedule in April for the Summer. contact all towns for participation details, restrictions, etc.	Planning begins 8/1/2021		
Advertising	FB Website Weekly newsletters Monthly newsletter	FB Website Fliers Weekly/Monthly Newsletters	FB Website Fliers		
Event Needs	Volunteers to man the booth (if allowed) at restaurant. Banner/sign with school logo, outreach materials	Families to build and man booth, Lemons, squeezer, water, sugar, cups, ice, outreach supplies, fliers, school info packets, sign with school logo, face paints and older students (6th grade and up) to paint faces	Volunteers to set up walk, costumed actors/storytellers at stations		
Grant Needs	NA	NA	N/A		
Financial	\$175/event	\$175/event			
Follow up	Thank you card (with picture drawn by students) to business	Acknowledge volunteers on Facebook weekly, with photos.	A thank you to donors/volunteers in Newsletter, Facebook		

Appendix O: Employee Job Descriptions

Pedagogical Director

The Pedagogical Director is a leadership position responsible for the school curriculum and implementation in the day-to-day classroom teaching. The position inspires a culture of collaborative initiative at Coastal Waters and works to create a shared vision for the future of the school. The position reports to and is supervised by the Board of Directors. The Pedagogical Director collaborates with the Administrative Director to form the day-to-day leadership of the school.

The Pedagogical Director has authority to require compliance with established policies, procedures, practices, and agreements, and to initiate corrective procedures as appropriate. This role participates in the formation and modification of school policies.

Duties and Responsibilities:

The primary responsibilities of the Pedagogical Director are broadly captured under four areas, with the focus or emphasis shifting between these areas as the leadership structure changes and the needs of the organization strategically evolve:

1) Pedagogical Development/Support of Faculty

- Define and ensure the implementation of the pedagogical vision and goals of the school.
- Assure quality of teaching and appropriate delivery of the curriculum.
- Visit and observe all classes regularly.
- Provide direct hiring, review, and supervision of Faculty.
- Provides oversight of faculty professional development.
- Assist faculty members with pedagogical questions.
- Support faculty members in addressing parent concerns.
- Maintain an awareness of ongoing curriculum and pedagogical developments in both Waldorf education and the larger educational community.

2) Administrative

- Oversee processes that ensure the school's pedagogical quality, consistency, coherence, and continuity.
- Develop and refine policies and procedures in conjunction with pedagogical bodies, Administrative Director, and Board of Directors.

3) Parental Liaison

- Collaborates with the Administrative Director in managing the concerns of the parent community.
- Support the development of parent education.
- Work with the faculty to support the resolution of individual parent or class-wide pedagogical concerns.

4) Committee Work

- Attend sectional meetings, departmental meetings, and various committee meetings as needed.
- Member of Leadership Council with the Administrative Director and Faculty Chairs.

Knowledge, Skills and Abilities:

- Have a demonstrated commitment to collaboration, objectivity, relationship, and consensus building as well as conflict resolution.
- Be a person who is accessible and approachable, who deals with people in a welcoming and engaging way, and who leads by active involvement in the life of the school.
- Be an individual who is responsive and non-reactive and leads through a balance of inspiration and discipline, vision, and practicality.
- Possess the ability to work collaboratively and be an effective liaison between leadership and governing bodies.
- Possess considerable knowledge of Waldorf education, its principles, techniques and methods, and a connection to Anthroposophy on which the education is rooted.

Education and Relevant Work Experience:

- Have at least 10 years' experience as a Waldorf teacher and significant experience in leadership/administrative roles.
- Preferably possess a Master's Degree; Bachelor's degree required.
- Experience in program evaluation and mentoring faculty.
- Be willing to engage conflict and work towards positive resolution.

Administrative Director

The Administrative Director is a leadership position responsible for the day-to-day work of the essential administrative operations of Coastal Waters Chartered Public School. This role participates in creating an environment of stability in a rhythmic, balanced, and healthful way such that the school is fully available to fulfill its vision and each member of the team is available to live life fully.

The Administrative Director works in collaboration with the Pedagogical Director for the positive day-to-day operations of the school. The position reports to and works with the Board of Directors in overseeing the financial and legal wellbeing of the school. The Administrative Director is supported by administrative staff consisting of the Business Administrator, Development Director, and Administrative Assistant.

Duties and Responsibilities:

- Represent the school to the parents, students, and community, in a manner that creates a positive public image and promotes retention and new enrollment.
- In participation with the Pedagogical Director and administrative staff, help coordinate between the Board and Parent Council in the development, implementation, and communication of goals, strategies, objectives, policies, and procedures of the school.
- Represent the School in community and professional meetings.
- Represent the School in its relations with state and federal agencies with local, state, regional and national educational organizations and the Alliance.
- In participation with the Leadership Team, respond to crisis and mitigate any residual risks and concerns

Parent/Teacher/Student Relations

- Participate in implementation of new parent in-take process and orientation meetings.
- Ombudsperson for staff, faculty, student and parent conflict.
- Oversee exit interview process and facilitate meetings with exiting families.

Human Resources

- Work with the Pedagogical Director and Board to oversee and manage employee benefits and salaries, orientation and training, and employment contracts.
- Oversee protocols and process for hiring, retention, and dismissal of administrative personnel.
- Prepare employee handbooks and maintain appropriate personnel records.
- Oversee mentoring and evaluation of administrative staff.

Educational Policies

- Serve as an educational innovator, anticipating the needs of the future children coming to the school and plan accordingly
- In cooperation with Development Director, coordinate policies and procedures related to admissions, lottery, waitlists, and incoming student-records policies.

- Oversee and review distribution of mid-year and end-of-year reports, student records, and other student documentation.

Oversight of Legal Issues

- Oversee activities related to 501c3 status.
- Work with Legal Review Team
- Comply with state regulations and licensing requirements.
- Work with the Pedagogical Director, Board, and its committees to carry out established school policies; to review those policies and make recommendations for changes; to attend meetings, prepare reports, maintain board records, and keep the Board informed on all aspects of the school's operation.

Budgeting and Planning

- Work with the Pedagogical Director and Board to project for academic program needs, capital project planning, and professional development
- Oversee entire budget and actual expenses.
- Oversee and steer the Strategic Planning process, including the 5 year budget

Building and Grounds

- In conjunction with Building and Grounds plan for future needs of building and site
- Review and negotiate lease agreements as required

Development

- Actively develop relationships with key donors, alumni, alumni parents, and foundations in conjunction with the Development Director

General and Administrative Support

- Oversee administrative communications including the Annual General Meeting, program handbooks, website, and school-wide communication
- Manage, update and oversee Emergency Response Protocol
- Manage, updated and oversee all health and safety protocols

Knowledge, Skills, and Abilities:

- Excellent organizational and written and verbal communication skills
- Ability to think ahead, self-manage, and be flexible
- Considerable knowledge of Waldorf pedagogy, including administrative and educational principles, techniques, and methods
- Ability to relate to and honor all members of the school community and to work as part of a team
- Demonstrated ability to manage public relations and inter-relationships with community groups, private and public agencies, parents, and the general public
- Legal awareness of school related issues preferred
- Ability to support a development team, including generating new ideas and increasing revenue to the school
- Ability to embody, manifest and advocate the mission of the school
- Ability to monitor and address all matters of school climate and culture

- A working relationship with Anthroposophy

Personal Qualities:

- Personal empathy and alignment with the mission of the School
- Decisiveness tempered with patience, diplomacy, and compassion
- Personable, with a healthy and respectful sense of humor

Education and relevant work experience:

- An advanced degree in education and/or school administration
- Waldorf administration or classroom experience preferred
- Experience managing all aspects of employment, retention, and dismissal of personnel preferred

Faculty

The Faculty position is a position that is responsible for maintaining the pedagogical presentation in the day-to-day delivery of the appropriate grade level curriculum and method at Coastal Waters. This position works with the Pedagogical Director to provide the education plan in line with the school's pedagogical plan.

Duties & Specific Responsibilities:

- Prepare and implement Maine Lessons, daily lessons, and monthly lesson blocks
- Coordinate with other grade and specials faculty to ensure student engagement in all aspects of their lessons
- Compose student reports and professional correspondence with parents and colleagues
- Compose student reports and professional correspondence with parents and colleagues Prepare and conduct regular parent evenings and parent-teacher conferences. Participate in school community and public relations events (e.g. open house).
- Collaborate and consult with parents and faculty regarding academic needs of students, assisting students and parents in the development of realistic personal expectations for achievement and progress
- Facilitate a healthy school climate by fostering self-understanding and strong interpersonal relationships
- Collaborate with the Pedagogical Director, LEA, and faculty to support teachers and administrative efforts to ensure support for students

Knowledge, Skills, and Abilities:

- Degree in education and/or NH teaching certification and Waldorf teacher certification or willingness to pursue this as professional development.
- NH state certification or 3 years teaching experience per NH State Standards
- High School Faculty will have a degree in the subject they are teaching
- Alignment with Waldorf education
- Strong written and oral communication skills
- Strong organizational and planning skills

Business Administrator

The Business Administrator is responsible for the operational, organizational, and financial management of Coastal Waters Chartered Public School. This role collaborates with other administrative staff in the day-to-day administrative operations. The Business Administrator reports to the Administrative Director and collaborates with the Board Treasurer and Pedagogical Director. This role participates in collaborative decision-making and is responsible for the implementation of decisions in the business realm.

Duties and Responsibilities:

Office and Financial Management

- Responsible for the financial records of the school
- Collaborate with the Pedagogical Director, Administrative Director and Board Treasurer to prepare, present, and manage yearly budget
- Process payroll for salaried, hourly, and contracted employees
- Prepare and complete employee contracts, including compensation and benefits
- Work with the Board Treasurer to prepare financial reports for the Board
- Maintain financial and personnel files
- Implement and improve efficiency of office procedures and electronic systems

Buildings and Grounds Management

- Oversee plans for maintenance & janitorial work during school breaks
- Oversee facility use and summer rentals

Ensure legal compliance, accreditation, insurance, and safety regulations according to legislation

- Communicate with government, legislative, and outside authorities, as necessary
- Develop and manage financial policy

Knowledge, Skills, and Abilities:

- A minimum of a High School Diploma or GED equivalent, an Associates or Bachelor's degree is a plus
- Two plus years of experience in an office setting required, experience in a nonprofit and/or school is a plus.
- Financial aptitude and accuracy, including reporting, budgeting, and forecasting
- Excellent listening, verbal, and written communication skills
- Microsoft Suites and QuickBooks experience required

Education Support Coordinator (LEA Liaison)

The Education Support Coordinator is a full-time administrative position that works with the Pedagogical Director, Faculty, and Local Education Agency (LEA) to assess students' educational needs, determine appropriate resources, and provide ongoing support as needed. The Education Support Coordinator will coordinate with the LEAs to cultivate positive relationships for collaboration to create the best plans and support for the students.

Duties & Specific Responsibilities:

- Coordinate and oversee the education support program of the school
- Promote an inclusive education environment that provides additional support for individual students and their learning needs
- Collaborate and consult with the Faculty and Pedagogical Director to create or use developmentally appropriate assessments
- Liaise with the LEA in creating developmentally appropriate plans that help meet the individual student's needs
- Create and maintain connections with local services and providers for referring students in need of evaluation and support
- Provide support to enable students with learning needs to access the curriculum and complete
- Assist with appropriate modifications and adaptations to the regular curriculum and/or learning environment in collaboration with grades teachers
- Provide integration support for students with special needs
- Maintain accurate records of student achievement and progress, and provide regular communication and reports to teachers and parents
- Complete funding applications for students identified with special needs and other relevant compliance documentation

Knowledge, Skills, and Abilities:

- Minimum of 2+ years of education support, or related, experience
- Maturity and confidence necessary to deal effectively with faculty, parents, administrators, and board members
- Alignment with Waldorf education
- Strong written and oral communication skills
- Strong organizational and planning skills
- Ability to work collaboratively in a team at the school and with LEAs

Development Coordinator

The Development Coordinator is a full-time administrative position responsible for managing the school's development efforts in conjunction with the Administrative Director, Pedagogical Director, Administrative team, and the Board. The Development Coordinator will focus on both short- and long-term financial health of the school by cultivating positive relationships with community members, alumni, families, and foundations. The Development Coordinator will demonstrate the ability to carry out a strategic and comprehensive fund-raising program, including maintaining relationships, identifying and developing new donors, timely submission of grant proposals and reports, and the general oversight of the annual giving, special events, and alumni programs.

Duties & Specific Responsibilities:

Strategic Leadership and Committee Participation

- Set direction for development goals and strategies in conjunction with the Development and Fundraising Committee, including a multi-year plan to increase overall giving statistics (both participation and money raised)
- Develop and maintain strong relationships between the school and core communities - foundations, parents, and extended community - leveraging administrative team and Board members for key ongoing relationships
- Plan and implement strategic initiatives, such as capital or major gift campaigns
- Identify strategies in individual giving and donor relations and cultivate new major donors to align with strategic planning and goals
- Develop and implement an annual solicitation strategy, in collaboration with the development committee, for current families and extended community
- Develop and maintain a program focused on alumni (which could include alumni events, newsletters, reunions, database)
- Identify new sources of foundation support
- Establish and maintain benchmark indicators for reviewing success of development activities and ensure best practices in data management
- Present monthly reports on development data to the Directors and Board
- Oversee gift application, reporting, and acknowledgements
- Oversee grant applications and reports as appropriate
- Oversee work on ad hoc projects that relate to development, institutional advancement, and strategic planning and marketing

Knowledge, Skills, and Abilities:

- Minimum of 2+ years of progressive fundraising leadership experience, ideally in an educational setting, including annual fundraising, major gifts, capital campaigns, planned giving, and strategic planning
- Maturity and confidence necessary to deal effectively with faculty, parents, administrators, and board members
- Alignment with Waldorf education and collaborative leadership
- Strong written and oral communication skills
- Strong organizational and planning skills
- Ability to work collaboratively in a team and to manage and inspire volunteers

Administrative Assistant

The Administrative Assistant position is a hands-on, organizationally demanding role which requires an excellent ability to deal with people in a very busy environment. Consistent attention to details and follow-through are essential. This role reports to the Business Administrator and supports the other staff and faculty of the school. The Administrative Assistant must be friendly, knowledgeable, outgoing, and be able to interact with the public, parents, high school students, and faculty. Discretion and objectivity are essential components of this job which may deal with sensitive and personal issues.

Duties and Responsibilities:

Administrative support

- Assist with office student record maintenance and various administrative tasks
- Provide administrative support for faculty and staff including editing/proofreading and other tasks
- Collaborate with the Development Director, and other administrative staff, to plan, organize, and implement fundraising events
- Retrieve and maintain student medical information; notify faculty and staff of student's status with special health and medication requirements
- Manage instruction and office orders
- Maintain office supply inventory (including all school printer supplies), tech inventory/accessories, and order as needed, research cost-effective purchases
- Help to maintain the School Cues system
- Act as communications first responder in an emergency, stock and maintain first aid kit.
- Adhere and maintain current COVID protocols (HS signage, PPE etc.).
- Maintain cleanliness of faculty lounge
- Manage student and staff mailboxes
- Other support of faculty, students and staff as needed

Front Desk Reception

- Greet visitors, receive deliveries, answer questions from students and visitors
- Answer phones, transfer calls and take messages
- Distribute mail, interoffice, Fed Ex, UPS etc.
- Coordinate/oversee front desk various fundraiser sales, tickets etc.
- Stay informed through school bulletins and registrar on school events, curriculum changes, etc.

Knowledge, Skills, and Abilities:

- A minimum of a High School Diploma or GED equivalent
- One or more years of experience supporting and administrative staff
- Strong computer/database skills; experience with Microsoft Office Suite
- Event planning experience a plus
- Knowledge of Waldorf education and/or SF Waldorf HS a plus

Grant Writer

The Grant Writer is an administrative position that works with the Administrative Director, administration team, and Board to support and coordinate the development efforts of Coastal Waters. This position is responsible for the development and implementation of the development plan for the School.

Duties & Specific Responsibilities:

- In collaboration with the Board and Directors of the School, create and execute a strategy for a sustained base of foundation and individual donors
- Research and maintain a foundation prospect list
- Write and submit proposals to appropriate grant offerings that align with school needs and the overall funding strategic plan
- Build and develop relationships with foundations and donors for continued collaboration and support
- Manage the donation process and information related to donors to ensure compliance with IRS guidelines for donor recognition
- Support the development coordinator, administration, and Board with the fundraising plan to ensure alignment with grant writing and strategic plan
- Develop and report on grant proposals and status to the Directors and Board

Knowledge, Skills, and Abilities:

- Minimum of 2+ years of development and grant writing, or related, experience
- Maturity and confidence necessary to deal effectively with the community, foundations, Directors, and board members
- Alignment with Waldorf education
- Strong written and oral communication skills
- Strong organizational and planning skills

Guidance Counselor

The Guidance Counselor is an administrative position that works with the students, parents, Pedagogical Director, Administrative Director, and Faculty to support students as needed with growth and development. This position is responsible for working with students in all grades to support them with their social, emotional, and educational growth.

Duties & Specific Responsibilities:

- Provide direct counseling support to students and their families pertaining to academic, educational, social, and emotional concerns, including individual and group counseling, and crisis intervention
- Collaborate and consult with parents and faculty regarding academic and emotional needs of students, assisting students and parents in the development of realistic personal expectations for achievement and progress
- Facilitate a healthy school climate by fostering self-understanding and strong interpersonal relationships
- Create and facilitate a plan to support students as they evaluate their own personal growth within the school and after graduation
- Collaborate with the Pedagogical Director and faculty to support teachers and administrative efforts to ensure support for students

Knowledge, Skills, and Abilities:

- Master's Degree in mental health field
- Experience in schools and working with high school and middle school students
- Minimum of 2+ years of development and grant writing, or related, experience
- Experience with restorative practice a plus
- Alignment with Waldorf education
- Strong written and oral communication skills
- Strong organizational and planning skills

Appendix P: Common Core, Next Generation Science Standards (NGSS), and Social Studies Placement Tables

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Part II

Common Core Standards Placement Tables

*For Use in Determining the Grade Level Placements
Of the Common Core Standards
In a Waldorf-Inspired Public School*

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Introductory Notes

The Tables in Part II include: All of the Common Core Standards for each grade level, K-8, (as designated in the Common Core Standards), as well as areas for identifying decisions made about the appropriate placement of the Common Core Standards in a Waldorf-Inspired program.

The placements currently identified in the Tables (in columns two and three) reflect the outcomes of the Alliance review process. They should be understood to be recommendations, and advisory. Schools and teachers are encourage to consider them and to make their own decisions in light of their understanding of Waldorf education and the particular needs of their students and school community.

Note: A “Y” in column two indicates a “Yes”, signifying that the standard is typically achieved by Waldorf students at that grade level. The third column indicates a specific, alternative grade level placement for a Common Core Standard, chosen as more appropriate for a Waldorf-Inspired Public School program.

The Alliance Recommendations (in Part III) gather together and re-organize the standards to reflect the results of the Alliance review process. The Recommendations place all of the Common Core standards at the grade levels indicated in the placement tables in Part II (reflecting the decisions recorded in both columns two and three).

It is to be noted that all of the Common Core Standards, K-8, in ELA/Literacy and Mathematics, will be achieved by Waldorf students by the end of the eighth grade.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Kindergarten

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Kindergarten Program and Curriculum

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. Great care is taken to provide an environment that brings nurturing guidance and cooperation into the child's world of imagination and fantasy. The week is rhythmically structured to include storytelling and puppetry, creative work and play, singing and creative movement, games and finger plays, crafts, art activities, and fairy tales.

Since the young child's response to the environment is imitation with openness and trust, the teacher's goal is to become a worthy role model in gesture, mood and speech. The teacher strives to create an environment, both inside and out, that is beautiful, orderly and calm, yet also stimulating. Natural materials and open-ended toys are selected to nourish the senses and support the children in developing their imagination, creativity, focus, flexibility, and their motivation to engage with the world and others.

The curriculum is play-based and nature-oriented in keeping with the awakening capacities of the young child below the age of seven. The curriculum includes indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The play times are interspersed with circle time (language arts, movement, and music), artistic activities (which vary daily and include painting, drawing, and beeswax modeling), snack time and story time.

The Blessing of Time in the Waldorf-Inspired Kindergarten

In the initial Kindergarten year, if a two-year program is available, children are introduced to the rhythms and routines of the Waldorf-Inspired Kindergarten. With time, they learn to move through the transitions of the day with ease. They are introduced to a thoughtfully planned, rich array of

activities. These, along with ample time for play, facilitate the development of age-appropriate physical, cognitive, emotional and social skills. During the second year, if available, the rhythms of Kindergarten already live deeply in the children. They are free to refine the qualities they began to develop in the first year. They are inspired by their new role as Kindergarten “veterans” to reach a higher level of mastery in all they do, demonstrate a greater degree of self-control, and provide assistance to others. By the end of this year, the children are well prepared to make the transition to first grade.

An Overview of the Waldorf Kindergarten

The Waldorf Kindergarten is typically a play-based, half day, one or two-year program. In the Kindergarten, the teachers gently lead the child across the bridge from home to school, laying a strong, healthy foundation for the academic program that begins in First Grade.

In a homelike environment, the Kindergarten program is rich in singing, seasonal activities, painting, puppetry and storytelling. Waldorf teachers believe it is profoundly important that the child have time to develop body, imagination and will in a secure setting. Free play with simple natural toys draws out the imagination.

Because the Kindergarten child lives so deeply in the environment around him and imitates all he sees, the teacher strives to create an environment that mirrors back to the child the Good and the Beautiful. The teacher cultivates a reverence for nature and for caring relationships and good habits, laying a solid foundation for lifelong learning, personal development, fruitful relationships with others and engagement with the world.

The Kindergarten program is based upon the simple, yet profound concepts of imitation, repetition, and creative play. Due to its unique two-year format, if available, the Waldorf-methods Kindergarten is appropriate for a mixed age group of children from early five year olds to the pre-First Grade six year olds. The Kindergarten child will gradually become accustomed to working within a group, listening to stories, interacting with the teacher, and following a daily routine, while at the same time being aided in his or her development as an individual through the encouragement of creative play, healthy movement indoors and out, practical life skills, and many artistic opportunities.

Here are some of the core activities of the Waldorf-methods Kindergarten and the significance of each in relations to the student’s ongoing development:

Circle Time

Early in the Kindergarten day, the class is brought together to recite verses, sing songs, and play developmental games with the teacher. These are often connected with the season, a particular fairy tale, or are just part of the general lore of childhood. The children develop gross and fine motor skills during circle time where the story, or seasonal theme, will be worked into an imaginative, movement-based story, poem or song. Here the children move together, listening, reciting, keeping sequences, learning body geography, integrating reflexes and developing spatial awareness.

Repeating and remembering verses and songs with movement establishes a strong multi-sensory foundation for the more intense memory work to come in the grades. In circle, teachers establish the foundations of an oral approach to teaching reading and literacy, and integrate those language-based activities with coordinated opportunities for healthy movement, spatial and body awareness, and social interaction.

Artistic Activities, Handwork, and Crafts

Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as forms of handwork such as finger knitting, braiding, sewing, and wood working, are done as a group activity, although each child is absorbed in his or her own work. *These activities encourage the child's natural sense of beauty, color, and form, as well as laying the groundwork for the artistic techniques that will be required for all the subjects to come in the Waldorf grades curriculum. They also aid significantly in the development of fine motor skills, sequencing, and spatial awareness.* Confidence is increased as they master these skills. As their confidence and self-control develop, the children also participate in simple woodworking, beading, candle dipping, weaving and other crafts.

Free Play

Free play is a self-directed activity. A child's self-directed play develops imagination, creativity, large and fine motor development, problem solving, social skills and verbal skills. Younger children participate in all of these activities as their stage of maturity allows. Some teacher guidance may be necessary in the early stages of "figuring out" how to play, share, take turns and other socializing skills. Cooperation becomes an honored skill. A wide variety of adaptable materials and spaces are available for the child's free play choices. Students can choose to play both individually and in freely-formed and fluid play groups. In addition, during both indoor and outdoor free play times, adult-led small group activities are available including jump rope, gardening and a wide variety of crafts. The opportunity for free play plays a key and essential role in the curriculum as the child's nature changes from dreamy to focused and engaged over the span of their time in the Kindergarten, bringing them a sense of security, confidence and enthusiasm.

The ability to play creatively and use one's imagination in these early years becomes, over the course of grades one through eight, the ability to think creatively, imaginatively, actively, and effectively with increasing skill and conceptual precision, i.e.: solving complex problems in mathematics or drawing inferences accurately from scientific observations, or working together to solve a practical problem. Also, the extended focus on the task or play opportunity at hand, and the ability to create and follow an activity through to completion, are extremely important in later schooling and throughout life.

Practical Work

The children are involved in many aspects of the practical work involved in the smooth running of the Kindergarten. They set the table for snack, arrange the chairs in a circle on the rug for story time and move them back safely to the table for snack. They participate in food preparation and all take turns with the work of table cleaning, sweeping and dish washing. Outside, they help tend the garden and clean up play spaces.

When it is time to set up or clean, a child's observational powers and visual memory are developed. Organizational skills, sorting, staying on task and socially accomplishing a goal with others are all achieved. The younger child imitates the teacher and older children, developing habits of responsibility and a genuine feeling of self worth. The older child is given more individualized and challenging tasks. They are able to follow multiple step directions and see a complex job through from start to finish without an adult overseeing their work. They model willingness and flexibility and helping others for younger children.

Gardening

This is a foundational piece to science and an ecological education. The children develop a connection to the earth and the seasons as they observe all of the changes in the garden and the weather. The children can observe the changing life of the garden, and best of all they get to eat what they have planted. They help to prepare the ground, plant the seeds and guide the younger children in caring for the plants. They learn to know which plants are ready to harvest, and how to help prepare the food. They develop reverence for the earth and the plants while tending them and noting the recurring life cycle of the garden as a whole and its inhabitants. This is an imaginative foundation for botany and ecology--providing images of natural processes, humanity's role in supporting them, and their blessings over time.

Music

Music is woven throughout the day and is often used for transitioning from one activity to the next. In addition to singing, the teacher and children often use simple instruments, such as chimes, harps, and wooden flutes. *Music lays the experiential foundation for the in-depth music curriculum that follows in the grades and for future studies in the arts, mathematics, and the sciences (number, rhythm, pitch, the study of sound and the qualities of materials).*

Mathematics

The daily Kindergarten routine introduces skills in mathematics in manifold ways, including counting and sorting, measuring, one to one correspondences in table setting etc., ordering from smallest to larger, finger plays, counting the children in the class, using number verses, sequential repetitive songs, jump rope verses, clapping games etc. The younger children are eager to participate in all of these activities as they imitate the involvement and skills of the older children.

Snack Time

Children help with all aspects of this shared mealtime, from preparing the food (*including natural whole grains, fresh vegetables and fruits, soups and homemade bread*), and ironing napkins, to cleaning the dishes and tables. Baking and cooking activities, like kneading dough, and stirring the cake batter, serve to integrate reflexes and hand-eye coordination in the younger child. The children are asked to sit and wait with quiet, good manners while everyone is served. This is essential for impulse control, social skills, self-care skills, and fine motor control. They learn community building skills and to care for others.

Outdoor Play

Similar to indoor creative play, the group is taken outdoors often to experience the natural world in

all of its variety and its different seasons. *A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Also, the opportunity for healthy movement offered in the outdoor setting is crucial to the healthy development of the young child.*

Story Time

The children are gathered together daily to hear the teacher tell a special story. The imaginative, vocabulary-rich story may be a fairy or folk tale from around the world, a nature tale, or a puppet show. Stories are repeated and worked with over an extended period of time so that the children may learn them well, and later act them out. Older children often assist in story time by playing the characters in the story or puppet show. The story will be acted out with feeling and the words will become even more alive in an appropriately modulated, expressive shared context. These scenarios often become the basis for creative play at other times in the Kindergarten day.

The children learn to listen, remember and understand language in the rich context of story. These skills are fundamental to reading comprehension. Self-expression is enhanced through a rich contextualized understanding of new vocabulary.

Celebrations and Festivals

In addition to the daily activities described above, there is an ongoing celebration of the seasons. The mood of the season permeates all that we do in the Kindergarten. Annual celebrations and festivals become highlights of the year, for the Kindergarten and entire school community.

The Waldorf Kindergarten and Academic Learning

Directed academic instruction and activities are not emphasized in the Waldorf-methods Kindergarten; the emphasis lies on the foundation skills and experiences described above.

One key goal of the kindergarten program is to lay a strong foundation for the formal academic curriculum of the grades. Many preliminary academic skills are practiced daily. This material is not presented through formal academic lessons, but rather is embedded in the activities and rhythms of each day. The kindergarten program also allows children to fully develop their creativity, imagination, and self-confidence in preparation for the higher levels of cognitive thinking developed in the later grades.

For example, music, games and finger play develop rhythm and counting skills. The hands-on activities of gardening, cooking, nature walks, seasonal activities, etc., introduce science, math and geography skills, and concepts and vocabulary developed through classroom activities and stories. Multicultural stories give the child an introduction to social studies.

Social development and cooperative learning are also emphasized in kindergarten. In particular, acquiring the skills of concentration, courtesy, social habits, classroom habits and spatial awareness are important goals providing a strong foundation for future learning and for life.

Each day follows a regular and reassuring pattern and rhythm. Within the rhythm of each week, the children engage in these activities following a regular pattern: painting, baking, sewing, drawing, and beeswax modeling. Story, song, seasonal activities and celebrations carry us through the cycle of the natural year.

Foundational Learning through the Waldorf-Inspired Kindergarten Curriculum

The curriculum establishes solid foundations for work in the Grades in the following areas—as natural parts of the Kindergarten’s student activities:

- **Math:** The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking
- **Language Arts:** fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced.
- **Science:** Cooking; baking; nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories; festivals; foods
- **Handwork:** Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, foundation for concentration, speech and thinking)
- **Foreign Language:** Introduction to a foreign language, often Spanish, through songs and rhymes
- **Visual & Performing Arts:** Drawing; painting; beeswax modeling; drama; singing; percussion instruments; puppetry
- **Movement/Physical Education/Games:** Circle games; finger games; Eurythmy; jumping rope; climbing; outdoor imaginative play

Common Core Standards: Kindergarten
English Language Arts: *Reading Literature*

Common Core Standards, ELA Kindergarten: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>Key Ideas and Details</i>			
RL 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 1	“text” orally delivered in K
RL 2. With prompting and support, retell familiar stories, including key details.		Gr.1	Re-tell And/or re-enact in K
RL 3. With prompting and support, identify characters, settings, and major events in a story.		Gr. 1	In K, Demonstrated through re- enactment, play
<i>Craft and Structure</i>			
RL 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) (CA)		Gr. 2	
RL 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) (CA) .		Gr 3	
RL 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		Gr. 2	
<i>Integration of Knowledge and Ideas</i>			
RL 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.)		Gr. 2	
RL 8. (Not applicable to literature)			
RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		Gr. 4	

<i>Range of Reading and Level of Text Complexity</i>			
RL 10. Actively engage in group reading activities with purpose and understanding.		Gr. 2	
RL 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 2	
RL 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 2	

Common Core Standards, Kindergarten
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Kindergarten: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			Informational texts appropriate initially at Grade 3
Key Ideas and Details			
RI 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 3	
RI 2. With prompting and support, identify the main topic and retell key details of a text.		Gr.3	
RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
Craft and Structure			
RI 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations) (CA)		Gr. 3	
RI 5. Identify the front cover, back cover, and title page of a book.		Gr. 2	
RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		Gr.3	
Integration of Knowledge and Ideas			
RI 7. With prompting and support, describe the relationships between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)		Gr. 3	
RI 8. With prompting and support, identify the reasons an author gives to support points in a text.		Gr. 4	

RI 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		GR. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. Actively engage in group reading activities with purpose and understanding.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 3	
RI 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 3	

Common Core Standards, Kindergarten
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Kindergarten: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Kindergarten students:			
<i>Print Concepts</i>			
RFS 1. Demonstrate understanding of the organization and basic features of print.		Gr. 1	
RFS 1a. Follow words from left to right, top to bottom, and page by page.		Gr. 1	
RFS 1b. Recognize that spoken words are represented in written language by specific sequences of letters.		Gr. 1	
RFS 1c. Understand that words are separated by spaces in print.		Gr. 1	
RFS 1d. Recognize and name all upper- and lowercase letters of the alphabet.		Gr. 1	
<i>Phonological Awareness</i>			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Gr. 1	
RFS 2a. Recognize and produce rhyming words.		Gr. 1	
RFS 2b. Count, pronounce, blend, and segment syllables in spoken words.		Gr. 1	

RFS 2c. Blend and segment onsets and rhymes of single-syllable spoken words.		Gr. 1	
RFS 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)		Gr. 1	
RFS 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		Gr.1	
RFS 2f. Blend two or three phonemes into recognizable words. (CA)		Gr. 1	Throughout Grades 1 and 2
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA)		Gr. 2	
RFS 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.		Gr. 1	
RFS 3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA)		Gr. 2	
RFS 3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		Gr. 2	
RFS 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		Gr.2	
<i>Fluency</i>			
RFS 4. Read emergent-reader texts with purpose and understanding.		Gr 2	

Common Core Standards, Kindergarten English Language Arts: *Writing*

Common Core Standards, ELA Kindergarten: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Text Types and Purposes</i>			
W 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		Gr. 3	
W 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		Gr. 2	
W 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		Gr. 2	
<i>Production and Distribution of Writing</i>			
W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>)			
W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and		Gr. 3	

express opinions about them).			
W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		Sources provided orally or pictorially. Student response oral or pictorial or enacted (foundational to Writing)
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>)			

Common Core Standards, Kindergarten
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Kindergarten: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Y		
SL 1b. Continue a conversation through multiple exchanges.	Y		
SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Y		
SL 2 a. Understand and follow one- and two- step oral directions. (CA)	Y		
SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Y		

SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Y		
SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Y		

Common Core Standards, Kindergarten
English Language Arts: *Language*

Common Core Standards, ELA Kindergarten: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		K—Oral only
L 1a. Print many upper- and lowercase letters.		Gr. 1	
L 1b. Use frequently occurring nouns and verbs.	Y		K—when speaking
L 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Y		K—in speaking Gr. 2—in writing
L 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Y		K—in speaking Gr. 2—in writing
L 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Y		K—in speaking Gr. 1—in writing
L 1f. Produce and expand complete sentences in shared language activities.	Y		In conversation
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in Grades 1 and 2, achieved increasingly

L 2a. Capitalize the first word in a sentence and the pronoun I.		Gr. 1	
L 2b. Recognize and name end punctuation.		Gr. 1	
L 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Gr. 1	
L 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Gr. 1	
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		Gr. 2	
L 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		Gr. 2	
L 4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		Gr. 2	
L 5. With guidance and support from adults, explore word relationships and nuances in word meanings.		Gr. 1	Oral guidance and exploration
L 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Y		

L 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		Gr. 2	
L 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		Gr. 1	
L 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Gr. 1	
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Y		Student responses to written text— Grade 1

Summary Notes and Comments

1. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
2. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.
3. In Kindergarten, re-enactment and play serve as indicators of story comprehension.
4. Many students demonstrate mastery of skills orally before they do so in writing.
5. **K W6:** Use of digital tools. Computers, digital tools, and online search engines are typically first introduced at Grade 7 in the Waldorf Curriculum.
6. In Kindergarten, the language standards are only addressed orally—through speaking and listening.

Common Core Standards: Mathematics Kindergarten	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<i>Students in Kindergarten:</i>			
<i>Counting and Cardinality</i>			
<i>Know number names and the count sequence.</i>			
CC 1. Count to 100 by ones and by tens.		Gr. 1	Begins in K
CC 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		Gr. 2	Begins in K
CC 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		Gr. 1	
<i>Count to tell the number of objects.</i>			
CC 4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Y		
CC 4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Y		
CC 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Y		
CC 4c. Understand that each successive number name refers to a quantity that is one larger.	Y		

CC 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		Gr. 1	
Compare numbers.			
CC 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		Gr. 1	Begins in K
CC 7. Compare two numbers between 1 and 10 presented as written numerals.		Gr. 1	

Operations and Algebraic Thinking			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		Gr. 1	
OAT 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		Gr 1	From whole to parts
OAT 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		Gr. 1	
OAT 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		Gr. 1	
OAT 5. Fluently add and subtract within 5.		Gr. 1	

<i>Number and Operations in Base Ten</i>			
<i>Work with numbers 11-19 to gain foundations for place value.</i>			
NOBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Begins in Gr. 1
<i>Measurement and Data</i>			
<i>Describe and compare measurable attributes.</i>			
MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		Gr. 1	Experiential in K, Conceptual in 1.
MD 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		Gr. 1	Experiential in K, Conceptual in 1.
<i>Classify objects and count the number of objects in each category.</i>			
MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		Gr. 1	Begins in K
<i>Geometry</i>			
<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i>			
G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below,		Gr.1	Number of shapes known expands

beside, in front of, behind, and next to.		Gr. 1	across grades Shapes identified and used to exemplify qualities of numbers
G 2. Correctly name shapes regardless of their orientations or overall size.		Gr. 1	Begins in K
G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).		Gr. 2	Begins in K
Analyze, compare, create, and compose shapes.			
G 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).		Gr. 3	Begins in Gr.1
G 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		Gr. 1	Begins in K with simple shapes
G 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”		Gr. 4	Begins in Gr. 1, Experiential through form drawing, Grade 2

Summary Notes and Comments:

1. Numbers, counting, and shapes are implicit in the activities of the Waldorf Kindergarten, as described in the curriculum summary for this grade level that precedes these ELA and Math tables. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.
2. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
3. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade One

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade Eight,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 1 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us.

An important task for the teacher is to create a rhythm for the child's school life as a foundation for the learning process. Towards this end the teacher designs a rhythm not only through the seasons and holidays, but also within each day and within each lesson of the day.

The year begins with the discovery that within all forms lie two basic elements: the straight and curved lines. The child finds these shapes in her/his own body, in the classroom and in the world beyond. The straight and curved lines are practiced through walking, drawing in the air and on a neighbor's back and, finally, on paper. These form drawings train motor skills, awaken the child's powers of observation, and provide a foundation for the introduction of the alphabet.

Fairy tales and stories from around the world form the basis of the First Grade **language arts** curriculum. The students begin their exploration of the alphabet through vivid stories and images. Through practice visualizing and reviewing stories, students build strong comprehension skills even before formal reading has emerged.

Through the stories the child is introduced to each letter of the alphabet. In this way the child experiences the development of language in a very concrete yet imaginative way. Images arise from these stories, such as a mountain that takes the form of the letter M. The class composes short descriptive sentences to accompany each picture. The wording is then copied from the teacher's model. Through these activities the child learns word and sentence structure without conscious effort, and has the joy of creating her/his own illustrated books for reading material. By associating abstract symbols with concrete images, students can better master the sound-to-symbol relationship. Through collaborative story writing, pictorial representations combining letters and story, exploration of word families and word patterns, and other literary explorations, students develop the skills and motivation to begin their journey as readers and writers.

In a similar imaginative way, within the **mathematics** curriculum the child first experiences the qualities of numbers before learning the four processes. What is the experience of "oneness"? "Wholeness"? What is there only one of in the world? (Me! You!). Stones, acorns and other

natural and familiar objects are used to introduce counting. They develop number sense experientially through movement and hand-on activities in many forms, including stepping and clapping and the rhythmic, choral speaking of numbers. Only after considerable practical experience in adding, subtracting, multiplying, and dividing are the written symbols for all four basic mathematical processes introduced. This approach leads to a deeper understanding of math concepts by engaging students creatively and imaginatively in their learning.

In **social studies**, the children learn to understand the rule-making processes in their classroom, school, and community. They learn how to be supportive, positive members of their community.

Science through gardening and nature study. Through weekly garden time and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity, and reverence for the natural world.

Learning a **foreign language** is ideally suited to the imitative disposition of the young child, as s/he learns through hearing and speaking the language. These classes use language immersion, song, and movement to explore language in an exciting, expressive, and natural way.

The arts. Through frequent music, art, and handwork lessons and extensive integration of music and the visual arts throughout the curriculum, artistic development is emphasized as a key element of the student's imaginative interaction with the world and their personal growth.

The first grade enters the world of **music** through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. The playing of the pentatonic flute develops finger coordination, concentration, and breath control. Songs are based on seasonal themes.

Painting in the first grade is intended to give the child an experience of working with color rather than attempting to create formed "pictures." The child's feelings for form are encouraged through beeswax modeling and crayon illustrations. In drawing, the child imitates the teacher's work, drawing whole shapes rather than filling in outlines.

Knitting is a fundamental first grade activity, as there exists a close relationship between finger movement, speech, and thinking. Some classes may choose to make scarves or knitted squares to be joined into a blanket.

Games and movement through circle and singing activities, jump rope, ball games, beanbags, rods, and the balance beam are an integral part of the curriculum as the child develops his/her motor integration and their confidence and joy in movement. There is a close connection between bodily movement, spatial integration, and brain development. Therefore, through daily Circle Time and regular Movement classes, students use music and movement to develop their bodies and minds.

Grade 1 Curriculum Components

- **Math:** Qualities of numbers; introduction of the four operations in arithmetic
- **Language Arts:** Form drawing; pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation
- **Science:** Nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories and class and school community building
- **Handwork:** Knitting (fine motor skills, concentration, sense of form)
- **Foreign Language:** Introduction to a foreign language through songs, stories and rhymes, imitation and gesture
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; crayon illustrations, drama; singing; pentatonic flute
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; movement combined with music and singing; throwing and catching; rhythmic stepping, balancing

Common Core Standards, Grade 1
English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 1: <i>Reading Literature</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer questions about key details in a text.		Gr. 2	Begins at Gr. 1 with stories
RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Y		
RL 3. Describe characters, settings, and major events in a story, using key details.	Y		
<i>Craft and Structure</i>			
RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 2 Language standards 4-6 for additional expectations.) (CA)		Gr. 3	Begins in Gr. 2
RL 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		Gr. 3	
RL 6. Identify who is telling a story at various points in a text.		Gr. 3	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Use illustrations and details in a story to describe its characters, setting, or events.		Gr, 2	Begins at Gr. 1
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the adventures and experiences of characters in stories.		Gr. 4	

<i>Range of Reading and Level of Text Complexity</i>			
RL 10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	Y		Begins with class writing
<i>RL 10a. Activate prior knowledge related to the information and events in a text. (CA)</i>		Gr. 2	Begins at Gr. 1
<i>RL 10b. Confirm predictions about what will happen next in a text. (CA)</i>		Gr. 2	Begins at Gr. 1

Common Core Standards, Grade 1
English Language Arts: *Reading Informational Text*

Common Core Standards Grade 1: ELA <i>Reading Informational Texts</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			See Note #2, Below.
<i>Key Ideas and Details</i>			
RI 1. Ask and answer questions about key details in a text.		Gr. 3	
RI 2. Identify the main topic and retell key details of a text.		Gr. 3	
RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
<i>Craft and Structure</i>			
RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (See grade 1 Language standards 4-6 for additional expectations) (CA)		Gr. 3	
RI 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CA)		Gr, 4	
RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		Gr. 3	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Use the illustrations and details in a text to describe its key ideas.		Gr. 3	
RI 8. Identify the reasons an author gives to support points in a text.		Gr. 4	
RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Gr. 3	

Range of Reading and Level of Text Complexity			
RI 10. With prompting and support, read informational texts appropriately complex for grade 1.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in a text. CA		Gr. 3	
RI 10 b. Confirm predictions about what will happen next in a text. CA		Gr. 3	

Common Core Standards, Grade 1
English Language Arts: *Reading Foundational Skills*

Common Core Standards Grade 1 ELA: Reading Foundational Skills	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 1:			
<i>Print Concepts</i>			
RFS 1. Demonstrate understanding of the organization and basic features of print.	Y		
RFS 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Y		
<i>Phonological Awareness</i>			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Y		
RFS 2a. Distinguish long from short vowel sounds in spoken single-syllable words.		Gr. 2	Begins in Gr. 1
RFS 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Y		
RFS 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Y		

RFS 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)		Gr. 2	Begins in Gr. 1
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA)		Gr. 2	Begins in Gr. 1
RFS 3a. Know the spelling-sound correspondences for common consonant digraphs.	Y		
RFS 3b. Decode regularly spelled one-syllable words.	Y		
RFS 3c. Know final -e and common vowel team conventions for representing long vowel sounds.		Gr. 2	Begins in Gr. 1
RFS 3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		Gr.2	Begins in Gr. 1
RFS 3e. Decode two-syllable words following basic patterns by breaking the words into syllables.		Gr. 2	Begins in Gr. 1
RFS 3f. Read words with inflectional endings.		Gr. 2	Begins in Gr. 1
RFS 3g. Recognize and read grade-appropriate irregularly spelled words.		Gr. 2	Begins in Gr. 1
Fluency			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		Class-generated writing
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	Begins in Gr. 1
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	Begins in Gr. 1

RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 2	Begins in Gr. 1
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Common Core Standards, Grade 1
English Language Arts: *Writing*

Common Core Standards, ELA Grade 1: <i>Writing</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Gr. 3	
W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Gr. 3	
W 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Gr. 3	Begins in Gr. 2
<i>Production and Distribution of Writing</i>			
W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>)			
W 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		Gr. 4	

W 8, With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>)			

Common Core Standards, Grade 1
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 1: <i>Speaking and Listening</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Y		
SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion.	Y		
SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give, restate, and follow simple two-step directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Y		

SL 4a. Memorize and recite poems, rhymes, and songs with expression. CA	Y		
SL 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Y		
SL 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 1
English Language Arts: *Language*

Common Core Standards, ELA Grade 1: <i>Language</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		In speaking at Gr. 1
L 1a. Print all upper- and lowercase letters.	Y		Lower case may be completed in Gr. 2
L 1b. Use common, proper, and possessive nouns.	Y		Refined through Gr. 3
L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Y		Orally, refined through Gr. 3
L 1d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). CA	Y		Refined through Gr. 3
L 1e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Y		Refined through Gr. 4
L 1f. Use frequently occurring adjectives.	Y		Refined in Gr. 2
L 1g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Y		Refined in Gr. 2
L 1h. Use determiners (e.g., articles, demonstratives).	Y		Refined in Gr. 2
L 1i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Y		Refined in Gr. 2

L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Y		Oral prompts, skills refined across grades
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in grades 1 and 2, achieved increasingly
L 2a. Capitalize dates and names of people.	Y		Consistently in grade 2
L 2b. Use end punctuation for sentences.	Y		
L 2c. Use commas in dates and to separate single words in a series.		Gr. 3	Introduced in Gr. 2
L 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Y		Expanding through the early grades
L 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Y		Expanding through the early grades
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Gr. 2	Begins in Gr. 1
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Use frequently occurring affixes as a clue to the meaning of a word.		Gr. 2	

L 4c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).		Gr. 2	
L 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Y		
L 5b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Y		
L 5c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Y		
L 5d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Y		

**Grade 1 ELA
Summary Notes and Comments**

- In reading the tables—a key distinction:
 - In the Notes and comments column, **“begins at”**—indicates when the standard is introduced, and study and instructional activities begin, and student progress is being made.
 - In the first two columns of the tables, the **grade level listed identifies when the student is expected to achieve the standard.**
 - A **“Y” indicates “yes”**—placement of the specific Common Core Standard at the same Grade Level as indicated the Common Core standards..
- Informational Texts (RI) are typically first introduced as a component of the Waldorf Grade 3 curriculum.

Common Core Standards: Mathematics <i>Grade 1</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<i>Students in Grade 1:</i>			
Operations and Algebraic Thinking			
<i>Represent and solve problems involving addition and subtraction.</i>			
OAT 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
OAT 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
<i>Understand and apply properties of operations and the relationship between addition and subtraction</i>			
OAT 3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>		Gr. 2	
OAT 4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>		Gr. 2	
<i>Add and subtract within 20.</i>			
OAT 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Y		

OAT 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as			
<ul style="list-style-type: none"> counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). 	Y		
Work with addition and subtraction equations.			
OAT 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	Y		
<i>OAT 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.</i>		Gr. 2	
OAT 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>		Gr. 2	Introduced at Gr. 1

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students in Grade 1:			
Extend the counting sequence.			
NOBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Y		Incorporates K. CC.1

<i>Understand place value.</i>			
NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		Gr. 2	Introduced at Gr. 1
NOBT 2a. 10 can be thought of as a bundle of ten ones — called a “ten.”		Gr. 2	Introduced at Gr. 1
NOBT 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Introduced at Gr. 1
NOBT 2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		Gr. 2	Introduced at Gr. 1
NOBT 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		Gr. 3	Introduced at Gr. 2
<i>Use place value understanding and properties of operations to add and subtract.</i>			
NOBT 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		Gr. 2 Gr. 3 Gr. 2	Introduced at Gr. 2 Understanding place value, introduced at Gr. 2
NOBT 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		Gr. 2	
NOBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.		Gr. 3	Introduced at Gr. 2

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
<i>Students in Grade 1:</i>			
<i>Measure lengths indirectly and by iterating length units.</i>			
MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Y		
<p>MD 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;</p> <p>Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p><i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>		Gr. 3	
<i>Tell and write time.</i>			
MD 3. Tell and write time in hours and half-hours using analog and digital clocks.		Gr. 3	
<i>Represent and interpret data.</i>			
4. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		Gr. 3	Introduced in Grade 1, with manipulatives

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Addressed in WC
Geometry			
<p>G 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);</p> <p>Build and draw shapes to possess defining attributes.</p>		Gr. 5	See Note #2, below.
<p>G 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><i>(Students do not need to learn formal names such as “right rectangular prism.”)</i></p>		Gr. 5	See Note #2, below.
<p>G 3. Partition circles and rectangles into two and four equal shares,</p> <p>Describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.</p> <p>Understand for these examples that decomposing into more equal shares creates smaller shares.</p>		Gr. 4	Introduced at Grade 3

Mathematics

Grade 1

Summary Notes and Comments

1. Many of the Common Core Standards at this grade level, or specific components of them, begin to be addressed in the curriculum and instructional program at this grade level, but students fully demonstrate mastery of this content at the grade level identified in the table.

2. Note to Geometry: CC Standards introduced in Grade 1 through movement, manipulatives, art, form drawing, modeling, and concrete reasoning.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Two

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 2 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

In second grade children, an awareness of opposites begins to unfold. If a circle of children with everyone facing the center is the metaphorical picture of togetherness in a healthy first grade, the image of the second grade is the circle with children becoming increasingly aware of what goes on around them.

In **language arts**, the fairy tales of first grade gradually give way to stories of heroes and saints from many cultures--people who strive to overcome inner and outer obstacles, who aspire to and accomplish the loftiest deeds. In contrast, the polarities within us are well depicted for second graders through animal fables. The second graders explore the landscape of personality traits: the good and the bad, the beautiful and the ugly. Traditional fables hold a rich source of wisdom about human nature and the world. There, human traits are exaggerated in the brave lion, the timorous mouse, the pokey turtle, the clever fox, and so on. The children can see themselves and their classmates through the antics of the animal kingdom and learn valuable lessons about life.

Nature stories from home surroundings, multi-cultural folk tales, and riddles are also included in the language arts. As in first grade, poetry continues to play an important role in the class, both orally recited and in writing. All-class recitation, tongue twisters and other speech exercises, and work on plays written in verse, lead to choral recitation by smaller groups. Students participate in individual retelling of stories told in class as well as the recounting of personal experiences. Students strive for clear speech at appropriate volume levels.

During the second grade much attention is given to the development of writing skills. The children's first reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter sound, or perhaps a simple retelling of one of the fables they have heard. In this way the children experience the way written language actually developed over the course of human history.

Lower case printing and cursive handwriting are presented in second grade if they have not already been introduced in first grade. The teacher leads the class in guided writing whenever possible, according to the children's growing ability to sound out and recognize words. Children also copy passages from the board and express their own thoughts and recollections in writing, all the while paying attention to well-formed and spaced script.

From the stories, songs, and verses studied during the year, introductory spelling and grammar lessons and games are imaginatively presented. In addition, the children participate in daily phonics work and expand their sight recognition of high-frequency words.

Mathematics. The imaginative, personifying quality that still lives strongly in the 7/8 year old is used to fully develop inspiring pictures of the operations involved in the four processes in arithmetic, using strong visual and narrative elements,. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their heads and on paper.

The concepts and mechanics of written addition and subtraction are introduced through the use of manipulatives, imaginative pictures, and carrying and regrouping activities. In their written work in mathematics, orderliness is developed. The neat columnar writing of problems is stressed. Previous work is reviewed and practiced. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by various multiples is mastered before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables (2s, 3s, 4s, 5s, 10s). Word problems will continue as students write simple algorithms. Students solve written, oral story, and mental math problems using math concepts.

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—employing string boards, grouping geometric forms in space, etc. Movement exercises can be built around number work, from group exercises to simple computation games, and can include moving in geometric forms.

All basic academic skills continue to develop at a rapid pace. Laying the ground for future science blocks, the students continue their experiential exploration of the world of nature through observation and stories.

As with the first grade, the entire curriculum is integrated to present the world as a whole, not as disjointed and disconnected pieces. In **the arts**, all students continue watercolor painting and their exploration of the moods of the colors, beeswax modeling and crayon drawing, as well as form drawing with vertical and horizontal midline mirror forms given for each child. **The handwork curriculum** works on knitting and embroidery, leading to the creation later of their own hats, among various other projects. String games, hand-clapping games, and counting knitted rows also support this work. **Foreign language** lessons continue to take inspiration from main lesson blocks of study. Students begin to speak individually and conversationally through games and activities that are filled with new descriptive language. Puppet shows from rich folk tales also continue.

Musical instruction continues as in first grade and includes singing as well as pentatonic recorder. **Eurythmy** movement describes stories and forms, with a strong emphasis on inner listening and inner visualization of images and forms. The movement now includes, but is not limited to, geometrical forms, Curves of Cassini, expansion/contraction with music, little dances with piano/forte dynamics and stories of animals. Activities with copper rods help the children gently center themselves. **Games and movement classes** focus on imaginative games

encouraging teamwork, cooperation, problem solving, and individual successes, with opportunities to improve coordination and balance through obstacle courses and gymnastic activities. A **class play** tied to the curriculum is shared with class families, and local **field trips** deepen students' learning experiences.

Grade 2 Curriculum Components

- **Math:** Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables
- **Language Arts:** Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Gardening and nature studies; weather; day and night
- **History & Social Studies:** Multicultural stories; lives of inspiring people who affected history
- **Handwork:** Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)
- **Foreign Language:** Continuing the foreign language with songs, plays, poetry, games, and simple conversations
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; pentatonic flute, drama
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; fine and gross motor activities; activities with props (balls, hoops, etc.) and exploration of the dynamics of objects

Common Core Standards Table, Grade 2
English Language Arts: *Reading Literature*

Common Core Standards, ELA ELA Grade 2: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 2:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Y		
RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Y		
RL 3. Describe how characters in a story respond to major events and challenges.	Y		
<i>Craft and Structure</i>			
RL 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA		Gr. 3	
RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Y		
RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Y		
<i>Integration of Knowledge and Ideas</i>			
RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		Gr. 3	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		Gr. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr.3	

Common Core Standards Table, Grade 2
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 2: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grade 2:			
<i>Key Ideas and Details</i>			
RI 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.		Gr. 4	
RI 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text		Gr. 4	
RI 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Gr. 4	
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (See grade 2 Language standards 4-6 for additional expectations.CA		Gr. 3	
RI 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		Gr. 4	
RI 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		Gr. 4	

RI 8. Describe how reasons support specific points the author makes in a text.		Gr. 6	
RI 9. Compare and contrast the most important points presented by two texts on the same topic.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 2: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 2:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 2			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 2			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Y		
RFS 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Y		
RFS 3b. Know spelling-sound correspondences for additional common vowel teams.	Y		
<i>RFS 3c.</i> Decode regularly spelled two-syllable words with long vowels.	Y		
RFS 3d. Decode words with common prefixes and suffixes.		Gr. 3	
RFS 3e. Identify words with inconsistent but common spelling-sound correspondences.		Gr. 3	
RFS 3f. Recognize and read grade-appropriate irregularly spelled words.		Gr. 3	
<i>Fluency</i>			

RFS 4. Read with sufficient accuracy and fluency to support comprehension.		Gr. 3	
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 3	

Common Core Standards, Grade 2 English Language Arts: *Writing*

Common Core Standards, ELA Grade 2: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.		Gr. 4	
W 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Gr. 3	
W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Y		
<i>Production and Distribution of Writing</i>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA		Gr. 4	
W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Y		
W 6. With guidance and support from adults, use a			

variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
Research to Build and Present Knowledge			
W 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		Gr. 4	Experience-based in Gr. 3 Text-based in Gr. 4
W 8. Recall information from experiences or gather information from provided sources to answer a question.		Gr. 3	
W 9. (Begins in grade 4)			
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA (For CC, Begins in Grade 3) (Begins in Grade 2—CA)		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 2: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others.	Y		
SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Y		
SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give and follow three- and four-step oral directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Y		

Presentation of Knowledge and Ideas			
SL 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Y		
SL 4a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA		Gr. 3	
SL 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Y	Gr. 7	Audio recordings at Grade 7.
SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 2 English Language Arts: *Language*

Common Core Standards, ELA Grade 2: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 3	Use in Gr. 2 Identify in Gr. 3
L 1a. Use collective nouns (e.g., <i>group</i>).	Y		
L 1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Y		
L 1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Y		
L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Y		
L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Y	Gr. 4	Use in Gr. 3 Choose in Gr. 4
L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		Gr. 4	
L 1g. Create readable documents with legible print. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 3	
L 2a. Capitalize holidays, product names, and geographic names.	Y		
L 2b. Use commas in greetings and closings of letters.		Gr. 4	Introduced in Gr. 2
L 2c. Use an apostrophe to form contractions and frequently occurring possessives.		Gr. 4	Introduced in Gr. 2
L 2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		Gr. 3	
L 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Gr. 3	
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Compare formal and informal uses of English.		Gr. 3	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	Y		

L 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	Y		
L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA		Gr. 3	Gr. 7 digital
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	Y		
L 5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Y		

Common Core Standards: Mathematics, Grade 2	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students:			
Represent and solve problems involving addition and subtraction.			
OAT 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		Gr. 3	Begins at Gr. 2
Add and subtract within 20.			
OAT 2. Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.	Y		
Work with equal groups of objects to gain foundations for multiplication.			
OAT 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Y		
OAT 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Y		

Common Core Standards: Grade 2 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
<i>Students:</i>			
<i>Understand place value.</i>			
NOBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Y		
NOBT 2. Count within 1000; skip-count by 2s , 5s, 10s, and 100s. CA	Y		
NOBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Y		
NOBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		
<i>Use place value understanding and properties of operations to add and subtract.</i>			
NOBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		Gr. 3	Begins at Gr. 2
NOBT 6. Add up to four two-digit numbers using			

strategies based on place value and properties of operations.		Gr. 3	Begins at Gr. 2
NOBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Y		
NOBT 7.1 Use estimation strategies to make reasonable estimates in problem solving. CA		Gr. 3	Begins at Gr. 2
NOBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Y		
NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	Y		

CC Standards: Mathematics, Grade 2	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Student Achievement in the Waldorf Curriculum			
Measurement and Data			
Students:			
Measure and estimate lengths in standard units.			
MD 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		Gr. 3	
MD 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		Gr. 3	

MD 3. Estimate lengths using units of inches, feet, centimeters, and meters.		Gr. 3	
MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit		Gr. 3	
Relate addition and subtraction to length.			
MD 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		Gr. 4	Begins at Gr. 3
MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Y		
Work with time and money.			
MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA		Gr. 3	
MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>		Gr. 3	
Represent and interpret data.			
MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		Gr. 6	Introduced at Grade 3
MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems ⁴ using information presented in a bar graph.		Gr. 6	Introduced at Grade 3

CC Standards: Mathematics, Grade 2 Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Ad- dressed in WC
Geometry			
<i>Reason with shapes and their attributes.</i>			
G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		Gr. 5	
G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		Gr. 3	
G 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		Gr. 4	

Summary Notes and Comments—Grade 2 Mathematics

1. OAT 1: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.
2. NOBT 4: Typically, the Waldorf mathematics curriculum does not introduce the symbols for “is more than” or “is less than” until a later grade level.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Three

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 3 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

As the children in the third grade enter their ninth year, they start to see the world differently. No longer are they content to be a part of life without doubts and questions. A nine-year old can feel him/herself growing up and separating from his/her parents, and becoming part of the outer world. The child becomes more independent, and begins to question all that was previously taken for granted. This can be a time of loneliness and insecurity for a child as well as a time of new self-confidence. The third grade curriculum is designed to meet the child's new interests and concerns at this age.

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

Farming and gardening lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

Mathematics. In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

Language Arts. The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stories, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from the Hebrew Bible serve as a metaphor for the children's inner experience at this age. From the wonder stimulated by the creation story to the challenges faced as Adam and Eve had to leave the Garden of Eden, the third grade children see that they, too, must one day leave the parental nest and make their own way in the world. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, house-building, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

Music is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

In handwork, the third grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

Grade 3 Curriculum Components

- **Math:** Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems
- **Language Arts:** Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Continuation of garden and nature studies
- **History & Social Studies:** Study of practical life (farming, housing, clothing); stories from ancient history

- **Handwork:** Crocheting (mathematical patterns, working in the round)
- **Foreign Language:** Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; drama; introduction to the recorder
- **Movement/Physical Education/Games:** Balance, running and chasing games, song and movement

Common Core Standards Table, Grade 3

English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 3: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Y		
RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Y		
RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Gr. 5	
RL 6. Distinguish their own point of view from that of the narrator or those of the characters.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Y		

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		Gr. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 3
English Language Arts: *Reading Informational Text*

Common Core Standards Grade 3: ELA <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 3:			
<i>Key Ideas and Details</i>			
RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Gr. 4	Introduced in Gr. 3
RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		Gr. 4	Introduced in Gr. 3
RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		Gr. 6	Introduced in Gr. 3
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 4	Introduced in Gr. 3
RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Gr. 7	Text features Introduced in Gr. 4
RI 6. Distinguish their own point of view from that of the author of a text.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Y		

RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		Gr. 6	
RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		Gr. 4	Introduced in Gr. 3

Common Core Standards, Grade 3
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 3: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 3:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 3			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 3			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Y		
RFS 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.		Gr. 4	
RFS 3b. Decode words with common Latin suffixes.		Gr. 4	
RFS 3c. Decode multi-syllable words.	Y		
RFS 3d. Read grade-appropriate irregularly spelled words.	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		

RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 3 English Language Arts: *Writing*

Common Core Standards, ELA Grade 3: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that support the opinion.		Gr. 6	Introduced in Gr. 5
W 1c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.		Gr. 6	Introduced in Gr. 5
W 1d. Provide a concluding statement or section.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		With guidance
W 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Y		With guidance
W 2b. Develop the topic with facts, definitions, and details.	Y		With guidance
W 2c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	Y		With guidance

W 2d. Provide a concluding statement or section.	Y		With guidance
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		Gr. 4	
W 3c. Use temporal words and phrases to signal event order.	Y		
W 3d. Provide a sense of closure.	Y		
<i>Production and Distribution of Writing</i>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)		Gr. 4	Introduced in Gr. 3
W 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects that build knowledge about a topic.	Y		

W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Gr. 4	Digital at Gr. 7
W 9. (Begins in grade 4)			
<i>Range of Writing</i>			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Gr. 4 Gr. 3	Extended time Shorter time

Common Core Standards, Grade 3
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 3: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Y		
SL 1d. Explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		

SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Y		
Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Y		
SL 4a. Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA		Gr. 4	
SL 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Gr. 7	
SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 3 English Language Arts: *Language*

Common Core Standards, ELA Grade 3: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1b. Form and use regular and irregular plural nouns.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1c. Use abstract nouns (e.g., <i>childhood</i>).		Gr. 4	Introduced and developed in Grades 2 and 3
L 1d. Form and use regular and irregular verbs.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1f. Ensure subject-verb and pronoun-antecedent agreement.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		Gr. 4	Introduced and developed in Grades 2 and 3

L 1h. Use coordinating and subordinating conjunctions.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1i. Produce simple, compound, and complex sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA	Y		
L 1k. Use reciprocal pronouns correctly. CA	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Capitalize appropriate words in titles.	Y		
L 2b. Use commas in addresses.		Gr. 4	
L 2c. Use commas and quotation marks in dialogue.		Gr. 4	
L 2d. Form and use possessives.		Gr. 4	
L 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Y		
L 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Y		
L 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Y		
Knowledge of Language			
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening,	Y		
L 3a. Choose words and phrases for effect.	Y		

L 3b. Recognize and observe differences between the conventions of spoken and written standard English.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		Gr. 4	Introduced at Gr. 3
L 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA	Y		Digital at Gr. 7
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	Y		
L 5b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Y		
L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).		Gr. 4	
L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	Y		

Common Core Standards: Grade 3 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 3:			
<i>Represent and solve problems involving multiplication and division.</i>			
OAT 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	Y		
OAT 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	Y		
OAT 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹	Y		
OAT 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.	Y		
<i>Understand properties of multiplication and the relationship between multiplication and division.</i>			

<p>OAT 5. Apply properties of operations as strategies to multiply and divide.²</p> <p><i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>	Y		
<p>OAT 6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p>	Y		
<p><i>Multiply and divide within 100.</i></p>			
<p>OAT 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	Y		
<p><i>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</i></p>			
<p>OAT 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	Y		
<p>OAT 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>	Y		

² Students need not use formal terms for these properties.(CC)

Common Core Standards: Mathematics Grade 3	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
<i>Students at Grade 3:</i>			
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>			
NOBT 1. Use place value understanding to round whole numbers to the nearest 10 or 100.	Y		
NOBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Y		
NOBT 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Y		
Number and Operations—Fractions			
<i>Develop understanding of fractions as numbers.</i>			
NOF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.		Gr. 4	
NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.		Gr. 4	
NOF 2a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the		Gr. 4	

number $1/b$ on the number line.			
NOF 2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		Gr. 4	
NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		Gr. 4	
NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		Gr. 4	
NOF 3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.		Gr. 4	
NOF 3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.		Gr. 4	
NOF 3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.		Gr. 4	

Student Achievement in the In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 3:			
<i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i>			
MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Y		
MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. ⁷		Gr. 5	In grade 3, using standard American measures; the metric system studied in grade 5
<i>Represent and interpret data.</i>			
MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	Y		
MD 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot,	Y		

where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.			
<i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i>			
MD 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		Gr. 4	Introduced in Gr. 3
MD 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		Gr. 4	
MD 7. Relate area to the operations of multiplication and addition.		Gr. 4	
MD 7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.		Gr. 4	
MD 7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.		Gr. 4	
MD 7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.		Gr. 6	
MD 7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying		Gr. 4	

<p>this technique to solve real world problems.</p>			
<p><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></p>			
<p>MD 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>		Gr. 5	
<p>Geometry</p>			
<p><i>Reason with shapes and their attributes.</i></p>			
<p>G 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>		Gr. 5	
<p>G. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</p>		Gr. 4	

Summary Notes and Comments

1. OAT3: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Four

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 4 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Fourth graders are passing through the midst of the nine-year change. They still wish to revere, but, for them, that reverence must be justified. The children begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

The fourth grade curriculum addresses a child in possession of greater certainty and confidence. At this grade level, the child is more assured of his/her own place in the world and is able to assert more individual needs and wants. The curriculum correspondingly evolves away from the unified approach of early childhood into the teaching of more specific subjects. The Main Lesson blocks are more varied in the fourth grade than they have been in the earlier grades, reflecting both the children's individuation as well as the intellectual breadth of which they are beginning to be capable.

The focus of the fourth grade **language arts** curriculum is the myths and legends of the Norse people. These stories speak strongly to the children at this time. The gods of Asgard are portrayed as individuals with distinct, powerful personalities who encounter significant consequences for both their good and bad behavior. The vivid images evoked in these stories provide ample inspiration for the expanded creative and expository writing skills required of the child at this grade. The strong alliterations of their verses strengthen the fourth grade child's clarity and dexterity of speech, and reinforce his/her developing confidence.

In the realm of **mathematics**, the fourth grade child begins the year with a firm foundation in working with whole numbers using the four processes. This year marks the appropriate time to introduce fractions, as the practice of breaking apart the whole into its constituent parts mirrors the child's own internal experience of the fracturing of his/her world. Concepts are first introduced through the manipulation of everyday objects, providing the child with an initial concrete experience of fractions before proceeding to their more abstract representations. The children learn to add, subtract, multiply, reduce and expand fractions, and to change improper fractions into mixed numbers.

History and geography become formal main lesson subjects in the fourth grade. The child's growing ability to regard with objectivity her/his environment is developed through the study of local geography. The child learns how to find the four points of the compass by observing sun and stars. They study and make maps of the classroom, the school, the neighborhood, the city, and state (with the curriculum adapted to the local geography and history of the area around their school). The goal of the **geography** curriculum is to engender an understanding of the interrelatedness of human activity and the local physical conditions of the earth.

The fourth grade **history** curriculum examines the historical development and diversity of human society locally and throughout the state. The biographies of men and women who played a part in creating our local culture reiterate one of the predominant themes of fourth grade, which is the importance of human deeds. (Taking California as an example, the child develops a sense for the world of the indigenous Californians, the Spanish explorers, the first missions, and the period of the Gold Rush.)

The transformation from imagination to objectivity and detailed observation is manifest again in the study of nature that forms the **Human and Animal** main lesson block (**Zoology**). Animal study is introduced, growing out of a descriptive study of the human being and our place in nature. The child develops an understanding and appreciation of the animal kingdom as it reflects the environment to which each species has adapted. Through detailed study of the forms and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth. This detailed study offers opportunities for the child to develop his/her comparative, conceptual, and observational skills, and it provides additional material for artistic, dramatic, and language arts activities.

In **music**, the fourth grade signals the introduction of another instrument, often the violin, in addition to continuing the recorder. In both **music** and **drama**, students are now ready to take individual parts in ongoing group performances. **Foreign language** instruction continues, as the child begins to write down poems, stories, and dialogues acquired orally in the earlier grades. **Handwork** focuses on cross-stitch, embroidery, and braiding.

Grade 4 Curriculum Components

- Math: Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems; mental math; introduction to fractions
- Language Arts: Elements of grammar; parts of speech; continuing cursive; punctuation; writing well structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes; spelling and vocabulary development; Norse mythology
- Science: Zoology; continuation of garden and nature studies
- History & Social Studies: State and local history
- Geography: State and local geography and map making
- Handwork: Cross-stitch, mirror image/symmetry
- Foreign Language: Continuing foreign language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters
- Visual & Performing Arts: Form drawing; painting; singing; drama; recorder; violin; introduction to reading and writing music
- Movement/Physical Education/Games: Field games, balance, games involving trickery and strategy; games exploring movement of animals

Common Core Standards Table, Grade 4
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 4: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Key Ideas and Details</i>			
RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Y		
RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		Gr. 6	
RL 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		Gr. 6	

<i>Integration of Knowledge and Ideas</i>			
RL 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		Gr. 6	
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 4: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 4:			
<i>Key Ideas and Details</i>			
RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Y		
RI 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (See grade 4 Language standards 4-6 for additional expectations.) CA	Y		
RI 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		Gr. 6	
RI 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		Gr.6	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an		Gr. 6	Not in electronic or digital formats

understanding of the text in which it appears.			
RI 8. Explain how an author uses reasons and evidence to support particular points in a text.		Gr. 6	
RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 4: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 4:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 4			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 4			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 4
English Language Arts: *Writing*

Common Core Standards, ELA Grade 4: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that are supported by facts and details.		Gr. 6	Introduced in Gr. 5
W 1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).		Gr. 6	Introduced in Gr. 5
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words and phrases to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events	Y		
<i>Production and Distribution of Writing</i>			
W4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	Y		

W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		Gr. 8	Introduced in Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase , and categorize information, and provide a list of sources. CA	Y		Digital sources in Grade 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		Gr. 5	Developed throughout the earlier grades
W 9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		Gr. 6	
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 4
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 4: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Y		
SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		Non-electronic media
SL 3. Identify the reasons and evidence a speaker or media source provides to support particular points. CA		Gr. 6	Electronic media sources in Gr. 7

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		
SL 4a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA	Y		
SL 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	Visual displays in Gr. 4. Use of electronic media in Gr. 7.
SL 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 4 English Language Arts: *Language*

Common Core Standards, ELA Grade 4: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Use interrogative , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) CA		Gr. 6	Introduced in Gr. 4
L 1b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Y		
L 1c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.		Gr. 6	Introduced in Gr. 4
L 1d. Order adjective within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Y		
L 1e. Form and use prepositional phrases.	Y		
L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		Gr. 6	Introduced in Gr. 4
L 1g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Y		
L 1h. Write fluidly and legibly in cursive or joined italics. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use correct capitalization.	Y		
L 2b. Use commas and quotation marks to mark direct speech and quotations from a text.	Y		
L 2c. Use a comma before a coordinating conjunction in a compound sentence.	Y		
L 2d. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Choose words and phrases to convey ideas precisely.	Y		
L 3b. Choose punctuation for effect.	Y		
L 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Y		

L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		Gr. 6	Greek at Gr. 5 Latin at Gr. 6
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	Y		
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 4:			
<i>Use the four operations with whole numbers to solve problems.</i>			
OAT 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Y		
OAT 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ¹	Y		
OAT 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Y		
<i>Gain familiarity with factors and multiples.</i>			
OAT 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a	Y		

given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.			
Generate and analyze patterns.			
OAT 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 4:			
Generalize place value understanding for multi-digit whole numbers.			
NOBT 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	Y		
NOBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		

NOBT 3. Use place value understanding to round multi-digit whole numbers to any place.	Y		
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>			
NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Y		
NOBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
Number and Operations—Fractions <i>(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</i>			
<i>Extend understanding of fraction equivalence and ordering.</i>			
NOF 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Y		
NOF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual	Y		

fraction model.			
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.			
NOF 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.			
NOF 3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Y		
NOF 3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i>	Y		
NOF 3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.		Gr. 5	
NOF 3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Y		
NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Y		
NOF 4a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	Y		
NOF 4b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>		Gr. 5	

<p>NOF 4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	<p>Y</p>		
<p><i>Understand decimal notation for fractions, and compare decimal fractions.</i></p>			
<p>NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p>		<p>Gr. 5</p>	
<p>NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>		<p>Gr. 5</p>	
<p>NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA</p>		<p>Gr. 5</p>	

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 4:			
<i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i>			
<p>MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>		Gr. 5	Standards American measures, Gr. 3, Metric measures, Gr. 5
<p>MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	Y		Decimal solutions at Gr. 5
<p>MD 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>	Y		
<i>Represent and interpret data.</i>			
MD 4. Make a line plot to display a data set of			

measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection</i>	Y		
Geometric measurement: understand concepts of angle and measure angles.			
MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees		Gr. 5	
MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		Gr. 6	Forms drawn freehand at Gr. 4, at Gr. 6 with protractor
MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		Gr. 6	
Geometry			
Students at Grade 4:			
<i>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i>			
G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		Gr. 6	

<p>G. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA</p>		Gr. 6	
<p>G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>		Gr. 6	

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Five

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public school

Grade 5 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The fifth grader has grown more accustomed to being an individual; yet, like the third grader, s/he is about to leave another phase of childhood behind and cross the threshold into adolescence. The fifth graders often achieve a temporary balance in their development, exhibiting their potential for all that they are to become in their later lives. The curriculum not only continues to build on and integrate established foundations, but introduces new elements to prepare the child for the next step forward.

In the **language arts** curriculum, the fifth grade child journeys back to the dawn of western civilization in ancient India, Persia, Egypt and Greece. The teacher gives the children a sense of each cultural epoch so that they may begin to understand how human consciousness has evolved through time. Through the study of mythology, music, art and primary textual sources, the student experiences how these cultures viewed the world. In his/her written work, the student retells the epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. S/he recites quotations from ancient texts, and in his/her dramatic work takes on the characters from the epics they have studied.

Ancient history in the fifth grade starts with the "childhood" of civilized humanity in ancient India, Persia, the great cultures of Mesopotamia (the Chaldeans, the Assyrians, and the Babylonians) and Egypt. The class then moves on to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama and art were laid while Athens and Sparta fought for independence against the mighty Persian empire. The fifth grade year ends with the story of Alexander the Great, who conquered the ancient peoples previously studied, unifying, for a short time, this variety of cultures—a forecast of the study of the Roman Empire in Grade 6.

The study of **geography** serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. The historical study of the ancient cultures includes an overview of the lands where these civilizations emerged. The teacher strives to give the children a sense for the great contrasts between different geographical regions, and geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

In addition, the geography of the North American continent is studied. The student develops an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. The teacher strives to give the child a sense for the contrasts between the different regions of North America in terms of topography, vegetation, animal life

and human use of the land from ancient times to the present.

In **mathematics**, fractions and decimals continue to be the chief concern in the fifth grade. The student learns to move freely between these two numbering systems, and the use of percentage is introduced. The deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored, and pi is introduced.

The **science** curriculum for the fifth grade focuses on the plant kingdom. Beside the discovery of the physical characteristics of the earth, studied in geography at this grade, the fifth grader studies the plant life that grows upon its surface. They learn that the world of plants is made up of many different families, from the simple mushroom to the rose to the mighty oak tree; the scope of the lessons then expands to an investigation of how climate and geography affect plant growth. The children learn that there is order and structure in all that surround them in the natural world.

Grade 5 Curriculum Components

- **Math:** Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry
- **Language Arts:** Elements of grammar; spelling; punctuation; compositions; Greek myths
- **Science:** Botany; introduction to inductive method; continuation of gardening and nature studies
- **History & Social Studies:** Ancient civilizations through Greek times
- **Geography:** American geography as related to vegetation, agriculture, culture and economics
- **Handwork:** Knitting socks using four needles
- **Woodworking:** Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs
- **Foreign Language:** Continuing instruction in a foreign language with further bookwork and grammar, cultural appreciation, poetry, beginning reading
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; woodworking; drama, singing; recorder; choir; instrumental ensemble
- **Movement/Physical Education/Games:** Games exploring strength and strategy; games with multiple props; games with team goals

Common Core Standards Table, Grade 5
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 5: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Key Ideas and Details</i>			
RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Y		
RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA	Y		
RL 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		Gr. 6	
RL 6. Describe how a narrator’s or speaker’s point of view influences how events are described.		Gr. 6	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		Gr. 7	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 5: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Key Ideas and Details</i>			
RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Y		
RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		Gr. 6	
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language standards 4-6 for additional expectations .) CA	Y		
RI 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		Gr. 6	
RI 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		Gr. 8	Introduced at Gr. 7
<i>Integration of Knowledge and Ideas</i>			
RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Y		Digital sources in Gr. 7

RI 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Y		
RI 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Foundational Skills*

Common Core Standards Grade 5: Reading Foundational Skills	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 5:			
<i>Print Concepts</i>			
RFA1. Not in CC at Grade 5			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 5			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 5
English Language Arts: *Writing*

Common Core Standards, ELA Grade 5: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.		Gr. 6	
W 1b. Provide logically ordered reasons that are supported by facts and details.		Gr. 6	
W 1c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).		Gr. 6	
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	Y		

approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)			
W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		Gr. 8	Introduced at Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Y		Digital sources Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		Gr. 6	
W 9a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Y		
W 9b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		Gr. 6	
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 5
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 5: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Y		
SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Y		
SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		
SL 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA		Gr. 7	

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		Topic or text at Gr. 5, opinion at Gr. 6
SL 4a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA		Gr. 6	
SL 4b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA	Y		
SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	
SL 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 5 English Language Arts: *Language*

Common Core Standards, ELA Grade 5: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		Gr. 6	
L 1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		Gr. 6	
L 1c. Use verb tense to convey various times, sequences, states, and conditions.	Y		
L 1d. Recognize and correct inappropriate shifts in verb tense.	Y		
L 1e. Use correlative conjunctions (e.g., either/or, neither/nor).		Gr. 6	
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation to separate items in a series.	Y		

L 2b. Use a comma to separate an introductory element from the rest of the sentence.	Y		
L 2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Y		
L 2d. Use underlining, quotation marks, or italics to indicate titles of works.	Y		
L 2e. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Y		
L 3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		Gr. 6	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).		Gr. 6	Greek in Gr. 5; Latin in Gr. 6

L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA	Y		Digital in Gr. 7
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		Gr. 8	Developed throughout the grades
L 5a. Interpret figurative language, including similes and metaphors, in context.		Gr. 6	Developed throughout the grades
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Y		

Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 5:			
<i>Write and interpret numerical expressions.</i>			
OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		Gr. 7	
<p>OAT 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p><i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p>		Gr.7	
<p>OAT 2.1. Express a whole number in the range 2–50 as a product of its prime factors.</p> <p>For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. CA</p>	Y		
<i>Analyze patterns and relationships.</i>			
<p>OAT 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p> <p><i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the</i></p>	Y		

<i>resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>			
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Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 5:			
<i>Understand the place value system.</i>			
NOBT 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Y		
NOBT 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Y		
NOBT 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		
NOBT 4. Use place value understanding to round multi-digit whole numbers to any place.	Y		

<i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i>			
NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm.	Y		
NOBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Y		
Number and Operations—Fractions			
<i>Use equivalent fractions as a strategy to add and subtract fractions.</i>			
NOF 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i>	Y		
NOF 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i>	Y		

<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>			
<p>NOF 3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>	Y		
<p>NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	Y		
<p>NOF 4a. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p><i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p>	Y		
<p>NOF 4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	Y		
<p>NOF 5. Interpret multiplication as scaling (resizing), by:</p> <p>NOF 5a. Comparing the size of a product to the size of one factor on the basis of the size of the</p>	Y		

<p>other factor, without performing the indicated multiplication.</p> <p>NOF 5b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n b)$ to the effect of multiplying a/b by 1.</p>	Y		
<p>NOF 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	Y		
<p>NOF 7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	Y		
<p>NOF 7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p>	Y		
<p>NOF 7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p>	Y		
<p>NOF 7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	Y		

For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?			
NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. ⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	Y		
NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Y		
NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA	Y		

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Common Core Standards Grade 5 Mathematics Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 5:			
<i>Convert like measurement units within a given measurement system.</i>			
MD 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
<i>Represent and interpret data.</i>			
MD 2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally</i>	Y		
<i>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</i>			
MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a		Gr. 8	Introduced at Gr. 6

volume of n cubic units.			
MD 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		Gr. 8	Introduced at 6
MD 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		Gr. 8	Introduced at 6
MD 5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		Gr. 8	Introduced at 6
MD 5b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		Gr. 8	Introduced at 6
MD 5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		Gr.8	Introduced at 6
Geometry			
Students at Grade 5:			
<i>Graph points on the coordinate plane to solve real-world and mathematical problems.</i>			
G 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in		Gr. 7	

the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).			
G 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		Gr. 7	
<i>Classify two-dimensional figures into categories based on their properties.</i>			
G 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	Y		
G 4. Classify two-dimensional figures in a hierarchy based on properties.	Y		

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade 6

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 6 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The children entering the twelfth year in the sixth grade begins to experience an important change in their physical bodies. In earlier years, their movements were naturally graceful (generally speaking), but now a certain clumsiness often appears, as if the children don't know quite what to do with their bodies. On the inner level the child is entering strongly into a conscious awareness of the skeletal system. The child is more aware of gravity and weight; growth in the skeletal and muscular systems challenge the student's capacities for balance and coordination. They are seeking a conscious recovery of order and control over themselves.

Science. With this increased awareness of the physical body, this is the appropriate time to introduce the study of the physical body of the earth and its mechanical laws. **Mineralogy** and **Geology** form a major unit of study in the sixth grade, focusing on comparative studies of major geographic and geologic formations, and on the identification and classification of mineral components of rocks.

Physics is also introduced this year. During the course of study, the child learns to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism, while developing his/her observational and explanatory skills. . It is at this stage that concepts based on the laws of mechanics are introduced. The introduction of the physical sciences at this age is also a response to the intellectual development of the sixth grade child, which is characterized by greater powers of discernment and judgment and a new capacity to grasp cause and effect.

The study of **Astronomy** is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye. The effects of the Sun and the Moon on the cyclical phenomena we experience on Earth are explored through observation and simple experimentation. The five "visible" planets are studied, and the major constellations of the Northern Hemisphere are identified. The telling of the myths behind the names of the constellations provides rich material for the creative writing exercises in sixth grade.

Mathematics. These abilities are further developed in the **mathematics** curriculum, which focuses on the introduction of practical business operations that govern the flow of money and commodities. This, of course, requires the ability to manipulate all arithmetic operations with facility. Elementary algebraic manipulations will also be gradually introduced over the course of the year, so that the child will better assimilate the systematic introduction of Algebra when it is presented intensively in the seventh grade.

Geometry instruction in sixth grade introduces the use of the modern compass and straight edge to construct the circle and polygons resulting from its division. Basic proofs will be derived

inductively through the construction of geometric forms; the child will learn to copy and bisect angles as well as construct parallel and perpendicular lines; and the concept of pi will be developed pictorially and arithmetically. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

The **History** curriculum that governs much of the sixth grade **language arts** work takes as its theme Rome and medieval Christian Europe, and Moslem North Africa. The study of the Roman epoch begins with the mythical account of the travels of Aeneas and his founding of the city; it examines the evolution of Roman government, laws and rights through its successive rulers, the wars it waged, and its great achievements in technology and the arts; and it charts the events leading to its decline and the concomitant rise of Christianity and Islam.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of ego-confidence and a consciousness of personal power that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of other cultures, the fall of the Roman empire, and the Dark Ages.

The world enlarges for the sixth grade child in the study of **Geography**. Following the consideration of basic physical configurations as part of the Geology unit, the study of specific geographic regions extends to Europe and Africa. The emphasis is on the interrelationship between the environment and traditional human cultures and ways of living.

English Language Arts. The law-abiding, rule-bound culture of Rome offers an instructive backdrop for the sixth grade child in developing his/her English language skills. The Latin roots of common words and expressions are explored. Conventions of composition and research are elaborated upon this year, and the fundamentals of scientific writing are introduced to coincide with the science main lesson units. Formal grammar rules are also dealt with in greater detail. The beauty and order of calligraphy makes it another appropriate skill to be introduced in the sixth grade.

Grade 6 Curriculum Components

- **Math:** Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals
- **Language Arts:** Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama
- **Science:** Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy
- **History & Social Studies:** Roman and Medieval history; projects and reports
- **Geography:** European and African geography

- **Handwork:** Hand sewing three-dimensional animals with gussets, pattern making
- **Woodworking:** Concavity and Construction: spoon, letter opener, jointed toy
- **Foreign Language:** Continuing foreign language study with grammar work, historical and cultural studies, poetry, music, plays
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; mosaics; drama; choir; recorder; instrumental ensemble
- **Movement/Physical Education/Games:** Introduction to competitive games; more formal movement skills; complex strategy; calisthenics

Common Core Standards, Grade 6

English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 6: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Key Ideas and Details</i>			
RL 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Introduced in Gr. 6
RL 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RL 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Y		
RL 6. Explain how an author develops the point of view of the narrator or speaker in a text.	Y		
<i>Integration of Knowledge and Ideas</i>			

RL 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		Gr. 7	Introduced in Gr. 6 through comparison with a “live version” of the text.
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 6: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Key Ideas and Details</i>			
RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Formal “analysis” Introduced in Gr. 6
RI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA	Y		
RI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA		Gr. 7	Analysis of electronic media text features at grade 8
RI 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	Y		
<i>Integration of Knowledge and Ideas</i>			

RI 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Y		Digital and electronic media introduced in Gr. 6
RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
RI 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6 English Language Arts: *Writing*

Common Core Standards, ELA Grade 6: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Text Types and Purposes</i>			
W 1. Write arguments to support claims with clear reasons and relevant evidence.		Gr. 7	Introduced in Gr. 6
W 1a. Introduce claim(s) and organize the reasons and evidence clearly.		Gr. 7	Introduced in Gr. 6
W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		Gr. 7	Introduced in Gr. 6
W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		Gr. 7	Introduced in Gr. 6
W 1 d. Establish and maintain a formal style.		Gr. 7	Introduced in Gr. 6
W 1e. Provide a concluding statement or section that follows from the argument presented.		Gr. 7	Introduced in Gr. 6
W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	Y		Topics, strategies, structural and formatting at Grade 6 Electronic graphics and formatting

W 2a. (note continued)			introduced at Grade 7.
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from the information or explanation presented W 2.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the			

development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Y		Developing capacities to use technology in grades 7 and 8.
Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Y		
W 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Y	Gr. 7	
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Y		
W 9b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Y		

Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 6
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 6: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Y		
SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Y		
SL 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Y		Digital Introduced in Gr. 7 Remove

SL 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
Presentation of Knowledge and Ideas			
SL 4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA	Y		
SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Y		Digital Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 6 English Language Arts: *Language*

Common Core Standards, ELA Grade 6: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L1 a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Y		
L 1b. Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly. CA	Y		
L 1c. Recognize and correct inappropriate shifts in pronoun number and person.	Y		
L 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Y		
L 1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Y		
L 2b. Spell correctly.	Y		

Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style.	Y		
L 3b. Maintain consistency in style and tone.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	Y		
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Y		Digital Introduced in Gr. 7 Remove
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L5 a. Interpret figures of speech (e.g., personification) in context.	Y		
L 5b. Use the relationship between particular words (e.g., cause/effect, part/whole,	Y		

item/category) to better understand each of the words.			
L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 6 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 6:			
<i>Understand ratio concepts and use ratio reasoning to solve problems.</i>			
<p>RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p><i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>	Y		
<p>RPR 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p><i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹</i></p>		Gr. 8	Begins at Gr. 6
<p>RPR 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	Y		Developed further in grades 7 and 8
<p>RPR 3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use</p>		Gr. 8	Begins at Gr.6

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

tables to compare ratios.			
RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	Y		
RPR 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Y		
RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Y		

Common Core Standards: Grade 6 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 6:			
<i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</i>			
NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general,</i>	Y		

$(a/b) \div (c/d) = ad/bc.$ How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?			
Compute fluently with multi-digit numbers and find common factors and multiples.			
NS 2. Fluently divide multi-digit numbers using the standard algorithm.	Y		
NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Y		
NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	Y		
Apply and extend previous understandings of numbers to the system of rational numbers.			
NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.		Gr. 7	Introduced at Gr. 6
NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. NS 6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself,		Gr. 7 Gr. 7	

<p>e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>NS 6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>NS 6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>		Gr. 7	
<p>NS 7. Understand ordering and absolute value of rational numbers.</p> <p>NS 7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i></p> <p>NS 7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i></p> <p>NS 7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>NS 7d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>	Y	Gr. 7 Gr. 7 Gr. 7	Introduced at Gr. 6 Introduced at Gr. 6 Introduced at Gr. 6
<p>NS 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second</p>		Gr. 7	Introduced in Gr. 6

coordinate.			
Expressions and Equations			
<i>Apply and extend previous understandings of arithmetic to algebraic expressions.</i>			
EE 1. Write and evaluate numerical expressions involving whole-number exponents.		Gr. 7	
<p>EE 2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i></p> <p>EE 2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i></p> <p>EE 2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i></p>		Gr. 7 Gr. 7 Gr. 7	
<p>EE 3. Apply the properties of operations to generate equivalent expressions.</p> <p><i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of</i></p>		Gr. 7	

<i>operations to $y + y + y$ to produce the equivalent expression $3y$.</i>			
EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>		Gr. 7	
<i>Reason about and solve one-variable equations and inequalities.</i>			
EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		Gr. 7	
EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		Gr. 7	
EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.		Gr. 7	
EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		Gr. 7	
<i>Represent and analyze quantitative relationships between dependent and independent variables.</i>			
EE 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the		Gr. 8	Introduced at Gr. 7

<p>independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p><i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>			
Geometry			
<i>Solve real-world and mathematical problems involving area, surface area, and volume.</i>			
G 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		Gr. 7	Introduced in Gr. 6
G 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		Gr. 8	
G 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems..		Gr. 8	
G 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		Gr. 8	

Common Core Standards Grade 6 Mathematics Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Statistics and Probability			
Students at Grade 6:			
<i>Develop understanding of statistical variability.</i>			
SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
SP 2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.		Gr. 8	
SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.		Gr. 8	
<i>Summarize and describe distributions</i>			
SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		Gr. 8	
SP 5. Summarize numerical data sets in relation to their context, such as by: SP 5a. Reporting the number of observations. SP 5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.		Gr. 8	

<p>SP 5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>SP 5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>		Gr. 8	
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Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Seven

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 7 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The seventh grade can be a tremendously challenging and rewarding year for the children. The seventh grader stands on the brink of puberty. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Self-awareness and social relationships become a primary focus.

Historically, a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration reflects what the children are experiencing within themselves. The children learn biographies of great figures who went against the traditional, prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

The Renaissance, which in Europe spans the years from 1400 to 1700, was the beginning of a whole new way of looking at the world. The transition from medieval to early modern thinking that this period exemplifies represents a change in consciousness from viewing the world as a symbolic representation of the spiritual world--to the empirical testing of the world through sense experiences. Exact measurement and factual accuracy and new conceptualizations of how the world works became central to thought and culture. Individualism found its expression in artistic and intellectual achievements. The European continent was overtaken by great intellectual and political upheavals, as the old world gave way to a striving to discover a new world both around and within themselves

In the **language arts**, the child will continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents from the Age of Exploration, the Italian Renaissance, the Reformation, and the Scientific Revolution. Expository and creative writing skills will be further expanded.

The basic concepts of **algebra and plane geometry** are the predominant subjects of the **mathematics** curriculum in the seventh grade. The general application and transformation of formulae and equations in practical life situations form a central part of mathematical study. Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean theorem using shear, reflection, and rotation.

In the **sciences**, work continues with **physics**. In **mechanics**, simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw. The concepts of effort and resistance are presented, and in their calculation the child is reinforced in his/her understanding of ratio. Work in **optics, heat, electricity, and magnetism** is extended, with an emphasis on the practical application of these phenomena.

The detailed observation of nature now leads the students back to a study of the human being. The seventh grade curriculum includes **physiology** units on the circulatory, respiratory, and nervous systems. At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition.

Work with **chemistry** also begins in the seventh grade, with students examining the phenomena of combustion, the water cycle, and the nature of acids and bases. They discover through observation the properties of various substances and the ways in which they interrelate. Accurately executed descriptions and drawings are an integral part of this unit. In **physics** the children study the laws of refraction, reflection, heat, and electricity.

In the **arts**, perspective drawing on the study of both history and mathematics. The child learns how the Renaissance artists used the principles of geometry to develop the laws of perspective, and practices the application of these laws in original drawings. **Music** instruction is continued at a more advanced level with recorder, choral singing, and instrumental ensemble.

Grade 7 Curriculum Components

- **Math:** Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)
- **Language Arts:** Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts
- **Science:** Physics: mechanics; physiology: circulatory, respiratory and nervous systems; helio-centric astronomy; introduction to chemistry
- **History & Social Studies:** End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports
- **Geography:** Geography of North and South America
- **Handwork:** Hand sewing, embroidery
- **Woodworking:** Initiation and Precision: May include bowl, metal-working, tool-making
- **Foreign Language:** Continuing foreign language with reading and writing, grammatical study and language structure, and historical and cultural study

- **Visual & Performing Arts:** Continuing music and drama; visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards Table, Grade 7
English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 7: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Key Ideas and Details</i>			
RL 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Y		
RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Y		
RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Y		
<i>Integration of Knowledge and Ideas</i>			
RL 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to		Gr. 8	

each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7
English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 7: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Key Ideas and Details</i>			
RI 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Y		
RI 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CA--See grade 7 Language standards 4–6 for additional expectations.)	Y		
RI 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		Gr. 8	Introduced at Gr. 7
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA		Gr. 8	Introduced in Gr. 7
RI 6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Gr. 8	Introduced in Gr. 7

<i>Integration of Knowledge and Ideas</i>			
RI 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Y		
RI 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		Gr. 8	Introduced in Gr. 7
RI 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		Gr. 8	Introduced in Gr. 7
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7 English Language Arts: *Writing*

Common Core Standards Grade 7: ELA <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Text Types and Purposes</i>			
W 1. Write <i>arguments</i> to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA	Y		
W 1b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write <i>informative/explanatory texts</i> to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect;		Gr. 8	Introduced in Gr. 7

include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA			
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		

<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		Gr. 8	Initial use in Gr. 7, Expanding in Gr. 8
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		Gr. 8	Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Y		
W 9b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	Y		

the evidence is relevant and sufficient to support the claims”).			
<i>Range of Writing</i>			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 7
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 7: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Y		
SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Y		
SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how		Gr. 8	Begins in Gr. 7, Expands in Gr. 8

the ideas clarify a topic, text, or issue under study.			
SL 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA		Gr. 8	Introduced in Gr. 7; Additional development in gr. 8 and beyond
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA		Gr. 8	Introduced in Gr. 7
SL 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		Gr. 8	Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 7
English Language Arts: *Language*

Common Core Standards Grade 7 ELA: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of phrases and clauses in general and their function in specific sentences.	Y		
L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Y		
L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	Y		
L 2b. Spell correctly.	Y		
<i>Knowledge of Language</i>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Y		
L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Y		

L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 7:			
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
<p>RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p>	Y		
<p>RPR 2. Recognize and represent proportional relationships between quantities.</p> <p>RPR 2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>RPR 2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>RPR 2c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p>		<p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p>	<p>RPR 2, a, b, and c, Introduced at Grade 7</p>

RPR 2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.		Gr. 8	
RPR 3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>		Gr. 8	Introduced in Grade 6
The Number System			
Students at Grade 7:			
<i>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</i>			
NS 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. NS 1a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> NS 1b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. NS 1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Y Y Y Y		

NS 1d. Apply properties of operations as strategies to add and subtract rational numbers.	Y		
<p>NS 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>NS 2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>NS 2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>NS 2c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>NS 2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>		<p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p>	<p>Introduced in Gr. 7</p>
NS 3. Solve real-world and mathematical problems involving the four operations with rational numbers.	Y		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Expressions and Equations			
Students at Grade 7:			
<i>Use properties of operations to generate equivalent expressions.</i>			
EE 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		Gr. 8	
EE 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i>		Gr. 8	
<i>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</i>			
EE 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about</i>		Gr. 8	Introduced in Grade 7

<i>9 inches from each edge; this estimate can be used as a check on the exact computation.</i>			
EE 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.		Gr. 8	
EE 4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	Y		Continues in Gr. 8
EE 4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>		Gr. 8	Introduced in Gr. 7
Geometry			
<i>Draw, construct, and describe geometrical figures and describe the relationships between them.</i>			
G 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Y		Continues in Gr. 8
G 2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when	Y		Not typically done with technology at grade 7 (See summary note at

the conditions determine a unique triangle, more than one triangle, or no triangle.			the end of this Gr. 7 document.)
G 3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		Gr. 8	Introduced in Gr. 7
<i>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>			
G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Y		
G 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Y		
G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		Gr. 8	Introduced in Gr. 7
Statistics and Probability			
<i>Use random sampling to draw inferences about a population.</i>			
SP 1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.		Gr. 8	Introduced in Gr. 7
SP 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.		Gr. 8	Introduced in Gr. 7

<p><i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p>			
<p>Draw informal comparative inferences about two populations.</p>			
<p>SP 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p> <p><i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p>		Gr. 8	
<p>SP 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p><i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p>		Gr. 8	
<p>Investigate chance processes and develop, use, and evaluate probability models..</p>			
<p>SP 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>		Gr. 8	
<p>SP 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative</p>		Gr. 8	

<p>frequency given the probability.</p> <p><i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p>			
<p>SP 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>		Gr. 8	
<p>SP 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p> <p><i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p>		Gr. 8	
<p>SP 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p> <p><i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>		Gr. 8	
<p>SP 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>SP 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>		Gr. 8	
<p>SP 8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>		Gr. 8	

<p>SP 8c. Design and use a simulation to generate frequencies for compound events.</p> <p><i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>		Gr. 8	
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Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Eight

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 8 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Like Janus, the Roman god of doorways, the eighth grader is looking in two directions simultaneously. On the one hand, the eighth grade is the culmination of the student's experience. It is a time of reflection, of summing up, and all the bittersweet feelings associated with an ending. At the same time, the eighth grader's gaze is turned towards the future and a new beginning. He or she fears, yet yearns for, the immense changes anticipated there. The eighth grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, the children's capacity for logical thinking and independent judgment fully awakens at this time. The authority of the class teacher gives way to the individual student's search for truth.

In the language arts there is an increasing emphasis on nuances of style and grammar in the student's expository and creative writing. Students read and study modern literature and works from across the curriculum, and produce a class play.

The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations, Algebra studies continue, and the students are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

The forward-looking impulse is best addressed in the main lesson, and in particular, the history curriculum. Whereas the seventh grade took as its theme the intellectual and aesthetic flowering of the Renaissance, the eighth grade is fully present in modern times. Its aim is to bring the accumulated image of world civilization up to the present day. Nothing characterizes the modern period better than the great revolutions—the industrial, political, and scientific revolutions that pulled down the old monarchial orders, and, in turn, gave rise to the struggles for individual freedoms and human rights. All these have had far-reaching cultural consequences, and it is important that the students consciously realize and appreciate this as they themselves are carried into the turmoil of adolescence.

The science curriculum in the eighth grade encompasses physics, chemistry and anatomy. The teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of our modern technological society. In physics, the study of acoustics, optics, heat and electro-magnetism is extended through hydraulics and aeromechanics. The organic chemistry block covers sugars, starches, proteins, and fats-- focusing on those processes by which organic substances are formed (e.g., photosynthesis) and transformed (as in digestion). Health, hygiene and nutrition are also addressed.

Choral singing expands in the eighth grade to three and four-part harmonies to take advantage of the range of voices found in the adolescent class. The recorder program expands to include alto and tenor recorders, and instrumental ensembles take on more challenging work.

At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally-appropriate grade school curriculum is met and transformed into an intellectually-stimulating, college preparatory education.

Grade 8 Curriculum Components

- **Mathematics:** Continue Algebra; geometry; practical, technological, and scientific applications of mathematics
- **Language Arts:** Composition: essays, research reports, short stories, poetry
- **Literature:** short stories, poetry, Shakespearean drama
- **Science:** Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)
- **History & Social Studies:** The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
- **Geography:** Asian Geography
- **Handwork:** Machine sewing
- **Woodworking:** Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school;
- **Foreign Language:** Continuing foreign language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture
- **Visual & Performing Arts:** Drawing; clay modeling; painting; portraiture; choir; recorder; instrumental ensemble, Shakespearean drama
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards: Grade 8
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 8: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Key Ideas and Details</i>			
RL 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Y		
RL 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Y		
RL 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Y		
<i>Integration of Knowledge and Ideas</i>			

RL 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Y		Developed further throughout the high school years—and beyond
RL 8. (Not applicable to literature)			
RL 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Y		Development continues throughout the high school years—and beyond
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8
English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 8: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Key Ideas and Details</i>			
RI 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Y		
RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	Y		
RI 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA	Y		
RI 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and	Y		

responds to conflicting evidence or viewpoints.			
<i>Integration of Knowledge and Ideas</i>			
RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Y		
RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Y		
RI 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8 English Language Arts: *Writing*

Common Core Standards, ELA Grade 8: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Text Types and Purposes</i>			
W 1. Write arguments to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Y		
W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA	Y		

W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	Y		
W 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and	Y		

events.			
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Y		
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Y		
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or	Y		

character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).			
W 9b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Y		
<i>Range of Writing</i>			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 8
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 8: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Y		
SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Y		
SL 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Y		

SL 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA	Y		
SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Y		
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 8 English Language Arts: *Language*

Common Core Standards, ELA Grade 8: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Y		
L 1b. Form and use verbs in the active and passive voice.	Y		
L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Y		
L 1d. Recognize and correct inappropriate shifts in verb voice and mood.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Y		
L 2b. Use an ellipsis to indicate an omission.	Y		
L 2c. Spell correctly.	Y		
<i>Knowledge of Language</i>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Y		
L 5b. Use the relationship between particular words to better understand each of the words.	Y		

L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 8 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 8:			
<i>Know that there are numbers that are not rational, and approximate them by rational numbers.</i>			
NS 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Y		
NS 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	Y		
Expressions and Equations			
Students at Grade 8:			
<i>Work with radicals and integer exponents.</i>			
EE 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i>	Y		

EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	Y		
EE 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i>	Y		
EE 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Y		
<i>Understand the connections between proportional relationships, lines, and linear equations.</i>			
EE 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>	Y		
EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	Y		
Analyze and solve linear equations and pairs of simultaneous linear equations.			
EE 7. Solve linear equations in one variable.	Y		

EE 7a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	Y		
EE 7b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Y		
EE 8. Analyze and solve pairs of simultaneous linear equations.	Y		
EE 8a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Y		
EE 8b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i>	Y		
EE 8c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>	Y		

Common Core Standards: Grade 8 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Functions			
Students at Grade 8:			
<i>Define, evaluate, and compare functions.</i>			
F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Y		
F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>	Y		
F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>	Y		
<i>Use functions to model relationships between quantities.</i>			
F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate	Y		

of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Y		
Geometry			
Students at Grade 8:			
<i>Understand congruence and similarity using physical models, transparencies, or geometry software.</i>			
G 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.	Y		
G 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Y		
G 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Y		
G 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Y		

G 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>	Y		
Understand and apply the Pythagorean Theorem.			
G 6. Explain a proof of the Pythagorean Theorem and its converse.	Y		
G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Y		
G 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Y		
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
G 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Y		
Statistics and Probability			
Students at grade 8:			
Investigate patterns of association in bivariate data.			
SP 1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Y		

<p>SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>	<p>Y</p>		
<p>SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p><i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p>	<p>Y</p>		
<p>SP 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> <p><i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>	<p>Y</p>		

Summary Notes and Comments

1, **All** of the Common Core Standards in Mathematics, Grades K-8, are included in the placements in the Tables for Student Achievement in Mathematics in the Waldorf Curriculum. None are missing, and it is anticipated that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will be fully prepared for success in any high school mathematics curriculum aligned to the Common Core for Grades 9-12, including more advanced coursework.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

**Common Core Standards:
Literacy in History/Social Studies, Science, and Technical Subjects:**

Reading in History/Social Studies
Reading in Science and Technical Subjects
Writing in History/Social Studies, Science, and Technical Subjects

Grades Six through Eight

Common Core Standards Placement Tables

The Literacies are to be addressed regularly across the curriculum as appropriate throughout Grades Six, Seven, and Eight. Note that the Alliance recommends, based on its review, that all of these Common Core Standards are appropriate for and will be attained by students in the Waldorf-Inspired Public Schools by the completion of Grade Eight.

The Literacy Standards are specified in the pages that follow.

Designed to be a Working Document for School and Teacher Use

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies

Reading in Science and Technical Subjects

Writing in History/Social Studies, Science, and Technical Subjects

The Common Core Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

--From the Introduction to the ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***, California edition, March 2013, (p. iii).

Note: For this Alliance document, only the Literacy Standards for grades 6-8 are included in the Tables below. The Literacy Standards for Grade 9-12 are included in the full ELA Standards document (See the Resources page for the link to the full document.)

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in History/Social Studies

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6-8: Reading in History/Social Studies</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
Key Ideas and Details			
RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources.	Y		
RHSS 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Y		
RHSS 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Y		
Craft and Structure			
RHSS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Y		
RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	Y		
RHSS 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Y		
Integration of Knowledge and Ideas			

RHSS 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Y		Electronic media introduced In grades 7-8
RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text.	Y		
RHSS 9. Analyze the relationship between a primary and secondary source on the same topic.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RHSS 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in Science and Technical Subjects

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6- 8: Reading in Science and Technical Subjects</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6- 8:			
<i>Key Ideas and Details</i>			
RST 1. Cite specific textual evidence to support analysis of science and technical texts.	Y		
RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Y		
RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Y		
<i>Craft and Structure</i>			
RST 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Y		
RST 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Y		
RST 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Y		

<i>Integration of Knowledge and Ideas</i>			
RST 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Y		
RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Y		
RST 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Y		Use of electronic media begins in Grades 7 and 8.
<i>Range of Reading and Level of Text Complexity</i>			
RST 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Y		

**Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Writing**

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects Grades 6- 8: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
<i>Text Types and Purposes</i>			
<p>W 1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	Y		The “Y” (Yes) applies to all component parts of the standard (a.–e.).

<p>W 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Y		The “Y” (Yes) applies to all component parts of the standard (a.-f.).
W 3. See Note, below. (Not applicable as a separate requirement.)	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Y		Use of electronic media begins in Grades 7 and 8.

Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA	Y		Use of electronic media begins in Grades 7 and 8.
W 9. Draw evidence from informational texts to support analysis reflection, and research.	Y		
Range of Writing			
W 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Note (W3): Students’ narrative skills continue to grow in these grades. The Literacy Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *(Note from the Common Core Literacy Standards)*

Common Core State Standards

College and Career Readiness (CCR) Anchor Standards

For English Language Arts

The grade-specific standards (in the Tables above) define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*From the **Common Core State Standards**, as adopted by the California State Board of Education, August 2010 (pre-publication version, March 2013).*

College and Career Readiness Anchor Standards for Reading

The grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Next Generation Science Standards (NGSS)

Next Generation Science Standards Kindergarten: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>Motion and Stability: Forces and Interactions</i>			
K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Y		
K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.	Y		
<i>Energy</i>			
K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.	Y		
K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Y		

Next Generation Science Standards Kindergarten: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	Y		

Next Generation Science Standards Kindergarten: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>Earth's Systems</i>			
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	Y		
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Y		
<i>Earth and Human Activity</i>			
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Y		
K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Y		
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Y		

Next Generation Science Standards Grade 1: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 1 Students:			
<i>Waves and their Applications in Technologies for Information Transfer</i>			
1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Y		In-depth study in Gr. 6
1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.	Y		In-depth study in Gr. 6
1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	Y		In-depth study in Gr. 6
1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Y		In-depth study in Gr. 6

Next Generation Science Standards Grade 1: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 1 Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Y		

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Y		
<i>Heredity: Inheritance and Variation of Traits</i>			
1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are alike, but not exactly like, their parents.	Y		

Next Generation Science Standards Grade 1: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 1 Students:			
<i>Earth's Place in the Universe</i>			
1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	Y		Cont'd in Gr. 2
1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	Y		Cont'd in Gr. 2

Next Generation Science Standards Grade 2: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 2 Students:			
<i>Matter and Its Interactions</i>			
2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Y		
2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Y		
2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	Y		
2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Y		

Next Generation Science Standards Grade 2: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 2 Students:			
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Y		
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Intro.		Formal study in Gr. 3

<i>Biological Evolution: Unity and Diversity</i>			
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	Y		

Next Generation Science Standards Grade 2: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 2 Students:			
<i>Earth's Place in the Universe</i>			
2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Y		
<i>Earth's Systems</i>			
2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Y		
2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.		Gr. 5	
2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Y		

Next Generation Science Standards Grade 2: <i>Engineering Design</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 2 Students:			
<i>Engineering Design</i>			
K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that	Y		

can be solved through the development of a new or improved object or tool.			
K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Y		
K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Y		

Next Generation Science Standards Grade 3: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 3 Students:			
<i>Motion and Stability: Forces and Interactions</i>			
3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Y		
3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Y		
3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Y		
3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.	Y		

Next Generation Science Standards Grade 3: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 3 Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Y		More in-depth: Gr. 4 Zoology & Gr. 5 Botany
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			

3-LS2-1. Construct an argument that some animals form groups that help members survive.		Gr. 4	
<i>Heredity: Inheritance and Variation of Traits</i>			
3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Y		
3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.	Y		
<i>Biological Evolution: Unity and Diversity</i>			
3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.		Gr. 6	
3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	Y		More in-depth: Gr. 4 Zoology & Gr. 5 Botany
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Y		More in-depth: Gr. 4 Zoology & Gr. 5 Botany
3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	Y		

Next Generation Science Standards Grade 3: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 3 Students:			
<i>Earth's Systems</i>			
3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Y		
3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.	Y		
<i>Earth and Human Activity</i>			

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Y		
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Next Generation Science Standards Grade 4: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 4 Students:			
<i>Energy</i>			
4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Y		
4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Y		
4-PS3-3. Ask questions to predict outcomes about the changes in energy that occur when objects collide.	Y		
4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Y		
<i>Waves and their Applications in Technologies for Information Transfer</i>			
4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Y		
4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.		Gr. 6	
4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.	Y		

Next Generation Science Standards Grade 4: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 4 Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Y		Also in Gr. 5 Botany
4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Y		

Next Generation Science Standards Grade 4: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 4 Students:			
<i>Earth's Place in the Universe</i>			
4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.		Gr. 6	
<i>Earth's Systems</i>			
4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.		Gr. 5	
4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.	Y		Cont. in Gr. 5 Geography
<i>Earth and Human Activity</i>			
4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.		Gr. 6	
4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.		Gr. 5	

Next Generation Science Standards Grade 5: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 5 Students:			
<i>Matter and Its Interactions</i>			
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.	Y		
5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Y		
5-PS1-3. Make observations and measurements to identify materials based on their properties.	Y		
5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Y		
<i>Motion and Stability: Forces and Interactions</i>			
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.	Y		
<i>Energy</i>			
5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.		Gr. 4	

Next Generation Science Standards Grade 5: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 5 Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air or water.	Y		
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			

5-LS2-1. Develop a model to describe the movement among plants, animals, decomposers, and the environment.	Y		
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Next Generation Science Standards Grade 5: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 5 Students:			
<i>Earth's Place in the Universe</i>			
5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.		Gr. 6	
5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		Gr. 6	
<i>Earth's Systems</i>			
5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Y		
5-ESS2-2. Describe and graph the amounts of salt water in various reservoirs to provide evidence about the distribution of water on Earth.	Y		
<i>Earth and Human Activity</i>			
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Y		

Next Generation Science Standards Grade 5: <i>Engineering Design</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 5 Students:			
<i>Engineering Design</i>			

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Y		
3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Y		
3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Y		

Next Generation Science Standards Middle School: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Middle School Students:			
<i>Matter and Its Interactions</i>			
MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.	Y		
MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Y		
MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	Y		
MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	Y		
MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Y		
MS-PS1-6. Undertake a design to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	Y		
<i>Motion and Stability: Forces and Interactions</i>			
MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Y		
MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Y		
MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Y		
MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	Y		

MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Y		
Energy			
MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	Y		
MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Y		
MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Y		
MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	Y		
MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Y		
Waves and Their Applications in Technologies for Information Transfer			
MS-PS4-1. Use mathematical representations to describe a single model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Y		
MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	Y		
MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	Y		

Next Generation Science Standards Middle School: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Middle School Students:			

<i>From Molecules to Organisms: Structures and Processes</i>			
MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	Y		
MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways the parts of the cells contribute to the function.	Y		
MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	Y		
MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	Y		
MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Y		
MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	Y		
MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	Y		
MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Y		
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			
MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Y		
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Y		
MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Y		
MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Y		
MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Y		
<i>Heredity: Inheritance and Variation of Traits</i>			
MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and	Y		

may result in harmful, beneficial, or neutral effects to the structure and function of the organism.			
MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Y		
Biological Evolution: Unity and Diversity			
MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Y		
MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	Y		
MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	Y		
MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Y		
MS-LS4-5. Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Y		
MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Y		

Next Generation Science Standards Middle School: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Middle School Students:			
<i>Earth's Place in the Universe</i>			

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Y		
MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Y		
MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.	Y		
MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Y		
Earth's Systems			
MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Y		
MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Y		
MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	Y		
MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Y		
MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	Y		
MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Y		
Earth and Human Activity			
MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Y		
MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	Y		
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Y		
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	Y		

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Y		
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Next Generation Science Standards Middle School: <i>Engineering Design</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Middle School Students:			
<i>Engineering Design</i>			
MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Y		
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Y		
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Y		
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Y		

Next Generation Science Standards High School: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
High School Students:			
<i>Matter and Its Interactions</i>			
HS-PS1-1. Use the periodic table to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	Y		
HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	Y		
HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	Y		
HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.	Y		
HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	Y		
HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.	Y		
HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	Y		
HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.	Y		
<i>Motion and Stability: Forces and Interactions</i>			
HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a microscopic object, its mass, and its acceleration.	Y		

HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	Y		
HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	Y		
HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	Y		
HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	Y		
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	Y		
Energy			
HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Y		
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative position of particles (objects).	Y		
HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.	Y		
HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	Y		
HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	Y		
Waves and Their Applications in Technologies for Information Transfer			
HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	Y		
HS-PS4-2. Evaluate questions about the advantages of using digital transmission and storage of information.	Y		

HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	Y		
HS-PS4-4. Evaluate the validity of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.	Y		
HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	Y		

Next Generation Science Standards High School: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
High School Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.	Y		
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Y		
HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Y		
HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	Y		
HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Y		
HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Y		
HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.	Y		
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Y		
HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Y		
HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	Y		
HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Y		
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	Y		
HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	Y		
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Y		
HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	Y		
<i>Heredity: Inheritance and Variation of Traits</i>			
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Y		
HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	Y		
HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Y		
<i>Biological Evolution: Unity and Diversity</i>			
HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Y		
HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, (4) the proliferation of those organisms that are better able to survive and	Y		

reproduce in the environment.			
HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Y		
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	Y		
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Y		
HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	Y		

Next Generation Science Standards High School: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
High School Students:			
<i>Earth's Place in the Universe</i>			
HS-ESS1-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	Y		
HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	Y		
HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.	Y		
HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	Y		
HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	Y		
HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	Y		

Earth's Systems			
HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	Y		
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	Y		
HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	Y		
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	Y		
HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	Y		
HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	Y		
HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	Y		
Earth and Human Activity			
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes to climate have influenced human activity.	Y		
HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	Y		
HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	Y		
HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	Y		
HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts in Earth's systems.	Y		
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	Y		

Next Generation Science Standards	Student Achievement In the Waldorf Curriculum
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High School: <i>Engineering Design</i>			
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
High School Students:			
<i>Engineering Design</i>			
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	Y		
HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Y		
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	Y		
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	Y		

**Coastal Waters Chartered Public School Social Studies Standards:
A comparative chart using the 2006 New Hampshire Social Studies
Curriculum Framework**

Social Studies Standards K-2: Civics and Governments	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>The Nature and Purpose of Government</i>			
SS:CV:2:1:1: Compare the rules of the classroom and school to the rules of the United States system of government.		GR. 5/6	
SS:CV:2:1:2: Identify documents and symbols that embody the core ideals of the United States Government.		GR. 5/6	
SS:CV:2:1:3: Identify the basic purposes of state and national government.		GR. 5/6	
SS:CV:2:1:4: Evaluate the effectiveness and fairness of rules and laws at the school level.	Y		
<i>Structure and Function of United States and New Hampshire Government</i>			
SS:CV:2:2:1: Explain how public officials are chosen.		GR. 3/4	
<i>The World and the United States' Place In It</i>			
SS:CV:2:3:1: Explain that the world is divided into different countries.	Y		
SS:CV:2:3:2: Describe ways in which countries interact with each other culturally.	Y		
SS:CV:2:3:3: Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine.		GR. 3/4	
<i>Rights and Responsibilities</i>			
SS:CV:2:4:1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.	Y		

SS:CV:2:4:2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.	Y		
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Social Studies Standards K-2: Economics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>Economics and the Individual</i>			
SS:EC:2:1:1: Define goods and services, producers and consumers.	Y		
SS:EC:2:1:2: Describe the steps and materials needed to make a product, e.g., milk or crayons.	Y		
<i>Basic Economic Concepts</i>			
SS:EC:2:2:1: Distinguish between needs and wants.	Y		
<i>Financial Institutions and the Government</i>			
SS:EC:2:4:1: Identify the characteristics of money.		GR. 3/4	
SS:EC:2:4:2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.		GR. 3/4	
<i>International Economics and Trade</i>			
SS:EC:2:5:1: Define the term resources, e.g., trees, books.	Y		

Social Studies Standards K-2: Geography	Student Achievement In the Waldorf Curriculum		
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>The World in Spatial Terms</i>			
SS:GE:2:1:1 Identify the characteristics and purposes of globes and maps.		GR. 3/4	
SS:GE:2:1:2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.		GR. 3/4	
SS:GE:2:1:3: Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.		GR. 3/4	
<i>Places and Regions</i>			
SS:GE:2:2:1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains.		GR. 3/4	
SS:GE:2:2:2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.		GR. 3/4	
SS:GE:2:2:3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations.		GR. 3/4	
<i>Physical Systems</i>			
SS:GE:2:3:1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in NH or sunlight and shadows.	Y		
SS:GE:2:3:2: Explore the components and distribution of ecosystems, e.g., desert or rainforest.		GR. 5/6	
<i>Human Systems</i>			
SS:GE:2:4:1: Explore the distribution of a population, e.g., city or farm.	Y		
SS:GE:2:4:2: Identify what are natural resources, e.g., water or trees.	Y		
<i>Environment and Society</i>			

SS:GE:2:5:1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.		GR. 3/4	
SS:GE:2:5:2: Investigate how people use resources, e.g., building homes or the food they eat.		GR. 3/4	

Social Studies Standards K-2: US/NH History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>Political Foundations and Development</i>			
SS:HI:2:1:1: Identify national and NH celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.	Y		
<i>Contacts, Exchanges & International Relations</i>			
SS:HI:2:2:1: Recognize that the world is interconnected, e.g., trade or transportation.		GR. 3/4	
<i>World Views and Value Systems and Their Intellectual and Artistic Expressions</i>			
SS:HI:2:3:1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims.		GR. 5/6	
SS:HI:2:3:2: Explore art, music and literature of various time periods, e.g., spirituals or Native American art.		GR. 3/4	
SS:HI:2:3:3: Recognize that groups have enhanced art, music and literature of our nation, e.g., African American or Irish.		GR. 3/4	
<i>Economic Systems & Technology</i>			
SS:HI:2:4:1: Identify different segments of the United States economy, e.g., farm, manufacturing, or retail.		GR. 3/4	
<i>Social/Cultural</i>			
SS:HI:2:5:1: Identify how the lives of women and children have changed over time in our country.		GR. 5/6	

SS:HI:2:5:2: Identify the concept of diversity.	Y		
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Social Studies Standards K-2: <i>World History</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>Political Foundations and Developments</i>			
SS:WH:2:1:1: Recognize that people of different countries have different social and political systems.	Y		
<i>World Views and Value Systems and Their Intellectual and Artistic Expressions</i>			
SS:WH:2:3:1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.	Y		
<i>Social/Cultural</i>			
SS:WH:2:5:1: Identify the concepts of values and beliefs.	Y		

Social Studies Standards Grade 3-4: <i>Civics and Government</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
<i>The Nature and Purpose of Government</i>			
SS:CV:4:1:1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.		GR. 5/6	
SS:CV:4:1:2: Analyze how government addresses social, political, and geographic issues, e.g., local land use decisions or decisions involving human rights.		GR. 5/6	

Structure and Function of United States and New Hampshire Government			
SS:CV:4:2:1: Identify the individual functions of the three branches of government and the organization of NH state government.	Y		
SS:CV:4:2:2: Explain how law and/or policies are made at local and state levels.	Y		
The World and the United States' Place In It			
SS:CV:4:3:1: Explain that the world is divided into different countries with their own governments and that all governments are not the same.	Y		
Rights and Responsibilities			
SS:CV:4:4:1: Describe the rights of citizens as outlined by the Constitutions of NH and the United States.	Y		

Social Studies Standards Grade 3-4: Economics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
Economics and the Individual			
SS:EC:4:1:1: Identify the factors of production and explain how businesses use these to produce goods and services.		GR. 5/6	
SS:EC:4:1:2: Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models.		GR. 5/6	
SS:EC:4:1:3: Explain how decisions by consumers and producers affect and are affected by the economy.		GR. 5/6	
SS:EC:4:1:4: Describe why most jobs today require greater specialization and result in greater productivity.		GR. 5/6	
Basic Economic Concepts			
SS:EC:4:2:1: Explain why needs and wants are unlimited while resources are limited.		GR. 5/6	

SS:EC:4:2:2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.		GR. 5/6	
SS:EC:4:2:3: Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.		GR. 5/6	
SS:EC:4:2:4: Define supply and demand and describe features factors that can cause a change in supply and demand.		GR. 5/6	
SS:EC:4:2:5: Explain how prices of goods and services are set in the United States and describe different factors that affect price.		GR. 5/6	
<i>Cycles in the Economy</i>			
SS:EC:4:3:1: Illustrate cycles of economic growth and decline, eg., NH manufacturing or agriculture.		GR. 5/6	
SS:EC:4:3:2: Describe how changes in the business cycle can impact people's lives.		GR. 5/6	
<i>Financial Institutions and the Government</i>			
SS:EC:4:4:1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money.		GR. 5/6	
SS:EC:4:4:2: Identify goods and services provided by local government, eg., police cars or fire protection.		GR. 5/6	
<i>International Economics and Trade</i>			
SS:EC:4:5:1: Describe that countries have different kinds of resources.	Y		
SS:EC:4:5:2: Explain why some countries' resources are in greater demand than others, e.g., colonial NH's mast trees or petroleum.	Y		
SS:EC:4:5:3: Explain that trade between countries involves imports and exports and the reasons why countries trade.	Y		

Social Studies Standards Grade 3-4: <i>Geography</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
<i>The World in Spatial Terms</i>			
SS:GE:4:1:1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies.	Y		
SS:GE:4:1:2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.	Y		
SS:GE:4:1:3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.	Y		
SS:GE:4:1:4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.	Y		
SS:GE:4:1:5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.		GR. 5/6	
<i>Places and Regions</i>			
SS:GE:4:2:1: Describe the physical and human characteristics of places, e.g., land forms or where people live.	Y		
SS:GE:4:2:2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.	Y		
SS:GE:4:2:3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.	Y		
SS:GE:4:2:4: Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.	Y		
SS:GE:4:2:5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature.	Y		
<i>Physical Systems</i>			
SS:GE:4:3:1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.	Y		
SS:GE:4:3:2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.	Y		

SS:GE:4:3:3: Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight.	Y		
SS:GE:4:3:4: Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain.	Y		
SS:GE:4:3:5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.	Y		
Human Systems			
SS:GE:4:4:1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.		GR. 5/6	
SS:GE:4:4:2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.		GR. 5/6	
SS:GE:4:4:3: Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.		GR. 5/6	
SS:GE:4:4:4: Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns.		GR. 5/6	
Environment and Society			
SS:GE:4:5:1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.	Y		
SS:GE:4:5:2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.	Y		
SS:GE:4:5:3: Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices.	Y		
SS:GE:4:5:4: Describe the role of natural resources in daily life, e.g., food, clothing or shelter.	Y		
SS:GE:4:5:5: Compare how people in different regions use the same resources, e.g., water or wood.	Y		

Social Studies Standards Grade 3-4: NH/US History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
Political Foundations and Development			

SS:HI:4:1:1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor.	Y		
SS:HI:4:1:2: Trace the political development of NH governance, e.g., self-government in early settlements or the development of current forms of local government.	Y		
SS:HI:4:1:3: Describe the significance of national and NH celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain and the preamble to the NH Constitution.	Y		
<i>Contracts, Exchanges & International Relations</i>			
SS:HI:4:2:1: Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.		GR. 5/6	
<i>World Views and Value Systems and Their Intellectual and Artistic Explorations</i>			
SS:HI:4:3:1: Explore how individuals' ideas have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".		GR. 5/6	
SS:HI:4:3:2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in NH.		GR. 5/6	
SS:HI:4:3:3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.		GR. 5/6	
<i>Economic Systems & Technology</i>			
SS:HI:4:4:1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.		GR. 5/6	
SS:HI:4:4:2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing.		GR. 5/6	
SS:HI:4:4:3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from local stores to shopping malls.		GR. 5/6	
<i>Social/Cultural</i>			
SS:HI:4:5:1: Explain the unique contributions of different ethnic and religious groups to NH history and culture, e.g., the Shakers or the French Canadians.	Y		
SS:HI:4:5:2: Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001.		GR. 5/6	

SS:HI:4:5:3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.		GR. 5/6	
SS:HI:4:5:4: Explore attitudes towards diversity, e.g., segregation or inclusion.		GR. 5/6	
SS:HI:4:5:5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.		GR. 5/6	

Social Studies Standards Grade 3-4: <i>World History</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
<i>Political Foundations and Developments</i>			
SS:WH:4:1:1: Explain that people of different countries create social and political systems, e.g., a family or a government.	Y		
<i>Contacts, Exchanges & International Relations</i>			
SS:WH:4:2:1: Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism.		GR. 5/6	
<i>World Views and Value Systems and Their Intellectual and Artistic Expressions</i>			
SS:WH:4:3:1: Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.	Y		
<i>Economic Systems & Technology</i>			
SS:WH:4:4:1: Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today.	Y		
<i>Social/Cultural</i>			
SS:WH:4:5:1: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.	Y		

Social Studies Standards Grade 5-6: <i>Civics and Government</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			
<i>The Nature and Purpose of Government</i>			
SS:CV:6:1:1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law.	Y		
SS:CV:6:1:2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights.	Y		
SS:CV:6:1:3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels.	Y		
SS:CV:6:1:4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.	Y		
<i>Structure and Function of United States and New Hampshire Government</i>			
SS:CV:6:2:1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by principles they share, e.g., life, liberty, and property.	Y		
SS:CV:6:2:2: Identify the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions.	Y		
<i>The World and the United States' Place In It</i>			
SS:CV:6:3:1: Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy.	Y		
SS:CV:6:3:2: Describe the ways in which countries interact with each other culturally, economically, diplomatically, or militarily.	Y		
SS:CV:6:3:3: Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.	Y		
<i>Rights and Responsibilities</i>			
SS:CV:6:4:1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others.	Y		(part of curr. since Gr. 1)

Social Studies Standards Grade 5-6: <i>Economics</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			
<i>Economics and the Individual</i>			
SS:EC:6:1:1: Identify the role of the individual in factor and product markets.	Y		
SS:EC:6:1:2: Explain how specialization and productivity are related.	Y		
SS:EC:6:1:3: Recognize the relationship between productivity and wages, and between wages and standards of living.	Y		
<i>Basic Economic Concepts</i>			
SS:EC:6:2:1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of an item.	Y		
SS:EC:6:2:2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.	Y		
SS:EC:6:2:3: Recognize that shortage and surplus affect the price and availability of goods and services, e.g., swimsuits in bad weather, seasonal sales, or fads.	Y		
<i>Cycles in the Economy</i>			
SS:EC:6:3:1: Describe gross domestic product and its components, e.g., the difference between imports and exports.	Y		
SS:EC:6:3:2: Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing.	Y		

Social Studies Standards Grade 5-6: <i>Geography</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			

<i>The World in Spatial Terms</i>			
SS:GE:6:1:1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi.		GR. 4	
SS:GE:6:1:2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States.		GR. 4	
SS:GE:6:1:3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.		GR. 4	
<i>Places and Regions</i>			
SS:GE:6:2:1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.		GR. 7/8	
SS:GE:6:2:2: Describe how places and regions preserve culture, e.g., songs or traditions.		GR. 7/8	
<i>Physical Systems</i>			
SS:GE:6:3:1: Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion.		GR. 7/8	
SS:GE:6:3:2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere.		GR. 7/8	
SS:GE:6:3:3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification.		GR. 7/8	
SS:GE:6:3:4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.		GR. 7/8	
<i>Human Systems</i>			
SS:GE:6:4:1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth.	Y		
SS:GE:6:4:2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.	Y		
SS:GE:6:4:3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.	Y		
SS:GE:6:4:4: Analyze the spatial patterns of settlement, e.g., urbanization along rivers, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.	Y		
SS:GE:6:4:5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural.	Y		

<i>Environment and Society</i>			
SS:GE:6:5:1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.	Y		
SS:GE:6:5:2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production.	Y		
SS:GE:6:5:3: Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities.	Y		
SS:GE:6:5:4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.	Y		

Social Studies Standards Grade 5-6: <i>US/NH History</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			
<i>Political Foundations and Development</i>			
SS:HI:6:1:1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.		GR. 7/8	
SS:HI:6:1:2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.		GR. 7/8	
<i>World views and Value Systems and Their Intellectual and Artistic Expressions</i>			
SS:HI:6:3:1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists.		GR. 7/8	
<i>Economic Systems & Technology</i>			
SS:HI:6:4:1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line.		GR. 7/8	
SS:HI:6:4:2: Evaluate the importance of technological inventions and inventors and their impact on American life., e.g., household appliances or communication technologies.		GR. 7/8	
SS:HI:6:4:3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the		GR. 7/8	

Louisiana Purchase or the Homestead Act (1862).			
Social/Cultural			
SS:HI:6:5:1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.		GR. 7/8	
SS:HI:6:5:2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front.		GR. 7/8	
SS:HI:6:5:3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace.		GR. 7/8	
SS:HI:6:5:4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese.		GR. 7/8	

Social Studies Standards Grade 5-6: World History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			
Political Foundations and Developments			
SS:WH:6:1:1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.	Y		
SS:WH:6:1:2: Explore the use and abuse of power.	Y		
Contacts, Exchanges & International Relations			
SS:WH:6:2:1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal.	Y		
SS:WH:6:2:2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor.	Y		
SS:WH:6:2:3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa.	Y		
SS:WH:6:2:4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia.	Y		
World Views and Value Systems and Their Intellectual and Artistic Expressions			

SS:WH:6:3:1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.	Y		
SS:WH:6:3:2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece.	Y		
<i>Economic Systems & Technology</i>			
SS:WH:6:4:1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density.	Y		
SS:WH:6:4:2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th century Africa.	Y		
SS:WH:6:4:3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops.	Y		
SS:WH:6:4:4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet.	Y		
<i>Social/Cultural</i>			
SS:WH:6:5:1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City.	Y		
SS:WH:6:5:2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling.	Y		
SS:WH:6:5:3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., ancient Persia, the Ottoman Empire, or Nigeria.	Y		
SS:WH:6:5:4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre.	Y		
SS:WH:6:5:5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear.	Y		

Social Studies Standards Grade 7-8: <i>Civics and Governments</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
<i>The Nature and Purpose of Government</i>			
SS:CV:8:1:1: Explain why limiting the powers of government is essential for the protection of individual rights.	Y		
SS:CV:8:1:2: Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected.	Y		
<i>Structure and Function of United States and New Hampshire Government</i>			
SS:CV:8:2:1: Define the organization and responsibilities of federal government that are set forth in the NH Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights.	Y		
SS:CV:8:2:2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the NH Constitution and the United States Constitution, e.g., taxation, transportation, or education.	Y		
SS:CV:8:2:3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights.	Y		
SS:CV:8:2:4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees.	Y		
<i>The World and the United States' Place In It</i>			
SS:CV:8:3:1: Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union.	Y		
SS:CV:8:3:2: Analyze environmental, economic, and technological developments and their impact on society.	Y		
<i>Rights and Responsibilities</i>			
SS:CV:8:4:1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting.	Y		

Social Studies Standards Grade 7-8: <i>Economics</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
<i>Economics and the Individual</i>			
SS:EC:8:1:1: Identify how events in the business cycle impact individuals' lives, e.g., recession or depression.		GR. 6	
<i>Basic Economic Concepts</i>			
SS:EC:8:2:1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology.		GR. 6	
SS:EC:8:2:2: Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills.		GR. 6	
<i>Cycles in the Economy</i>			
SS:EC:8:3:1: Identify and explain the different phases of the business cycle, e.g., recession or depression.		GR. 6	
SS:EC:8:3:2: Understand how the stock market works, the buying and selling of stocks, and how it affects the economy.		GR. 6	
<i>Financial Institutions and the Government</i>			
SS:EC: 8:4:1: Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money.		GR. 6	
SS:EC:8:4:2: Identify the different ways in which income can be redistributed, e.g, taxes, welfare, or government loans.		GR. 6	
<i>International Economics and Trade</i>			
SS:EC:8:5:1: Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economics.	Y		
SS:EC:8:5:2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.	Y		
SS:EC:8:5:3: Recognize the role of economics in international diplomacy and war, eg., the United States Civil War, foreign aid, or conflict over natural resources.	Y		
SS:EC:8:5:4: Examine the effects of changing economics or international trade, e.g., modernization, specialization, or interdependence.	Y		
<i>Personal Finance</i>			

SS:EC:8:6:1: Compare the advantages and disadvantages of different payment methods.		GR.6	
SS:EC:8:6:2: Describe the rights and responsibilities of buyers and sellers in a free market economy.		GR.6	
SS:EC:8:6:3: Demonstrate the use of the different types of accounts available from financial institutions, e.g., checking or savings accounts.		GR. 6	
SS:EC:8:6:4: Students will identify sources of earned and unearned income, e.g., wages or investments.		GR.6	
SS:EC:8:6:5: Define and compare saving and investing.		GR. 6	
SS:EC:8:6:6: Evaluate sources of investment information, and describe how to buy and sell investments.		GR. 6	
SS:EC:8:6:7: Discuss the importance of taking responsibility for personal finance decisions.		GR. 6	
SS:EC:8:6:8: Design a plan for earning, spending, saving, and investing.		GR. 6	

Social Studies Standards Grade 7-8: <i>Geography</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
<i>The World in Spatial Terms</i>			
SS:GE:8:1:1: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections.	Y		
<i>Places and Regions</i>			
SS:GE:8:2:1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part.	Y		
SS:GE:8:2:2: Illustrate the connections among regions e.g, world trade or regional alliances.	Y		

SS:GE:8:2:3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel.	Y		
Physical Systems			
SS:GE:8:3:1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits.	Y		
Human Systems			
SS:GE:8:4:1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or “hub-and-spoke” airline operations.	Y		
SS:GE:8:4:2: Explain how cooperation and conflict among people contribute to political divisions of Earth’s surface, e.g., trade agreements, military pacts, or boundary disputes.	Y		

Social Studies Standards Grade 7-8: US/NH History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
Political Foundations and Development			
SS:HI:8:1:1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans.	Y		
SS:HI:8:1:2: Describe the role NH voters have played in our nation;s presidential primaries and elections.	Y		
SS:HI:8:1:3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening.	Y		
SS:HI:8:1:4: Analyze the tension between states’ rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960’s.	Y		
Contacts, Exchanges & International Relations			
SS:HI:8:2:1: Explain major attempts to force European powers to reorganize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812.	Y		

SS:HI:8:2:2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis.	Y		
SS:HI:8:2:3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict.	Y		
SS:HI:8:2:4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan.	Y		
SS:HI:8:2:5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War.	Y		
<i>World Views and Value Systems and Their Intellectual and Artistic Expressions.</i>			
SS:HI:8:3:1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression.	Y		
<i>Economic Systems & Technology</i>			
SS:HI:8:4:1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations.	Y		
SS:HI:8:4:2: Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981.	Y		
<i>Social/Cultural</i>			
SS:HI:8:5:1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care.	Y		

Social Studies Standards Grade 7-8: World History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
<i>Political Foundations and Developments</i>			
SS:WH:8:1:1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections.			

SS:WH:8:1:2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East.			
SS:WH:8:1:3: Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust.			
Contacts, Exchanges & International Relations			
SS:WH:8:2:1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS.			
World Views and Value Systems and Their Intellectual and Artistic Expressions			
SS:WH:8:3:1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time.			
SS:WH:8:3:2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian.			

Social Studies Standards High School: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
High School Students:			
<i>Matter and Its Interactions</i>			
HS-PS1-1. Use the periodic table to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	Y		
HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	Y		

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	Y		
HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.	Y		
HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	Y		
HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.	Y		
HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	Y		
HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.	Y		
<i>Motion and Stability: Forces and Interactions</i>			
HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a microscopic object, its mass, and its acceleration.	Y		
HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	Y		
HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	Y		
HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	Y		
HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	Y		
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	Y		
<i>Energy</i>			

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Y		
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative position of particles (objects).	Y		
HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.	Y		
HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	Y		
HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	Y		
<i>Waves and Their Applications in Technologies for Information Transfer</i>			
HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	Y		
HS-PS4-2. Evaluate questions about the advantages of using digital transmission and storage of information.	Y		
HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	Y		
HS-PS4-4. Evaluate the validity of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.	Y		
HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	Y		

Social Studies Standards High School: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
High School Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.	Y		
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Y		
HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Y		
HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	Y		
HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Y		
HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Y		
HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.	Y		
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			
HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Y		
HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Y		
HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	Y		
HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Y		
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	Y		

HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	Y		
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Y		
HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	Y		
<i>Heredity: Inheritance and Variation of Traits</i>			
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Y		
HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	Y		
HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Y		
<i>Biological Evolution: Unity and Diversity</i>			
HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Y		
HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Y		
HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Y		
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	Y		
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Y		
HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	Y		

Social Studies Standards High School: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
High School Students:			
<i>Earth's Place in the Universe</i>			
HS-ESS1-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	Y		
HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	Y		
HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.	Y		
HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	Y		
HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	Y		
HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	Y		
<i>Earth's Systems</i>			
HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	Y		
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	Y		
HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	Y		
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	Y		
HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	Y		

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	Y		
HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	Y		
<i>Earth and Human Activity</i>			
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes to climate have influenced human activity.	Y		
HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	Y		
HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	Y		
HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	Y		
HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts in Earth's systems.	Y		
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	Y		

Social Studies Standards High School: <i>Engineering Design</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
High School Students:			
<i>Engineering Design</i>			
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	Y		
HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Y		

<p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>	<p>Y</p>		
<p>HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>	<p>Y</p>		

Appendix Q: Accountability Plan

CHARTER SCHOOL ACCOUNTABILITY PLAN Goals and Objectives Template

School Name: Coastal Waters Chartered Public School	Date: June 1, 2021
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Development Team Members: et al (see application)

A Charter School Accountability Plan is required by RSA 194-B:3,II(dd)
 An accountability plan serves as a roadmap for continuous school improvement. It ensures that progress towards the school’s organizational, programmatic and academic goals and objectives are developed, implemented and continuously monitored for success. Once a charter school development team has created a vision and mission for the school, the goals, objectives, and action plans can be developed to activate the school’s mission and achieve its vision.

Definitions:
Goals are strategic, long-term, broad outcomes that the school wants to achieve; they are the direction the school wants to take. **Objectives** are short-term, precise strategies for accomplishing a specific task that can be achieved in a limited period of time and lead to the achievement of a long term goal. Objectives identify the pathways taken to accomplish the goal. They are specific, measurable and time-bound, with defined completion dates.
Measurement: Criteria used to measure progress towards the accomplishment of the goal.
Timeframe: A clearly defined period of time to accomplish a goal or objective, including a start date and a target completion date.
Progress Checks: Periodic reviews to determine progress made towards accomplishment of goals.
Outcome: A description of the benefit gained from achieving a goal.

Types of Goals for the Accountability Plan:

- . **Organizational Goals** focus on a school’s long range intentions for school operations and overall business philosophy; the foundation of the school as identified in the school’s charter. They help define the school’s purpose, assist its growth and achieve its financial objectives.
- . **Programmatic Goals** are designed to improve educational practices in, for example, curriculum, professional development and the criteria and standards identified in programs of study.
- . **Academic Goals** focus on the educational outcomes a school sets for itself, for example, student performance goals and the competencies, skills, and attributes that students should achieve upon completion of a course, program or grade level.

Accountability Plan Overview:

Organizational Goals

1. Goal and Description: To create and maintain a financially sustainable Waldorf-inspired chartered public school in Portsmouth, NH
 Who is responsible: Board Finance Committee, Development and Fundraising Committee, Administrative Director, Business Administrator, Development Coordinator

Objectives	Measurement	Timeframe	Progress Checks	Outcome
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Objective O1.1: Raise \$90,000 each year to cover ongoing operating costs	Annual Fund 2 Fundraisers Grant	Annual Fund-Fall 1 fall/winter and 1 spring/summer fundraiser Grants-ongoing	TBD By Development and Fundraising Committee	Ability to keep the school open
Objective O1.2: Approve annual budget by May 31 of each year	Completion of budget	Business Administrator prepares in spring-approval by June	TBD By Board Finance Committee	Improved ability to plan; faculty hiring
Objective O1.3: Create Annual Report and prepare for Annual Audit	Annual Report Completion	Fall	TBD by Business Administrator, Administrative Director, and Board Finance Committee	Increased understanding and awareness of limitations and needs of the budget for future years; increased transparency

2. Goal and Description: To raise awareness of and generate excitement about the school and Waldorf education in the community; to attract a diverse student body; to fully enroll the school and retain students and families

Who is responsible: Development Coordinator, Administrative Director, Pedagogical Director, and the Board of Directors (the Board)

Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective O2.1: Create outreach events and open houses to reach diverse groups in the community	Completion of outreach events	Ongoing and especially Fall	TBD by the Pedagogical Director, Administrative Director, and the Board	Increased awareness and interest in the school in the community; diverse student body
Objective O2.2: Advertise enrollment period and distribute application materials to reach a wide variety of people in the community	Completion and distribution of application materials and articles, radio spots, social media	Fall	TBD by the Pedagogical Director, Administrative Director, and the Board	Increased awareness and interest in the school in the community; diverse student body
Objective O2.3: Generate ongoing sense of community and involvement among existing families	Creation of community, social, and educational events within the school	Ongoing	TBD by Parent Association and the Board	Sense of community, increased support of the school by existing families through volunteer efforts and monetary donations

3. Goal and Description: To become a full member of the Alliance for Public Waldorf Education

Who is responsible: Pedagogical Director, Administrative Director, Faculty Chairs, and Faculty

Objectives	Measurement	Timeframe	Progress Checks	Outcome
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Objective O3.1: Apply to become initiative member	Application completed; dues paid	DONE	DONE	Access to Alliance support materials and publications, mentor schools, job postings, conferences, increased visibility
Objective O3.2: Complete Institutional Self-Study and Peer Review Process	Completion of Self-Study and Peer Review Process	3-5 years after opening of school	TBD by the Alliance, Pedagogical Director, and Faculty Chairs	Access to Alliance support materials and publications, mentor schools, job postings, conferences, increased visibility
Objective O3.3: Completion of Requirements to become a full member of the Alliance	Acceptance of Membership by the Alliance	3-5 years after opening of school	TBD by the Alliance, Pedagogical Director, and Faculty Chairs	Access to Alliance support materials and publications, mentor schools, job postings, conferences, increased visibility

Programmatic Goals

1. Goal and Description: To attract and retain strong energetic teachers with qualifications as outlined in Section 6 c and d

Who is responsible: Pedagogical Director, Board of Directors

Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective P1.1: Advertise faculty positions locally, in Alliance and other Waldorf publications	Teachers hired	As needed-will start advertising December 2021, or before.	TBD by Pedagogical Director and Faculty Chairs	High quality faculty that will help to attract students/families
Objective P1.2: Increase teacher salaries	Increased salaries	TBD	TBD by Executive Committee	Retention of teachers
Objective P1.3: Create a open and supportive work environment that fosters job satisfaction	Retention of teachers	Ongoing	TBD by Pedagogical Director and Faculty Chairs	Retention of teachers

2. Goal and Description: To provide students in the New Hampshire Seacoast region with an academically rigorous and engaging Waldorf-inspired curriculum that integrates the arts, meaningful practical work, and outdoor education

Who is responsible: Pedagogical Director, Faculty, and Faculty Chairs

Objectives	Measurement	Timeframe	Progress Checks	Outcome
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Objective P2.1: Review curriculum plans by Faculty	Plans submitted to Pedagogical Director and Faculty chairs	June/July	TBD by Pedagogical Director and Faculty Chairs	Academically rigorous and engaging Waldorf-inspired curriculum that integrates the arts, meaningful practical work, and outdoor education
Objective P2.2: Review student engagement through work results and feedback from students	Pedagogical Director, Faculty Chairs, and Faculty review results and make plans to enhance engagement	June/July	TBD by Pedagogical Director and Faculty Chairs	Engaged student body with an academically rigorous and engaging Waldorf-inspired curriculum that integrates the arts, meaningful practical work, outdoor education
3. Goal and Description: To provide a safe, supportive, and student-centered learning environment				
Who is responsible: Pedagogical Director, Administrative Director, Faculty, Staff				
Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective P3.1: All staff will receive annual professional development training in responsive support methods, DEI, or	Completion of training hours	To be completed by Jan. 1 each year, if not during Fall	Attendance is kept for in-school PD, and	Students will report an overall positive school
Objective P3.2: Implementation of youth leadership and peer support programming (i.e., Beyond Differences)	Data will be gathered by	On-going	Qualitative and quantitative results will	A student culture of peer support, and student
Objective P3.3: Students will have opportunities to engage in athletics, clubs, and other activities to engage their interests	Activity offerings will be reviewed for quantity and	On-going	Students will participate in yearly	Student participation in non-academic, elective
4. Goal and Description: To engage with the community in meaningful service opportunities.				
Who is responsible: Pedagogical Director, Administrative Director, Faculty, Staff, and the Board.				
Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective P4.1: Every class will engage in one developmentally appropriate service-related service activity during the school year	Completion of service activity	On going	If not completed activities should be planned by January 1 of each year.	Connection with community, sense of purpose and responsibility for students
Academic Goals				
1. Goal and Description: To Meet Academic Achievement Objectives in the Elementary School as Outlined in Section 5d of Charter Application				
Who is responsible: Pedagogical Director, Lower & Middle Grades Chair, and Elementary School Faculty				
Objectives	Measurement	Timeframe	Progress Checks	Outcome

Objective A1.1: By the end of grade 7, 60% of all students will read and perform math at grade level	State testing	April-May	Annual	
Objective A1.2: By the end of each school year, we expect at least 70% of all students will have completed a comprehensive competency-based portfolio of their work throughout the school year of acceptable quality according to the teacher assessment.	Portfolio Completion	June	Annual	
Objective A1.3: By the end of grade 8, 60% of all students will exhibit grade level scientific reasoning	State testing	April-May	Annual	
2. Goal and Description: To Meet Academic Achievement Objectives in the High School as Outlined in Section 5g of Charter Application				
Who is responsible: Pedagogical Director, Upper Grades Faculty Chair, and High School Faculty				
Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective A2.1: By the end of each school year, we expect at least 60% 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).	Student Transcripts	June	Annual	
Objective A2.2: By the end of the school year, 90% of all seniors will have completed the graduation requirements as outlined in section 5g.	Student Transcripts	June	Annual	
Objective A2.3: By the end of the school year, 90% of all	Senior Project Evaluation	May	Annual	

Appendix R: INTENT TO SUBMIT CHARTER SCHOOL APPLICATION

If you plan to submit a proposed Charter School application, please complete the following information:

Date: 3/5/21

Proposed Charter School Name: Coastal Waters Chartered Public School

Proposed Grade Levels: K-12

Contact Person Name: Jasmine Proctor

Organization (if applicable): Friends of Coastal Waters

Address: 27 Trailview Dr Gilford, NH 03249

Email Address: jasmineproctor3103@gmail.com

Telephone/Fax: 603-498-1743

Send completed form to: NH Department of Education Charter School
Office 101 Pleasant Street Concord, NH 03301-3860 FAX: (603) 271-1953



Chartered Public School Application Evaluation Rubric

Applicant Details		
Name of School: Coastal Waters Chartered Public School Development Team Contact: Jasmine Proctor; William Libby Address: 27 Trailview Drive, Gilford NH 03249 Phone: (603) 498-1743		
Date: 12/1/2021		
Reviewer Name and Title: Tal Bayer Email: Talmage.h.bayer@doe.nh.gov Phone: 603-271-8049		
Final Evaluation and Recommendation <i>(to be completed once application evaluation is complete)</i>		
✓	Recommendation	Overall Evaluation
✓	Approve	The application clearly demonstrates a thorough, realistic, and achievable plan with the capacity to open and operate an innovative, quality charter school.
✓	Tabled to a Future Meeting	The plan has potential, however, a number of critical areas require clarification, modification or additional information.
✓	Deny	The application lacks clarity, meaningful detail, demonstrates a lack of preparation, and raises considerable concerns about the applicant's understanding of the requirements, procedures and processes of opening a charter school.
Evaluation Ratings		
Level of Achievement	Description	
Meeting	<i>Clear and complete description. Accomplishes requirement(s). Meets expectations.</i>	
Not Meeting	<i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).</i>	
Application Evaluation Rubric		

Requirements for Submitting an Application	Measurement			Comments/Justification for Measurement
Section I: Letter of Intent	Page #	Meets ✓	Does Not Meet ✓	Comments
Letter of Intent <i>Ed 318.08(a)</i> The letter shall include: <ul style="list-style-type: none"> • date, • proposed charter school name, • proposed grade levels • Contact person and contact details. <i>Ed 318.08(b)</i> • Description of the charter school developers 		✓		
Section II: Application Cover Sheet and Technical Requirements	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including: <ul style="list-style-type: none"> • The name of the proposed charter school; • Name of organization sponsoring the charter school, if any; • Name of contact person: • Mailing address; • Primary telephone; • Alternate telephone; • Email address; • Projected date of school opening; • Proposed school location; and • Total projected student enrollment broken out per year for 5 years listing the following: <ul style="list-style-type: none"> ○ School year; ○ Grade levels; and ○ Number of kindergarten students <i>Ed 318.08(f)</i>	1	✓		

<p>B. Technical Requirements</p> <ul style="list-style-type: none"> • Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i> • Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i> • Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i> • The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i> 		✓		
Section III: Introduction	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. General description and proposed or potential location <i>A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences. RSA194-B:3,II(a); Ed 318.05(c)(2)</i> <i>There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i></p>	3	✓		Looking to be located in the Rockingham/Strafford counties.
<p>B. The name, address, telephone and fax numbers, and email address of a contact person. <i>Ed 318.05(c)(3)</i></p>	4	✓		
<p>C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. <i>Ed 318.05(c)(4)</i>. Persons or entities eligible to submit an application to establish a chartered public school shall include: (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity. (b) A group of 2 or more New Hampshire certified teachers. (c) A group of 10 or more parents.</p>	4	✓		Non-Profit Friends of Coastal Waters
<p>D. Education Vision and Mission Statement <i>RSA194-B:3,II(d), Ed 318.09(e)(1)</i> <i>(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e)</i></p>	4	✓		A Waldorf inspired school looking to meet the demand for Waldorf inspired education for those that can't afford the private school option.

E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. <i>Ed 318.05(c)(9)</i>	4	✓		Multi-disciplinary, experiential education that includes practical work and outdoor ed. Use of multi-dimensional assessment methods to encourage and motivate learners rather than "penalize or rank"
F. Target population	5	✓		Focus on Seacoast K-12 students with a "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."
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>	5	✓		Well laid out goals and objectives for school opening. Might want to review timeline for school fit up based on current contractor timelines.
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	6	✓		Strong enrollment projections what are these based off of?
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. <i>RSA194-B:3,II(e); Ed 318.05(c)(5)</i>	6	✓		
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.	7	✓		With the Waldorf inspired education, this school will stand out from other public school options. Exact location is to be determined but the school has expressed a strong focus on attracting disadvantaged students from the surrounding communities that have the "largest # of people (14,200) living in poverty." Would like to know more details on what this focus effort will consist of.
K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. <i>Ed 318.05(c)(10)</i>	8	✓		
Section IV: Governance	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</i>	8	✓		Well laid out and includes descriptors. No current Board members identified will be appointed by the "Friends of Coastal Water" following charter approval.

B. Method by which trustees and their terms are determined. <i>RSA194-B:3,II(c)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	10	✓		
C. Board of Trustees By-Laws <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</i>	Ap I		✓	Public notice and board minutes publicly needs to be included.
D. Organizational Structure and Growth Plan (Include Organizational Chart) <i>RSA194-B:3,II(b)</i> <i>There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	12		✓	Needs to include who is responsible for assessments and reports, student discipline and parent complaints
E. Fundraising Plan <i>Ed 318.09(e)(11)</i>	13 Ap N	✓		
F. Grievance/complaints Process or Policy	14		✓	When using of the term LEA" do they mean a students "sending district"? in the section "Disputes Between the LEA and Coastal Waters" the process seems to dictate what the Sending District will do as part of the process. Not sure this makes sense as the sending district may have a process that is different.
Section V: Education Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. <i>RSA194-B:3,II(f); Ed 318.09(e)(4)</i>	15 Ap P		✓	Curriculum standards are mostly aligned to state standards with slight differences in timing and implementation. Missing quite a few details with regard to several subject areas taught.
B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i> <i>There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards. Ed 318.09(e)(4)</i>	18		✓	Much of the research of Waldorf curriculum is focused on elementary years. While there is limited HS research there what is provided is supportive.
C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. <i>RSA194-B:2,II; Ed 318.07(b)(6)</i>	21	✓		

<i>Statement includes a description of where this will be accessible.</i>				
D. Measurable Academic Learning Goals and Objectives and timeline for accountability <i>RSA194-B:3,II(g)</i> <i>There are clearly defined high and attainable educational goals and objectives. Ed 318.09 (e)(5).</i> <i>A timeline has been created to ensure accountability for achievement of goals and objectives.</i>	21 Ap K,L		✓	Goals in Sections K and L are for measuring individual student performance. What is needed is school wide/grade level goals and objectives
E. Performance Standards	23	✓		
F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. <i>RSA194-B:3,II(h)</i> <i>There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).</i>	23	✓		NH SAS listed as assessment tool.. Educational approach is focused on a variety of alternative assessments.
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. <i>RSA194-B:3,II(i)</i>	25	✓		
H. Student Performance Data Management System (<i>Cumulative performance over time</i>)	26	✓		
I. Daily/weekly Schedule Samples	26	✓		
J. Supplemental Programming	27	✓		
Section VI: School Operations Plans	Page #	Meets	Does Not Meet	Comments
A. Admissions Procedures <i>RSA194-B:3,II(o)</i> <i>There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9)</i> <i>A preferential status plan is fair and equitable.</i>	28		✓	Concerns with language in the admissions process instituting barriers to open enrollment. While there is language addressing inclusionary and open admissions practices, the combination of an admissions panel, a "statement of interest" requirement and a "Materials fee" could create potential barriers and opportunities for exclusion. While it says statement of interest "are not used as a basis for selection" by the admissions review panel. What are they used for? What is the purpose of the "admissions panel"?

			<p>Admissions hierarchy needs requirement (C) Students residing in New Hampshire shall receive priority over out-of-state students. It would seem this needs to be moved up in the hierarchy to the top of the list ahead of priorities of siblings and school staff, board etc. What is the</p> <p>Section 5) "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. If families are able to pay the voluntary materials fee, this would also be collected at this time." How is it determined if a family can pay a "voluntary" fee? How much is the fee? Is this fee for instruction related materials?</p>
<ul style="list-style-type: none"> Student Recruitment Plan 	28	✓	<p>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.</p>
<ul style="list-style-type: none"> Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a 	28	✓	

<ul style="list-style-type: none"> Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth); 	28	✓		
<ul style="list-style-type: none"> How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b) 	28		✓	See above
B. School calendar and the number and duration of days pupils are to be served. <i>RSA194-B:3,II(s)</i>	30 Ap J	✓		Aligns with SAU 52.
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. <i>RSA194-B:3,II(j)</i> <i>An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)</i>	30	✓		
D. Employee job description/responsibilities <i>Ed 318.09(e)(6)</i> <i>An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)</i>	32 Ap O			
E. The total number of teachers and the average teacher/student ratio for the first 5 years. <i>ED 318.05(c)(7)</i>	32	✓		
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with <i>RSA 189:13-a. ED 318.07(3)</i>	32	✓		
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. <i>RSA194-B:3,II(k): Ed 318.09(e)(6)</i> <i>A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)</i>	33	✓		
H. Administration Performance Evaluation	33	✓		
I. Teacher, Paraprofessional Performance Evaluation	34	✓		Peer review
J. Professional Development	34	✓		
K. Philosophy of Student Governance and Discipline <i>RSA194-B:3,II(p)</i>	35	✓		
L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. <i>RSA194-B:3,II(p)</i> <i>There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10)</i>	35	✓		
M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. <i>RSA194_B:3,II(l)</i> <i>Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take</i>	36	✓		

<i>responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7)</i>				
N. Student, Staff Handbooks	36	✓		
O. Student Information System	36	✓		
Section VII: Meeting Student Needs	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities. <i>RSA194_B:3,II(n)</i> <i>Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8)</i>	36	✓		\$10,000 in SPED reimbursements would indicate very limited services provided in house. Is the plan to ask districts to provide services?
RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. Articulate how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.	36		✓	Needs articulation
At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. Articulate how you will cooperate with the LEA to make the following determinations:				
(1) The resident district may send staff to the chartered public school; or	37	✓		Overall statement "Coastal Waters will collaborate 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"
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or	37	✓		
(3) The resident district may provide the services at the resident district school; or	37	✓		
(4) The resident district may provide the services at the service provider's location; or	37	✓		

(5) The resident district may contract with a chartered public school to provide the services;	37	✓		
6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.	37	✓		
B. Other educationally disabled and economically disadvantaged/at risk includes: <i>Ed 318.07(1)(c)</i>				
• Educationally Disadvantaged	37	✓		Title I
• English Language Learners (ELL)	37	✓		Title III
• Neglected or Delinquent	37	✓		Title I
• Homeless Students	37	✓		Working with State programs
• Migrant and Refugee populations	37	✓		NH Migrant Education
C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>	37	✓		
D. Federal Title Programs	37	✓		
Section VIII: Financial Management	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. <i>RSA194-B:3,II(q)</i> <i>Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided.</i> <i>Ed 318.09(e)(11)</i>	38	✓		
B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) <i>Ed 318.09(e)(11)</i> <i>There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)</i>	Ap D	✓		SPED cost seems low, tax and workers comp questions.
C. Budget Narrative: providing a justification for the budget. <i>Ed 318.09(e)(11)</i> <i>A detailed budget narrative Ed 318.09(e)(11)</i>	39		✓	Detail provided was general, no detail and must go line by line
Section IX: School Culture	Page #	Meets ✓	Does Not Meet ✓	Comments

A. School Environment: culturally inclusive	40	✓		
B. Establishment and maintenance of School Culture	40	✓		
Section X: Stakeholder Engagement	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA194-B:3,II(v)</i> <i>There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)</i> <i>There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</i>	41	✓		SCA and a variety of opportunities for parent involvement and engagement
B. Community Involvement Plan including Partnerships <i>Ed 318.09(e)(10); Ed 318.09(e)(12)</i> <i>There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</i>	42	✓		
C. LEA Partnerships <i>Ed 318.09(e)(12)</i> <i>There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</i>	42	✓		
Section XI: Facilities	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. <i>ED 318.05(c)(9)</i> <i>There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i>	43	✓		School is working with a realtor to secure school site. School needs are identified
B. Description of school requirements	43	✓		
C. Classroom, Offices, Athletics, Outdoor Needs Plan	43	✓		
D. Plans for facilities lease or purchase	43	✓		
Section XII: School Safety Management Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening	44	✓		

B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: <ul style="list-style-type: none"> • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service • ADA (Americans with Disabilities Act) <i>RSA 194-B:8,II; ED 318.07(b)(4)</i>	45	✓		
Section XIII: Communication Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. <i>RSA194-B:3,II(w)</i>	45	✓		
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	45	✓		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	45	✓		
Section XIV: Assurances, Provisions, Policies	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools boards , officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney’s fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. <i>RSA194-B:3,II(x)</i>	46	✓		
B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. <i>RSA194-B:3,II(y)</i>	46	✓		
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i>	46	✓		
D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i>	46	✓		
E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. <i>RSA194-B:3,II(u)</i>	47	✓		

F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. <i>ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i>	47		✓	
G. Statements that the school will develop, prior to opening, policies regarding the following: <ul style="list-style-type: none"> • Records retention; • Promoting school safety including: <ul style="list-style-type: none"> ○ Reporting of suspected abuse or neglect; ○ Sexual harassment, ○ Pupil safety and violence prevention; ○ Limiting the use of child restraint practices; and ○ Developmentally appropriate daily physical activity <i>Ed 318.08(j)(7)</i>	47	✓		
H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(z)</i>	48	✓		
I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. <i>RSA194-B:3,II(aa)</i>		NA		
J. A plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(bb)</i>	48	✓		
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. <i>RSA-B:8, IV; ED 318.07(b)(5)</i>	48	✓		
L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. <i>RSA194-B:3,II(dd)</i> Include organizational, programmatic and educational goals and objectives, accountability measures and a timeline for implementation	48 Ap Q	✓		
Section XV: Letters of Support	Page #	Meets ✓	Does Not Meet ✓	Comments
A. From business and community leaders, elected officials, local school districts, parents. <i>Ed 318.09(e)(12)</i> <i>There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)</i>	Ap A	✓		<i>A wide and sizeable assortment of community partners. Wonderful to see</i>
Section XVI: Charter School Opening	Page #	Meets ✓	Does Not Meet ✓	Comments

Timeline for Opening	49	✓		
Section XVII: Signed and Certified Application	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Complete Application				
B. Signed by all members of the Development Team	50	✓		



Chartered Public School Application Evaluation Rubric

Applicant Details		
Name of School: Coastal Waters Chartered Public School Development Team Contact: Jasmine Proctor; William Libby Address: 27 Trailview Drive, Gilford NH 03249 Phone: (603) 498-1743		
Date: November 24, 2021		
Reviewer Name and Title: Jane Waterhouse Email: Jane.A.Waterhouse@doe.nh.gov Phone: (603) 271-6813		
Final Evaluation and Recommendation <i>(to be completed once application evaluation is complete)</i>		
✓	Recommendation	Overall Evaluation
	Approve	The application clearly demonstrates a thorough, realistic, and achievable plan with the capacity to open and operate an innovative, quality charter school.
	Tabled to a Future Meeting	The plan has potential, however, a number of critical areas require clarification, modification or additional information.
	Deny	The application lacks clarity, meaningful detail, demonstrates a lack of preparation, and raises considerable concerns about the applicant's understanding of the requirements, procedures and processes of opening a charter school.
Overall Comments		
Evaluation Ratings		
Level of Achievement	Description	
Meeting	<i>Clear and complete description. Accomplishes requirement(s). Meets expectations.</i>	

Not Meeting	<i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).</i>
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Application Evaluation Rubric

Requirements for Submitting an Application	Measurement			Comments/Justification for Measurement
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Section I: Letter of Intent	Page #	Meets ✓	Does Not Meet ✓	Comments
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Letter of Intent <i>Ed 318.08(a)</i> The letter shall include: <ul style="list-style-type: none"> • date, • proposed charter school name, • proposed grade levels • Contact person and contact details. <i>Ed 318.08(b)</i> • Description of the charter school developers 		✓		
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Section II: Application Cover Sheet and Technical Requirements	Page #	Meets ✓	Does Not Meet ✓	Comments
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A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including: <ul style="list-style-type: none"> • The name of the proposed charter school; • Name of organization sponsoring the charter school, if any; • Name of contact person; • Mailing address; • Primary telephone; • Alternate telephone; • Email address; • Projected date of school opening; • Proposed school location; and • Total projected student enrollment broken out per year for 5 years listing the following: <ul style="list-style-type: none"> ○ School year; ○ Grade levels; and ○ Number of kindergarten students <i>Ed 318.08(f)</i>	1	✓		
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<p>B. Technical Requirements</p> <ul style="list-style-type: none"> • Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i> • Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i> • Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i> • The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i> 		✓		
Section III: Introduction	Page #	Meets	Does Not Meet	Comments
<p>A. General description and proposed or potential location <i>A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences. RSA194-B:3,II(a); Ed 318.05(c)(2)</i> <i>There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i></p>	3	✓		
<p>B. The name, address, telephone and fax numbers, and email address of a contact person. <i>Ed 318.05(c)(3)</i></p>	4	✓		
<p>C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. <i>Ed 318.05(c)(4)</i>. Persons or entities eligible to submit an application to establish a chartered public school shall include: (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity. (b) A group of 2 or more New Hampshire certified teachers. (c) A group of 10 or more parents.</p>	4	✓		
<p>D. Education Vision and Mission Statement <i>RSA194-B:3,II(d), Ed 318.09(e)(1)</i> <i>(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e)</i></p>	4	✓		

E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. <i>Ed 318.05(c)(9)</i>	4	✓		
F. Target population	5	✓		
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>	5		✓	Dates need to be revised as timeline lists recruitment starting 10/1/21, and applications due before state board approval. Lottery for Feb 1 is too early - not giving enough time for application process.
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	6	✓		
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. <i>RSA194-B:3,II(e); Ed 318.05(c)(5)</i>	6	✓		
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.	7	✓		
K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. <i>Ed 318.05(c)(10)</i>	8	✓		
Section IV: Governance	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</i>	8	✓		
B. Method by which trustees and their terms are determined. <i>RSA194-B:3,II(c)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	10	✓		Great to see that you're planning board training with the NH Center for Nonprofits!
C. Board of Trustees By-Laws <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</i>	A-I		✓	Notice of Board meetings RSA 91-A:2, II II. Except in an emergency or when there is a meeting of a legislative committee, a notice of the time and place of each such meeting, including a nonpublic session, shall be posted in 2 appropriate places one of which may be the public body's Internet website, if

				such exists, or shall be printed in a newspaper of general circulation in the city or town at least 24 hours, excluding Sundays and legal holidays, prior to such meetings. II-b. (a) If a public body maintains an Internet website or contracts with a third party to maintain an Internet website on its behalf, it shall either post its approved minutes in a consistent and reasonably accessible location on the website or post and maintain a notice on the website stating where the minutes may be reviewed and copies requested.
D. Organizational Structure and Growth Plan (Include Organizational Chart) <i>RSA 194-B:3, II(b)</i> <i>There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	12		✓	Which administrative positions will oversee student assessment and reports, student behavior, discipline, parent complaints/concerns
E. Fundraising Plan <i>Ed 318.09(e)(11)</i>	13, A-N	✓		Very comprehensive and organized plan.
F. Grievance/complaints Process or Policy	14		✓	Needs a discussion. Have contacted Stephen Berwick for his input. <ol style="list-style-type: none"> 1. Written form to administration instead of a discussion first – documentation is important 2. Directly to Board chair if admin is unavailable – board chair should not be involved until a formal appeal above the school director is made. 3. Which subcommittee? – they should review Ed 204 for when an appeal is brought to the board chair. <p>Making assumptions that LEAs will follow their process. Cannot make decisions for an LEA. Cannot make decisions about how the districts will manage this.</p>

Section V: Education Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. <i>RSA194-B:3,II(f); Ed 318.09(e)(4)</i></p>	15 A-P		✓	<p>Curriculum Alignment Common core Next Gen Science Standards Most of the KG standards are not taught until 2,3,4th grade, and digital tools not until grade 7. No alignment to NH computer science, physical education, health, social studies, world languages, or high school English, and math curriculum standards. What are your instructional materials/resources that you'll use for each subject taught at each grade level? Some standards – w2, w9, w10, L3 no description</p>
<p>B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i> <i>There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards. Ed 318.09(e)(4)</i></p>	18		✓	<p>Research-based curriculum with evidence of effectiveness in high school grades limited. How can the test results for a public school not be available?</p>
<p>C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. <i>RSA194-B:2,II; Ed 318.07(b)(6)</i> <i>Statement includes a description of where this will be accessible.</i></p>	21	✓		
<p>D. Measurable Academic Learning Goals and Objectives and timeline for accountability <i>RSA194-B:3,II(g)</i> <i>There are clearly defined high and attainable educational goals and objectives. Ed 318.09(e)(5).</i> <i>A timeline has been created to ensure accountability for achievement of goals and objectives.</i></p>	21 A- K,L		✓	<p>Example: 80 % of students in K-8 will be reading at grade level by the end of each school year. This is a goal that is time sensitive and measurable. These academic goals need to be measured each year and the school is accountable for reaching these targets and reported them in the annual progress reports. I can't see that you will report on each of learning goals you have listed in this section each year for all grade levels and be able to track progress year on year with all this data. Renewals need 5 years of historical data.</p>

E. Performance Standards	23	✓		Performance standards complete 1-12.
F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. <i>RSA194-B:3,II(h)</i> <i>There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).</i>	23	✓		NH SAS tests Assessments also listed in curriculum standards Appendices K and L
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. <i>RSA194-B:3,II(i)</i>	25	✓		Teacher, student and parent portal
H. Student Performance Data Management System (<i>Cumulative performance over time</i>)	26	✓		SchoolCues
I. Daily/weekly Schedule Samples	26	✓		
J. Supplemental Programming	27	✓		
Section VI: School Operations Plans	Page #	Meets	Does Not Meet	Comments
A. Admissions Procedures <i>RSA194-B:3,II(o)</i> <i>There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9)</i> <i>A preferential status plan is fair and equitable.</i>	28	✓	✓	Add application deadline date and lottery date for this year as these will be different than the January 20 th and February 1st for future years due to state board meeting on January 13. 2) If a student does not submit an essay, a video, a drawing, other means of expression, this student will still be eligible for enrollment? Should this be a request then, rather than a requirement of the application? 4a) For instate students. Out of state students do not receive priority enrollment. 5) Is the voluntary materials and supplies fees a set amount or are parents asked to contribute what they can afford, if anything, for materials and supplies? 6) Yes...good: "Once enrolled..." What does "good standing" consist of and what happens if a student in not in "good standing"? This statement implies that a student not in "good standing" would not be reenrolled.

• Student Recruitment Plan	28	✓		A formal recruitment plan that can be followed each year would improve this section.
• Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a	28	✓		
• Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth);	28	✓		
• How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b)	28	✓		
B. School calendar and the number and duration of days pupils are to be served. RSA194-B:3,II(s)	30 A-J	✓		
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. RSA194-B:3,II(j) An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)	30	✓		
D. Employee job description/responsibilities Ed 318.09(e)(6) An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)	32 A-O	✓		
E. The total number of teachers and the average teacher/student ratio for the first 5 years. ED 318.05(c)(7)	32	✓		
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with RSA 189:13-a. ED 318.07(3)	32	✓		Will CW be responsible for paying for the background checks or will potential employees or volunteers.
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. RSA194-B:3,II(k): Ed 318.09(e)(6) A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)	33	✓		
H. Administration Performance Evaluation	33	✓		
I. Teacher, Paraprofessional Performance Evaluation	34	✓		
J. Professional Development	34	✓		Will CW use the professional development days in the district's school calendar to provide PD for staff? No district transportation for students on these days.
K. Philosophy of Student Governance and Discipline RSA194-B:3,II(p)	35		✓	A good start to the philosophy. However, there is nothing written about processes and steps to resolving issues and conflicts, like bringing drugs, alcohol or

				weapons into the school, and especially bullying. It may not be tolerated but it will happen, and what will the school do? A strict and well-defined process and policy that is always followed for any situation or incident, like bullying is critically important. . .ask any public school. All it takes is a parent who feels their child was bullied and the school has not done enough to keep their child safe. Some of these issues have ended up at the State Board level, with thousands of dollars spent on attorney fees. This section needs more.
L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. <i>RSA194-B:3,II(p)</i> <i>There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10)</i>	34		✓	No mention of a hearing?
M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. <i>RSA194_B:3,II(l)</i> <i>Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7)</i>	35	✓		
N. Student, Staff Handbooks	36	✓		A good start. Will be completed prior to student enrollment and of hiring staff.
O. Student Information System	36	✓		SchoolCues
Section VII: Meeting Student Needs	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities. <i>RSA194_B:3,II(n)</i> <i>Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8)</i>	36	✓		On website: determinations of accommodations and services may be different at Coastal Waters than what may have been listed on a student's IEP in a previous school because our resources and methodology are a bit different.

				The determination of services at charter school is a decision made by the resident district, and charter schools cooperate with the district decision. If contracted for services, CPS must implement the IEP plan as written by the resident district and approved by parents. This statement should be taken off the website.
RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. Articulate how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.	36		✓	Not articulated
At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. Articulate how you will cooperate with the LEA to make the following determinations:				
(1) The resident district may send staff to the chartered public school; or	37		✓	Not articulated
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or	37		✓	
(3) The resident district may provide the services at the resident district school; or	37		✓	
(4) The resident district may provide the services at the service provider's location; or	37		✓	
(5) The resident district may contract with a chartered public school to provide the services;	37		✓	
6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.	37		✓	
B. Other educationally disabled and economically disadvantaged/at risk includes: <i>Ed 318.07(1)(c)</i>				
• Educationally Disadvantaged	37	✓		
• English Language Learners (ELL)	37	✓		
• Neglected or Delinquent	37	✓		
• Homeless Students	37	✓		
• Migrant and Refugee populations	37	✓		

C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>	37	✓		
D. Federal Title Programs	37	✓		Student eligibility for Title I services can only be based on academic need. Demographics and poverty indicators cannot be used in determining eligibility. All students who meet the criteria for Title I support are eligible for services, as long as they have written permission from parents. Please revise this section. Poverty indicators and demographics are used by the state only , to determine a school's Title I allocation.
Section VIII: Financial Management	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. <i>RSA194-B:3,II(q)</i> <i>Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided. Ed 318.09(e)(11)</i>	38	✓		Also need to complete quarterly reports and these need to be available to the public. Quarterly reports will be reviewed during the first year program audit and at 5 year renewals.
B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) <i>Ed 318.09(e)(11)</i> <i>There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)</i>	A-D		✓	Should have a line by line budget narrative that provide details about the budget.. <ul style="list-style-type: none"> • What is the Development Grant? • \$94,500 for Supplies fees? Cannot add voluntary supplies fees, as you can ask for parents to pay fees but you cannot require them for any part of the academic program, and this must be clearly stated up front. • Special education reimbursement – assuming resident districts will decide to contract with the school, and if they do, this line amount will come extremely short. Check the % of special education students in schools in the region. Chances are that you will have a higher %.

				<ul style="list-style-type: none"> • Are the Title grant projection amounts derived from conversations with the DOE consultants? • Lease aid is 30% of lease amount capped at \$30,000, and has been prorated each year due to funding being less than what is required to fully fund the program. • Workers Comp? • McKinney Vento comes out of title I funds. Projected funds are \$500 short of services costs each year. • Property taxes less the 2nd year that the first? • What is the development – fundraising events expenses?
C. Budget Narrative: providing a justification for the budget. <i>Ed 318.09(e)(11)</i> <i>A detailed budget narrative Ed 318.09(e)(11)</i>	39		✓	Budget Summary narrative included but not a Budget Narrative.
Section IX: School Culture	Page #	Meets ✓	Does Not Meet ✓	Comments
A. School Environment: culturally inclusive	40	✓		Links to websites will not work for the reviewers and the state board members. If there is information on these websites that you feel would be advantageous for the reviewers and board members to know, please add it directly into the application.
B. Establishment and maintenance of School Culture	40	✓		
Section X: Stakeholder Engagement	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA194-B:3,II(v)</i> <i>There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)</i> <i>There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</i>	41	✓		
B. Community Involvement Plan including Partnerships <i>Ed 318.09(e)(10); Ed 318.09(e)(12)</i>	42	✓		A comprehensive list of partnerships provided.

<i>There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</i>				
C. LEA Partnerships Ed 318.09(e)(12) <i>There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</i>	42	✓		One of the main roles of charter schools is to improve education. This can be accomplished through the establishment and cultivation of mutually beneficial and positive relationships with LEAs and other charter schools, by sharing best practices and resources. Your plan identifies exactly how to achieve this goal. Well done! When you have successfully implemented this plan, please consider sharing with the other charter schools at one of our monthly meetings.
Section XI: Facilities	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. ED 318.05(c)(9) <i>There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i>	43	✓		In the process
B. Description of school requirements	43	✓		
C. Classroom, Offices, Athletics, Outdoor Needs Plan	43	✓		
D. Plans for facilities lease or purchase	44	✓		
Section XII: School Safety Management Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening	44	✓		
B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: <ul style="list-style-type: none"> • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service 	45	✓		

<ul style="list-style-type: none"> ADA (Americans with Disabilities Act) <i>RSA 194-B:8,II; ED 318.07(b)(4)</i> 				
Section XIII: Communication Plan	Page #	✓	Does Not Meet ✓	Comments
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. <i>RSA194-B:3,II(w)</i>	45	✓		
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	45	✓		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	45	✓		
Section XIV: Assurances, Provisions, Policies	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools boards , officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. <i>RSA194-B:3,II(x)</i>	46	✓		
B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. <i>RSA194-B:3,II(y)</i>	46	✓		
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i>	46	✓		
D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i>	46	✓		
E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. <i>RSA194-B:3,II(u)</i>	47	✓		
F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. <i>ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i>	47		✓	Needs revision Most district schools will only allow students who reside in the district's catchment area to participate in extracurricular activities at the district schools. Students need to go to their own resident districts if they want to participate in extracurricular activities.

				Please see RSA 193:1-c Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils
G. Statements that the school will develop, prior to opening, policies regarding the following: <ul style="list-style-type: none"> • Records retention; • Promoting school safety including: <ul style="list-style-type: none"> ○ Reporting of suspected abuse or neglect; ○ Sexual harassment, ○ Pupil safety and violence prevention; ○ Limiting the use of child restraint practices; and ○ Developmentally appropriate daily physical activity <i>Ed 318.08(j)(7)</i>	47	✓		
H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(z)</i>	48	✓		
I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. <i>RSA194-B:3,II(aa)</i>	NA			
J. A plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(bb)</i>	48			Student records are sent directly to the student's new school and if you don't have this information, they are sent to the resident school district.
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. <i>RSA-B:8, IV; ED 318.07(b)(5)</i>	48	✓		
L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. <i>RSA194-B:3,II(dd)</i> Include organizational, programmatic and educational goals and objectives, accountability measures and a timeline for implementation	48 A-Q	✓		
Section XV: Letters of Support	Page #	Meets ✓	Does Not Meet ✓	Comments
A. From business and community leaders, elected officials, local school districts, parents. <i>Ed 318.09(e)(12)</i> <i>There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)</i>	A-A	✓		20 letters of support submitted. Please align letters to the pages.

Section XVI: Charter School Opening	Page #	Meets ✓	Does Not Meet ✓	Comments
Timeline for Opening	49	✓		Revise lottery dates for this year only
Section XVII: Signed and Certified Application	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Complete Application				Needs Revision
B. Signed by all members of the Development Team	50	✓		



Chartered Public School Application Evaluation Rubric

Applicant Details		
Name of School: Coastal Waters Chartered Public School Development Team Contact: Jasmine Proctor; William Libby Address: 27 Trailview Drive, Gilford NH 03249 Phone: (603) 498-174		
Date: December 1, 2021		
Reviewer Name and Title: Cassie Hayes, Dean of School, The Founders Academy Email: cassie.hayes@tfanh.org Phone: 603-952-4705		
Final Evaluation and Recommendation <i>(to be completed once application evaluation is complete)</i>		
✓	Recommendation	Overall Evaluation
	Approve	The application clearly demonstrates a thorough, realistic, and achievable plan with the capacity to open and operate an innovative, quality charter school.
	Tabled to a Future Meeting	The plan has potential, however, a number of critical areas require clarification, modification or additional information.
	Deny	The application lacks clarity, meaningful detail, demonstrates a lack of preparation, and raises considerable concerns about the applicant's understanding of the requirements, procedures and processes of opening a charter school.
Evaluation Ratings		
Level of Achievement	Description	
Meeting	<i>Clear and complete description. Accomplishes requirement(s). Meets expectations.</i>	
Not Meeting	<i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).</i>	
Application Evaluation Rubric		

Requirements for Submitting an Application	Measurement			Comments/Justification for Measurement
Section I: Letter of Intent	Page #	Meets ✓	Does Not Meet ✓	Comments
Letter of Intent <i>Ed 318.08(a)</i> The letter shall include: <ul style="list-style-type: none"> • date, • proposed charter school name, • proposed grade levels • Contact person and contact details. <i>Ed 318.08(b)</i> • Description of the charter school developers 				Submitted to DoE prior to review
Section II: Application Cover Sheet and Technical Requirements	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including: <ul style="list-style-type: none"> • The name of the proposed charter school; • Name of organization sponsoring the charter school, if any; • Name of contact person: • Mailing address; • Primary telephone; • Alternate telephone; • Email address; • Projected date of school opening; • Proposed school location; and • Total projected student enrollment broken out per year for 5 years listing the following: <ul style="list-style-type: none"> ○ School year; ○ Grade levels; and ○ Number of kindergarten students <i>Ed 318.08(f)</i>	1	✓		

<p>B. Technical Requirements</p> <ul style="list-style-type: none"> • Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i> • Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i> • Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i> • The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i> 	2	✓		
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Section III: Introduction	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. General description and proposed or potential location</p> <p><i>A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences. RSA194-B:3,II(a); Ed 318.05(c)(2)</i></p> <p><i>There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i></p>	3	✓		
<p>B. The name, address, telephone and fax numbers, and email address of a contact person.</p> <p><i>Ed 318.05(c)(3)</i></p>	4	✓		
<p>C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. <i>Ed 318.05(c)(4)</i>.</p> <p>Persons or entities eligible to submit an application to establish a chartered public school shall include:</p> <p>(a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity.</p> <p>(b) A group of 2 or more New Hampshire certified teachers.</p>	4	✓		

(c) A group of 10 or more parents.				
D. Education Vision and Mission Statement <i>RSA194-B:3,II(d), Ed 318.09(e)(1)</i> <i>(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e)</i>	4	✓		I think this is a great focus for a charter school
E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. <i>Ed 318.05(c)(9)</i>	4	✓		
F. Target population	5		✓	I recommend providing more detail on how this will be met. What will those special efforts be?
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>	5		✓	This timeline should be revised to reflect the potential charter approval. The school will not be approved by 1.1.22 so that cannot be the application deadline
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	6	✓		This projection seems very high. You may want to scale this back or explain where these projections came from. Our charter school gets around 100 new students each year. Additionally, I would recommend starting on smaller scale. Opening up all grades at once will be a lot. Starting with one set of grades (elementary, middle or high school) then expanding each year might be better. This way the school can focus on getting processes in place before having too many students.
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. <i>RSA194-B:3,II(e); Ed 318.05(c)(5)</i>	7	✓		
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.	7	✓		

K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. <i>Ed 318.05(c)(10)</i>	8	✓		
Section IV: Governance	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</i>	9		✓	The administration structure lacks clarity. This is a very large administration for this size school.
B. Method by which trustees and their terms are determined. <i>RSA194-B:3,II(c)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	10	✓		I strongly recommend having parent involvement in selecting parent board members. Parent board members represent the parent body and there should be a process for how parents have input on these selections. Additionally, you may want to consider shorter terms for parent board members. Being a parent board member is a very tricky position, this should be taken into consideration.
C. Board of Trustees By-Laws <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</i>	11	✓		
D. Organizational Structure and Growth Plan (Include Organizational Chart) <i>RSA194-B:3,II(b)</i> <i>There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	13		✓	There is not much detail on the growth of the school and how the organizational structure will evolve. Again, this is a very large administration. Additionally, I recommend there be one point person in the building who is at the top of the org chart and reports directly to the board. This will help with communication and oversight of day to day operations.

E. Fundraising Plan <i>Ed 318.09(e)(11)</i>	13		✓	These events lack detail on how the income will total \$90,000. The total amount from fundraising is a high goal, more detail on how each event would bring in this money would be helpful.
F. Grievance/complaints Process or Policy	14	✓		This really should not go to the board chair unless it is a last resort. There should be a clear step by step process, without choices at each level.
Section V: Education Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. <i>RSA194-B:3,II(f); Ed 318.09(e)(4)</i>	15		✓	The standards must meet or exceed state standards for each grade level. I think the overall idea of the curriculum and delivery of instruction is very good.
B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i> <i>There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards. Ed 318.09(e)(4)</i>	18		✓	This is not researched based curriculum- this is research about the Waldorf method.
C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. <i>RSA194-B:2,II; Ed 318.07(b)(6)</i> <i>Statement includes a description of where this will be accessible.</i>	21	✓		
D. Measurable Academic Learning Goals and Objectives and timeline for accountability <i>RSA194-B:3,II(g)</i> <i>There are clearly defined high and attainable educational goals and objectives. Ed 318.09(e)(5).</i> <i>A timeline has been created to ensure accountability for achievement of goals and objectives.</i>	22		✓	There are no measurement indicators in this section. The goals need to be measurable to meet the SMART goal requirement.
E. Performance Standards	23	✓		
F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies,	24	✓		

including spelling, reading, expository writing, history, geography, science, and mathematics. <i>RSA194-B:3,II(h)</i> <i>There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).</i>				
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. <i>RSA194-B:3,II(i)</i>	25	✓		This needs more detail about specific courses each year and the sequence. Will students have any choice to create their own schedule?
H. Student Performance Data Management System (<i>Cumulative performance over time</i>)	26	✓		
I. Daily/weekly Schedule Samples	26	✓		
J. Supplemental Programming	27	✓		
Section VI: School Operations Plans	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Admissions Procedures <i>RSA194-B:3,II(o)</i> <i>There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9)</i> <i>A preferential status plan is fair and equitable.</i>	28		✓	Be mindful of extra requirements that may provide a barrier, such as attending an open house. It must be clear that these are suggestions. What does "good standing" mean and how is this determined? There should not be a grade requirement for students to be re-enrolled.
• Student Recruitment Plan	29	✓		
• Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a	29	✓		
• Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth);	29		✓	

<ul style="list-style-type: none"> How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b) 	29	✓		
B. School calendar and the number and duration of days pupils are to be served. <i>RSA194-B:3,II(s)</i>	30	✓		
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. <i>RSA194-B:3,II(j)</i> <i>An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)</i>	30	✓		
D. Employee job description/responsibilities <i>Ed 318.09(e)(6)</i> <i>An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)</i>	30	✓		
E. The total number of teachers and the average teacher/student ratio for the first 5 years. <i>ED 318.05(c)(7)</i>	32	✓		
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with <i>RSA 189:13-a. ED 318.07(3)</i>	33	✓		
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. <i>RSA194-B:3,II(k): Ed 318.09(e)(6)</i> <i>A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)</i>	33	✓		
H. Administration Performance Evaluation	34	✓		
I. Teacher, Paraprofessional Performance Evaluation	34	✓		
J. Professional Development	34	✓		
K. Philosophy of Student Governance and Discipline <i>RSA194-B:3,II(p)</i>	35	✓		There should be consideration for zero tolerance actions such as bullying and drugs.
L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. <i>RSA194-B:3,II(p)</i> <i>There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10)</i>	35	✓		

M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. <i>RSA194_B:3,II(I)</i> <i>Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7)</i>	36	✓		
N. Student, Staff Handbooks	36	✓		Good start to these handbooks.
O. Student Information System	36	✓		
Section VII: Meeting Student Needs	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities. <i>RSA194_B:3,II(n)</i> <i>Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8)</i>	36		✓	There are several models districts use to provide special ed services. This description is a good start but the specific models are not defined.
RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. Articulate how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.				
At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. Articulate how you will cooperate with the LEA to make the following determinations:				
(1) The resident district may send staff to the chartered public school; or	37		✓	
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or	37		✓	
(3) The resident district may provide the services at the resident district school; or	37		✓	

(4) The resident district may provide the services at the service provider's location; or	37		✓	
(5) The resident district may contract with a chartered public school to provide the services;	37		✓	
6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.	37		✓	
B. Other educationally disabled and economically disadvantaged/at risk includes:				
<i>Ed 318.07(1)(c)</i>				
• Educationally Disadvantaged	37	✓		
• English Language Learners (ELL)	37	✓		
• Neglected or Delinquent	37	✓		
• Homeless Students	37	✓		
• Migrant and Refugee populations	37	✓		
C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>	38	✓		
D. Federal Title Programs	38	✓		
Section VIII: Financial Management	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. <i>RSA194-B:3,II(q)</i> <i>Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided.</i> <i>Ed 318.09(e)(11)</i>	38	✓		
B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) <i>Ed 318.09(e)(11)</i> <i>There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)</i>	39	✓		Why will rent and taxes go down after the start up? The PD budget is very high

				The special ed budget seems very low-Founders special ed budget is over \$100,000. You may want to relook at this. How were title funds estimated?
C. Budget Narrative: providing a justification for the budget. <i>Ed 318.09(e)(11)</i> <i>A detailed budget narrative Ed 318.09(e)(11)</i>	39		✓	More detail is needed to explain each line item.
Section IX: School Culture	Page #	Meets ✓	Does Not Meet ✓	Comments
A. School Environment: culturally inclusive	40	✓		
B. Establishment and maintenance of School Culture	40	✓		
Section X: Stakeholder Engagement	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA194-B:3,II(v)</i> <i>There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)</i> <i>There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</i>	41	✓		Be careful with the role of the School Community Association. It should be very clear what kinds of concerns go to this committee. This could become a vehicle for inappropriate conversation about school personnel or student issues.
B. Community Involvement Plan including Partnerships <i>Ed 318.09(e)(10); Ed 318.09(e)(12)</i> <i>There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</i>	42	✓		
C. LEA Partnerships <i>Ed 318.09(e)(12)</i> <i>There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</i>	42	✓		
Section XI: Facilities	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. <i>ED 318.05(c)(9)</i>	43		✓	No facility yet

<i>There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i>				
B. Description of school requirements	43	✓		
C. Classroom, Offices, Athletics, Outdoor Needs Plan	43	✓		
D. Plans for facilities lease or purchase	43	✓		
Section XII: School Safety Management Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening	45	✓		Before committing to a plan/method it is highly recommended you meet with local law enforcement.
B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: <ul style="list-style-type: none"> • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service • ADA (Americans with Disabilities Act) <i>RSA 194-B:8,II; ED 318.07(b)(4)</i>	45	✓		
Section XIII: Communication Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. <i>RSA194-B:3,II(w)</i>	45	✓		
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	45	✓		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	45	✓		You may want to consider weekly communication as opposed to monthly
Section XIV: Assurances, Provisions, Policies	Page #	Meets ✓	Does Not Meet ✓	Comments

<p>A. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools boards , officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney’s fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. <i>RSA194-B:3,II(x)</i></p>	46	✓		
<p>B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. <i>RSA194-B:3,II(y)</i></p>	46	✓		
<p>C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i></p>	46	✓		
<p>D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i></p>	47	✓		
<p>E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. <i>RSA194-B:3,II(u)</i></p>	47	✓		
<p>F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. <i>ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i></p>	47	✓		Only students in the sending district will have access to those extra curriculars.
<p>G. Statements that the school will develop, prior to opening, policies regarding the following:</p> <ul style="list-style-type: none"> ●Records retention; ●Promoting school safety including: <ul style="list-style-type: none"> ○ Reporting of suspected abuse or neglect; ○ Sexual harassment, ○ Pupil safety and violence prevention; ○ Limiting the use of child restraint practices; and ○ Developmentally appropriate daily physical activity <p><i>Ed 318.08(j)(7)</i></p>	47	✓		
<p>H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school’s pupils after the charter school may cease operation. <i>RSA194-B:3,II(z)</i></p>	48	✓		

I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. <i>RSA194-B:3,II(aa)</i>	48	✓		
J. A plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(bb)</i>	48	✓		
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. <i>RSA-B:8, IV; ED 318.07(b)(5)</i>	48	✓		
L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. <i>RSA194-B:3,II(dd)</i> Include organizational, programmatic and educational goals and objectives, accountability measures and a timeline for implementation	48	✓		
Section XV: Letters of Support	Page #	Meets ✓	Does Not Meet ✓	Comments
A. From business and community leaders, elected officials, local school districts, parents. <i>Ed 318.09(e)(12)</i> <i>There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)</i>	48	✓		
Section XVI: Charter School Opening	Page #	Meets ✓	Does Not Meet ✓	Comments
Timeline for Opening	49		✓	<i>Needs to be revised to fit the current timeline</i>
Section XVII: Signed and Certified Application	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Complete Application	50		✓	
B. Signed by all members of the Development Team	50	✓		



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Lauren M. Pritchard
(603) 665-8835 direct
lpritchard@bernsteinshur.com

VIA ELECTRONIC MAIL

November 1, 2021

Jane Waterhouse, Charter School Administrator
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Re: Review of Charter School Application of Coastal Waters Chartered Public School

Dear Jane:

Enclosed, please find the following items concerning our review of the charter school application submitted by Coastal Waters Chartered Public School:

1. A Memorandum regarding: Legal Review of the Charter School Application of the Coastal Waters Chartered Public School; and
2. A Charter School Approval Checklist.

Please do not hesitate to contact me should you have any questions regarding our evaluation of this application.

Sincerely,

/s/ Lauren M. Pritchard
Lauren M. Pritchard

Enclosures



**Bernstein, Shur,
Sawyer & Nelson, P.A.**
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Memorandum

T (603) 623 - 8700
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To: Jane Waterhouse, Charter School Administrator

From: Talesha L. Saint-Marc, Esq., and Lauren M. Pritchard, Esq.

Date: November 1, 2021

Re: Legal Review of the Charter School Application of the Coastal Waters
Chartered Public School

1. Application filing formalities (Ed 318.08(a) – (g)): This requirement is likely not satisfied. The applicant did not provide a copy of its letter of intent with the application, so the letter’s compliance with Ed 318.08(b) cannot be determined. In addition, the cover sheet of the application does not contain an alternate telephone number as required by Ed 318.08(f)(6).

2. Ability to file: This requirement appears to be satisfied. RSA 194-B:3,V provides that nonprofit organizations are eligible to file an application, and the Friends of Coastal Waters, a nonprofit 501(c)(3) organization in good standing, sponsored the application.

3. Name of school: This requirement is satisfied. The proposed school name, Coastal Waters Chartered Public School, contains the words “chartered public school” as required by RSA 194-B:5.

4. Ed 318.08(i): The requirements of Ed 318.08(i)(2) – (3) are satisfied. The requirement of Ed 318.08(i)(1), however, is only partially satisfied. The applicant’s student-teacher ratio does not include the total number of teachers as required by Ed 318.08(i)(1).

5. Ed. 318.08(j)(1) – (7):

- i. This subsection is partially satisfied. The applicant provides a non-discriminatory admission policy and includes a procedure for providing for educationally disabled students. The application, however, fails to

adequately describe how the school will conduct its lottery selection as required by RSA 194-B:9, I(c) to account for its hierarchy for admission priority.

- ii. This subsection is likely satisfied. The applicant provided guidelines for the optional contracting of services and identified services for which the school intends to negotiate a contract with the host district.
- iii. This subsection is satisfied.
- iv. This subsection is satisfied.
- v. This subsection is satisfied.
- vi. This subsection is satisfied.
- vii. This subsection is satisfied.

RSA 194-B:3, II (a) – (dd)

a) Educational mission (§ a): This requirement appears to be satisfied. The school’s mission is clear and focused, and it is supported by a detailed vision, which presents attainable goals for student achievement.

b) Governance and organizational structure and plan (§ b): This requirement appears to be satisfied. The application outlines the roles and responsibilities of each of the school’s governing bodies including the Board of Trustees, Administration, Leadership Council, and Faculty. Further, the application provides an organizational chart and a detailed plan for implementing the school’s program adjusted for the school’s growth over time.

c) Methods by which trustees and their terms are determined (§ c): This requirement appears to be satisfied. The application describes the Trustee appointment process, which includes a requirement for Trustees to participate in training on general governance and financial management. In addition, the application incorporates Appendix I, the Board of Trustees By-Laws, which describes Trustee qualifications and identifies term limits.

d) General description and proposed or potential location of facilities to be used (§ d): This requirement is partially satisfied. The application identifies Rockingham County and Strafford County as suitable locations in the New Hampshire Seacoast area. While the school will require grant funding to secure a facility, the application does not indicate any specifications for a potentially suitable facility, such as square footage requirements based on projected enrollment.

e) Maximum number, grade or age levels (§ e): This requirement is likely satisfied as it identifies the maximum number of students and the grade levels to be served.

f) Curriculum that meets or exceeds state standards in the subject areas offered (§ f): This requirement is likely satisfied. The applicant intends to offer the Steiner-Waldorf curriculum, which includes several core subjects for all grades, as well as service projects in the community and daily school jobs. The application describes the curriculum in detail, including its alignment with Common Core and Next Generation standards. Further, the application incorporates Appendices K, L and P, which provide specific and detailed course descriptions and demonstrate how the proposed curriculum meets or exceeds state standards.

g) Academic and other learning goals and objectives (§ g): This requirement is likely satisfied. The application includes timelines for accountability in achievement organized by school. Further, the application incorporates by reference Appendices K and L, which provide specific and detailed goals and objectives that are organized by course and grade level. Together, these learning goals and objectives appear to reflect the school's mission and vision statements.

h) Achievement tests (§ h): This requirement is likely satisfied. The application indicates that the school will participate in New Hampshire's statewide testing, including the State Assessment System testing. Further, the application identifies various forms of assessment by which students will be evaluated, including classroom assessments, performance assessments, competency based portfolios, multidimensional summative assessments, student peer-assessment, and self-assessment.

i) Graduation requirements (§ i): This requirement appears to be satisfied. The application indicates a minimum credit requirement for students of 26 credits, as well as a minimum of 40 hours of community service, which exceed the graduation requirements of Ed 306.27(m).

j) Staffing overview (§ j): This requirement is likely satisfied. The application provides the requisite staffing overview and includes a description of necessary qualifications for professionals and paraprofessionals.

k) Personnel compensation plan (§ k): This requirement is partially satisfied. The applicant acknowledges that the details of its compensation package are to be determined, and it does not provide personnel salary ranges that correspond to the budget. The application does, however, adequately address leave, and benefits appear to be generally reflected in the budget.

l) Pupil transportation plan (§ l): This requirement is likely not satisfied. The application does not indicate that the applicant, using its own resources, will provide transportation for students outside of the district, as required by statute. Further, the budget does not reflect any allocation of resources for transportation costs. Instead, the application merely states that the school will assist in coordinating transportation through networking, forming carpool or ride-share groups, encouraging biking and walking, and other options to minimize the burden on families.

m) Statement of assurances related to nondiscrimination (§ m): This requirement is likely satisfied. The application includes a statement prohibiting discrimination that covers protected classes.

n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services (§ n): This requirement is likely satisfied. The application provides the methods in which the school will coordinate with the LEA, including the designation of an Educational Support Coordinator to work with the IEP team, as well as faculty and staff, to ensure consistent implementation of IEP services.

o) Admission procedures (§ o): This requirement is partially satisfied. RSA 194-B:9 requires public charter schools to use lottery selection as a basis for admission when the number of eligible applicants exceeds the maximum enrollment number. The application provides a detailed admission process and references use of a lottery system for all qualified applicants. The lottery policy, however, contains a hierarchy for admission priority, and it is unclear how the school will conduct its lottery selection process to account for the hierarchy. For example, the policy does not indicate whether every applicant will be counted as one entry, or if applicants with higher priority will be counted as more than one entry.

p) Philosophy of pupil governance and discipline (§ p): This requirement appears to be satisfied. The application provides for an escalation of disciplinary procedures. For example, repeat infractions or actions of a more serious nature will result in a conference among the Pedagogical Director, teacher, parent or guardian, and student to discuss and determine consequences. Major offenses, however, can result in suspension or expulsion. The application also incorporates by reference Appendices G and H, the Student-Family Handbooks, which contain more detailed disciplinary policies, as well as a student code of conduct.

q) Method of administering fiscal accounts and reporting (§ q): This requirement appears to be satisfied. There are appropriate checks and balances regarding fiscal accounts, and the school is prepared to fulfill all reporting and auditing requirements.

r) Annual budget (§ r): This requirement is likely satisfied. The application incorporates by reference Appendix D, which contains the school's budget. The budget meets the statutory requirement by providing a five-year budget with appropriate increases in expenses over time. The budget also appropriately includes a start-up phase budget, as well as expenses referenced in the application.

s) School calendar (§ s): This requirement is likely satisfied. The school intends to follow SAU 52's school calendar and schedule and incorporates by reference Appendix J, which contains the 2021-2022 school calendar.

t) Provision for providing continuing evidence of adequate insurance coverage (§ t): This requirement is likely satisfied.

u) Identity of consultants to be used for various services (§ u): This requirement appears to be satisfied. The application incorporates by reference Appendix C, which contains a list of individuals providing guidance to the school. It also provides the individuals' biographies, including relevant qualifications and contact information.

v) Philosophy of parent involvement and related plans and procedures (§ v): This requirement is likely satisfied. The application details the important role of parents and guardians, including with respect to the School Community Association. The Association will act as an advocate for all parents and guardians, and at least one parent representative from each class will serve on the Association. Further, the application incorporates by reference Appendices G and H, the Student-Family Handbooks, which further detail expectations for parent involvement and support.

w) A plan to develop and disseminate information (§ w): This requirement appears to be satisfied. The school has a comprehensive plan to disseminate information to the community concerning the school, as well as information to families and other stakeholders. For example, the school will distribute monthly newsletters via email and SchoolCues, as well as through its website and Facebook page. The newsletters will increase to weekly distribution during the school year and will contain pertinent information such as school activities and events. Parents and guardians will also be able to access information concerning student progress, grades, and homework through SchoolCues.

x) A global hold-harmless clause (§ x): This requirement is satisfied as it tracks the statutory language.

y) Severability provisions (§ y): This requirement is satisfied. The application acknowledges that if provisions of the charter agreement are determined to be unenforceable or invalid, such provisions are severed from the remainder of the agreement and will not be enforced.

z) Provision for dissolution of the chartered public school (§ z): This requirement appears to be satisfied. After the satisfaction of contractual and financial obligations, the application provides for the return of all donated assets when possible. Other assets will be evenly distributed among charter schools within a 25 mile radius of the school.

aa) Section (aa) is not applicable.

bb) A plan for the education of the school's pupils after the chartered public school may cease operation (§ bb): This requirement appears to be satisfied. The application identifies the steps the school will take immediately to assist in the smooth transition of its students to other schools.

cc) Section (cc) is not applicable.

dd) Outline of proposed accountability plan (§ dd): This requirement appears to be satisfied. The application details the expectations for evaluating the school's program and acknowledges that the school will provide updates to the New Hampshire Department of Education concerning student enrollment, graduation and college matriculation rates, financial operations, and governance. The school will also provide a copy of its annual report to the state board and local school board, as well as make the report available upon request. Further, the annual report incorporates by reference Appendix Q, which provides a detailed accountability plan with objectives, measurement, timeframes, progress checks, and outcomes.

COASTAL WATERS CHARTERED PUBLIC SCHOOL

Charter School Approval: State Board Criteria for Review.

The State Board shall review the application for completeness to ensure that each of the statutory requirements of RSA 194-B:3, II has been met.

	Element	Comments
	Ability to File	This requirement appears to be satisfied.
	Name of School	This requirement is satisfied.
a	Educational mission.	This requirement appears to be satisfied.
b	Governance and organizational structure and plan.	This requirement appears to be satisfied.
c	Methods by which trustees and their terms are determined.	This requirement appears to be satisfied.
d	General description and proposed or potential location of facilities to be used, if such information is available.	This requirement is partially satisfied.
e	Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.	This requirement is likely satisfied.
f	Curriculum.	This requirement is likely satisfied.
g	Academic and other learning goals and objectives.	This requirement is likely satisfied.
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.	This requirement is likely satisfied.
i	For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.	This requirement appears to be satisfied.
j	Staffing overview, including qualifications sought for professionals and paraprofessionals.	This requirement is likely satisfied.
k	Personnel compensation plan, including provisions for leaves and other benefits, if any.	This requirement is partially satisfied.
l	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.	This requirement is likely not satisfied.
m	Statement of assurances related to nondiscrimination according to relevant state and federal laws.	This requirement is likely satisfied.
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.	This requirement is likely satisfied.
o	Admission procedures.	This requirement is partially satisfied.

p	Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.	This requirement appears to be satisfied.
q	Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports performed by an independent certified public accountant.	This requirement appears to be satisfied.
r	Annual budget, including all sources of funding.	This requirement is likely satisfied.
s	School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.	This requirement is likely satisfied.
t	Provision for providing continuing evidence of adequate insurance coverage.	This requirement is likely satisfied.
u	Identity of consultants to be used for various services, if known.	This requirement appears to be satisfied.
v	Philosophy of parent involvement and related plans and procedures.	This requirement is likely satisfied.
w	A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.	This requirement appears to be satisfied.
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.	This requirement is satisfied.
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.	This requirement is satisfied.
z	Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan.	This requirement appears to be satisfied.
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.	N/A.

bb	A plan for the education of the school's pupils after the charter school may cease operation.	This requirement appears to be satisfied.
cc	<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> <ul style="list-style-type: none"> (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. 	N/A.
dd	Proposed accountability plan	This requirement appears to be satisfied.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
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EXECUTIVE SUMMARY

Final Proposal: Ed 306.18 and Ed 306.22, School Year and Distance Education

Submitted to the State Board of Education, January 13, 2022:

A. ACTION NEEDED

A vote is needed by the State Board to approve the final proposal for Ed 306.18 and Ed 306.22, School Year and Distance Education.

B. RATIONALE FOR ACTION

The final proposal contains further amendments based on staff comment from the Office of Legislative Services (OLS). Document attached.

C. EFFECTS OF THIS ACTION

If the board votes to approve this final proposal it will be submitted to the OLS to for final review by the Joint Legislative Committee on Administrative Rules (JLCAR).

D. POSSIBLE MOTION

I move that the State Board of Education approve the final proposal for Ed 306.18 and Ed 306.22, School Year and Distance Education.

Readopt with amendment, Ed 306.18, effective 3-27-14 (Document #10556), as amended effective 6-5-19 (Document #12814), as amended effective 3-12-20 (Document #13001, Emergency) and expired 9-8-20, as modified effective 8-13-20 by Exhibit P of Emergency Order #29, effective 8-13-20 and expired 6-12-21, and as amended effective 7-29-21 (Document #13245), to read as follows:

Ed 306.18 School Year.

(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below:

- (1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;
- (2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. Districts shall provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that include grades 7, or 8, or both;
- (3) The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;
- (4) The school shall have in its school year an additional 60 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, staff development, and parent-teacher conferences. At least 30 of the 60 additional hours shall be available for rescheduling hours lost due to inclement weather or other emergencies. Schools shall use these additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless extraordinary circumstances exist that would place an unreasonable burden on the school or students such as, but not limited to, substantial building damage;
- (5) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:
 - a. On that day, the school would normally have had at least 5.25 hours of instructional time; and
 - b. The school remained open for at least 3.5 hours of instructional time;
- (6) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; and
- (7) ~~A school district may conduct "distance education" as defined in Ed 306.22. The district shall create a plan that shall include procedures for participation by all students.~~ ***Distance education conducted in accordance with Ed 306.22 shall count toward the required amount of instructional time.***

(b) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day

Legis. Intent. The current Ed 306.22, effective earlier this year, specifically allows distance education and required local school boards to develop their own policies regarding distance education. If those rules are consistent with legislative intent, it is unclear if the opposite policy, as expressed in this proposal, is also consistent with legislative intent.

as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

(c) The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).

Readopt with amendment Ed 306.22, effective 7-29-21 (Document #13245), to read as follows:

Ed 306.22 Distance Education.

Unclear/Legis. Intent. The cited statutes do not refer, specifically, to in-person instruction.

(a) All students shall have access to full-year, full-day, in-person instruction as required in RSA 189:1 and RSA 189:24. Distance education, as defined in Ed 306.22(b), shall not satisfy the requirement for in-person instruction.

Unclear. This makes no exception for (c) below.

(ab) In this section, "distance education" means any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

Unclear. Unclear what procedure applies to how the request must be made, what information is required from the parent, whether "parent" includes guardians or other caregivers, what criteria govern approval, and who makes the decision.

(c) Distance education may be offered only:

- (1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or**
- (2) As an option for a parent making a request for distance education.**

(d) When the district offers distance education, the school board shall be responsible for the development of a policy for the governance and administration of distance education.

(e) If a student participating in distance education is not making educational progress, as determined by the district's educational assessments, the option to participate in distance education may be rescinded by the district.

(f) A parent or guardian may appeal a district determination that a student is not making educational progress to the State Board of Education under Ed 200.

(g) A student shall remain in distance education until the conclusion of the appeal in (f) above.

Edit. "state board of education"

(h) School districts may cooperate to share delivery of distance education.

~~(b) School districts may offer students the multiple instructional options, including traditional classroom, distance education, or hybrid instruction models. For distance education and hybrid instruction models, the provisions of (c) – (e) below shall apply.~~

~~(c) The local school board shall be responsible for the approval, coordination, and supervision of distance education courses offered by the school district.~~

Unclear. What criteria shall be used by the Board to determine whether to uphold/overturn the district's decision? What happens subsequent to the Board's decision (e.g. Is there a time frame for the student to return to the public school if the district's decision is upheld by the Board)?

Unclear. Paragraph (c) does not address school-wide outbreaks of infectious illnesses like COVID-19. In such a case, must the request for distance education in (c)(2) come from individual parents or may it come from district officials, or is distance education not available at all?

~~(d) School districts may cooperate to share delivery of distance education.~~

~~(e) The local school board shall adopt policies relative to all distance education offered by the school district.~~

Appendix I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.18	RSA 189:1; RSA 189:24
Ed 306.22	RSA 21-N:9, I; RSA 186:8, I and II

Readopt with amendment, Ed 306.18, effective 3-27-14 (Document #10556), as amended effective 6-5-19 (Document #12814), as amended effective 3-12-20 (Document #13001, Emergency) and expired 9-8-20, as modified effective 8-13-20 by Exhibit P of Emergency Order #29 and expired 6-12-21, and as amended effective 7-29-21 (Document #13245), to read as follows:

Ed 306.18 School Year.

(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below:

(1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;

(2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. Districts shall provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that include grades 7, or 8, or both;

(3) The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;

(4) The school shall have in its school year an additional 60 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, staff development, and parent-teacher conferences. At least 30 of the 60 additional hours shall be available for rescheduling hours lost due to inclement weather or other emergencies. Schools shall use these additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless extraordinary circumstances exist that would place an unreasonable burden on the school or students such as, but not limited to, substantial building damage;

(5) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:

a. On that day, the school would normally have had at least 5.25 hours of instructional time; and

b. The school remained open for at least 3.5 hours of instructional time;

(6) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; and

(7) Distance education conducted in accordance with Ed 306.22(c) shall count toward the required amount of instructional time.

(b) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

(c) The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).

Readopt with amendment Ed 306.22, effective 7-29-21 (Document #13245), to read as follows:

Ed 306.22 Distance Education.

(a) All students shall have access to full-year, full-day, **instruction** in-person ~~instruction~~ as required in RSA 189:1 and RSA 189:24. Distance education, as defined in Ed 306.22(b), shall not satisfy the requirement for in-person instruction **except as conducted in accordance with 306.22(c)**.

(b) In this section, "distance education" means any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

(c) Distance education may be offered only:

(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or

(2) As an option for a parent **or guardian** making a request for distance education.

(d) When the district offers distance education, the school board shall be responsible for the development of a policy for the governance and administration of distance education.

(e) If a student participating in distance education is not making educational progress, as determined by the district's educational assessments, the option to participate in distance education may be rescinded by the district.

(f) A parent or guardian may appeal a district determination that a student is not making educational progress **pursuant to the district's educational assessments** to the State Board of Education under Ed 200.

(g) A student shall remain in distance education until the conclusion of the appeal in (f) above. **If the state board of education upholds the district's conclusion that the student is not making educational progress pursuant to the district's educational assessments, the student shall immediately be disqualified from continued participation in the district's distance education instruction.**

(h) School districts may cooperate to share delivery of distance education.

Appendix I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.18	RSA 189:1; RSA 189:24
Ed 306.22	RSA 21-N:9, I; RSA 186:8, I and II

New Hampshire
State Board of Education
Minutes of the December 9, 2021 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 9:05 a.m. Drew Cline presided as Chair.

Members present: Ryan Terrell, Ann Lane, Kate Cassady, Sally Griffin, Drew Cline, Richard Sala, and Phil Nazzaro. Also in attendance was Deputy Commission, Christine Brennan. Commissioner Edelblut was not able to attend due to a prior commitment.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Kate Cassady led the pledge of allegiance.

AGENDA ITEM III. PRESENTATIONS/REPORTS

A. Math Standards Skills and Competencies

Anne Wallace, NHDOE, Education Consultant, Division of Learner Support, reported state and federal law require the state assessments that are based on state competencies. Standards allow equal access and equity in the framework. First, the team created a crosswalk based on New Hampshire College and Career Ready Standards. They began with the high school content because there is more freedom at the high school level. Then they created competencies which were more course and content specific than current competencies. They aligned the standards with the Scholastic Aptitude Test (SAT) and current state assessments. Professional development has begun in schools. The standards build upon each other from K-12.

Chair Cline asked about putting more focus on statistics and probability-based on how valuable the competencies are in today's world. Anne Wallace responded that grades K-8 are building up to that. She and the commissioner have discussed alternative pathways and how to bring statistics as more of a choice in high school. Chair Cline shared there has been feedback that statistics skills are more necessary for careers than algebra. Anne Wallace shared she is involved in national discussion groups regarding this subject.

There are two math pathways. The traditional pathway: algebra 1, geometry, algebra 2. Then there is integrated 1, integrated 2, integrated 3. All competencies are matched with standards and skills for each grade level. Charts have been

created to allow teachers and students to identify what they are doing well in and what they need to work on.

Melissa White, NHDOE, Director of Assessment and Academics, reported that the project to update competencies began because the previous competencies were broad. They wanted to hone in on the actual skills students need in order to master the standards. Anne Wallace has been working on math and they have an English language arts (ELA) educational consultant working on the ELA version. Eventually, they will move to science and other content areas. The goal is to support districts in ensuring curriculum meets the competencies.

Ryan Terrell asked the difference between competencies and skills. Anne Wallace responded that the competency is the end goal, the standards are the basics, and the skills are the techniques. Ryan Terrell asked why 6th grade has the highest number of skills and the lowest competencies. Anne Wallace responded the competencies are tied to standards. Grade six ties up many skills to prepare for grade 7.

Ryan Terrell asked when does it become evident that a student is struggling with math during transition phases. Anne Wallace responded the resource documents help teachers identify the basic skills needed and which ones a student may need to work on to reach the competency.

Ryan Terrell asked how it would be utilized over what is currently in place. Anne Wallace responded that they are formally introducing it to teachers as a resource; pushing it out to the field and being there to support them understand the resources.

Ann Lane asked if there is a time when curriculum directors meet. Christine Brennan responded across the state they come together. At the elementary level, it is more the Title I teachers who come together.

Kate Cassady asked why the document is just a resource and not something being implemented. Anne Wallace responded the standards are already in place. The schools are responsible for how to break down the standards and the curriculum chosen to teach the standards. As a guidance document, it will help schools choose curriculum. The resource is also more parent friendly than standards.

AGENDA ITEM IV. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. Coheco Academy for the Arts Chartered Public School - Renewal

Brenda McCartney and Mike McMahon were present to represent Cocheco Academy for the Arts Chartered Public School. Brenda McCartney shared at the last meeting, they presented the closing of the school at the end of the school year. The question to the Board was what to do about the charter renewal. Mike McMahon reminded the Board that the conversation revolved around if a provisional renewal can be given to the end of the year or if they would be renewed for 5 years knowing they will not be open that long.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education remove this item from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that pursuant to Chapter 194B and Ed 318 Charter public schools, the State Board of Education authorizes the charter renewal for Cocheco Academy of the Arts Charter School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

2. Ledyard Charter School – Renewal

John Higgins, Executive Director, and Mike Harris, Board Chair attended representing Ledyard Charter School. The renewal application and site visit were completed and the recommendations were following through with the plan to introduce students to the concept of preparing for the SAT assessment during their time at school and correlate and standardize how student assessments are conducted to be more aligned with the state measurements of student academic competencies. The school has adjusted summative assessments to include multiple choice and boxes. An advisory program is in place where a junior advisor is conducting during weekly tutoring sessions to support kids in taking the SATs. Many students come to the school during sophomore and junior year.

Regarding the development plan with specific goals for outreach, the school wants to strengthen parent involvement. Regarding the goal of follow through with stated plan of expanding access to continued professional development, the school has created a summer institute. They strive to engage the board in the professional development opportunities. They are continuing to work on board training. The school is dependent on district funds. A plan should be considered in the event that the district funds area reduced or take those funds away. The school has partnerships with the local districts. They have direct support for students attending Ledyard Charter School as a line item in their budget. Leadership changes have not altered that support.

Chair Cline asked for clarification on tuition coming from the districts. John Higgins clarified that the full tuition does not come from the districts. They receive \$7,200 from disparity gain and they have an agreement where they give \$5,000 for a student. It gives the school financial stability. Kate Cassady asked about the \$5,000 figure. John Higgins responded that it is based on what made a student whole in the budget at the time of the agreement.

Chair Cline asked about teacher retention and recruitment. John Higgins responded the strategy to retain is getting younger teachers with a pay grade system to allow experience to increase salaries. They have not lost a teacher in 4 years. There is a concern around maintaining the salary increases with high teacher retention. The next step will be adding human resource components as benefit packages improve.

Ann Lane asked about the disconnect in the statement that students performed well on internal aligned assessments, but not on the SATs. John Higgins stated it is a combination of disengaged learners and the transition to a new school with only 2 years left in high school. The goal is to highlight the responsibility of the advisory program and bring it to the summative assessments to reengage students.

Ryan Terrell asked about monitoring short- and long-term goals being a challenge. John Higgins responded that they are constantly taking measure of

goals and objectives. Mike Harris added that the board has also recognized a set of goals institutionally aligned ranging from the decision to add 7th and 8th grade to reconsidering the faculty compensation model.

Ryan Terrell asked about the goal to build a strong community intensely focused on student learning. John Higgins responded they have been averaging 60-70% of student population at or below the poverty line. Having a ratio of 10:1 helps build community. Supporting students with academic coaches and after school opportunities through Title I funding also helps. Students have personal learning plans and teachers are flexible to meet students where they are.

Ryan Terrell asked what the biggest barriers are for students when he/she first attend the school. John Higgins responded that a lot of students do not have the energy due to lack of food at home. There has also been an issue with students getting to school on time, so they changed their start time to 9:00 a.m. That helps with transportation. The school collaborated with Upper Valley Haven, an organization that works to help students identify resources in the community and the connection to their school. Food is delivered weekly to the school for distribution. They wrote a grant last year to help families with weekend food boxes.

Ryan Terrell asked about the curriculum focus on experiential learning and project-based learning. John Higgins responded students respond well to the new type of learning. They have a relationship with Dartmouth College. Students are

able to go to Dartmouth to experience the learning environment and Dartmouth students come to teach lessons at Ledyard. Mike Harris added that the initial plan of the school was designed to attract two types of students: students at risk for dropping out and capable students who prefer a more project-based learning experience. When the school first started, it was mostly the first type enrolling. Now that the school is more stable and gaining favorable attention, they are seeing a rise in the second type of student.

Ryan Terrell asked about restorative justice practices in relation to behavioral problems. John Higgins responded there are 5 competencies they want to see from every student: learning style, self-advocacy, respect, self-determination, and transition. These understandings help make restorative justice conversations relatable to students. Parents appreciate the process, as it does not focus solely on discipline, but on the skills to help students not repeat the same mistakes.

Ann Lane asked if the school has enough room to maintain 1:10 ratio with adding 7th and 8th grades. John Higgins responded there is enough space in the new building. They received a loan through USDA to renovate the space and bring everything up to code. Ann Lane asked about admittance policy. John Higgins responded they are adding more classes to the curriculum as enrollment grows. Mike Harris added the high school program is best served with enrollment of about

40 students. They do not currently have a wait list but would need one if enrollment exceeds 45.

Chair Cline asked about parent board members. Mike Harris responded they have a former parent on the board, but no current parents. Chair Cline reminded that the board is required to have a parent member and encouraged the board to expand efforts to find a parent. Bylaws must be posted online.

Kate Cassady asked about students coming from the state of Vermont. John Higgins responded there are currently 3 students from Vermont. They require a full tuition payment. Kate Cassady asked about fundraising and money from donors. John Higgins responded they have established a money market account separate from checking account for overages. Mike Harris responded they budget \$50,000 a year in fundraising to support the operating budget and the rest has gone toward the purchase of the building. They have been averaging about \$130,000 per year. There is not a lot of fundraising outside of donors.

Motion: Phil Nazzaro made the motion, seconded by Richard Sala, pursuant to Chapter 194-B and Ed 318 Charter Public Schools, the State Board of Education authorizes the charter renewal of the Ledyard Charter Public School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

3. Strong Foundations Charter School - Charter Amendment

Dina Condodemetraky and Sarah Osborne, board members, were present to represent Strong Foundations Charter School. Dina Condodemetraky shared they are asking for a new enrollment cap of 360.

Kate Cassidy asked about the current wait list. Dina Condodemetraky responded approximately 70 students are on the wait list. They are finishing up their last addition which will allow for more common spaces and room for specials areas.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, pursuant to RSA 194-B:3,11 that the State Board of Education authorizes Strong Foundations Charter School to increase the school enrollment from 328 students to 360 students.

Vote: The motion was approved by unanimous vote by the State Board of Education.

4. Strong Foundations Charter School - Renewal

Dina Condodemetraky shared that following the school's site visit there were recommendations made in the report. One was regarding setting smart goals for strategic plan and accountability plan. They created their newest strategic plan over the summer to include academic, programmatic, and organizational goals. Committees have been meeting to address each of the goals in the strategic plans. Committees have set interim goals with time frames for completion. They will report to the board quarterly on progress.

Another area for improvement is interaction with local organizations and the business community. The school plans to set that as a board of trustees and parent teacher organization (PTO) agenda item on a monthly basis to get ideas and help in this area. The next area was having a formal fundraising plan. They have not had a need for emphasis on fundraising but will use the charter school office's template to develop a plan. PTO is active in fundraising and the current year's fundraising is going towards the new library.

Another goal is to develop a board of trustees' professional development plan that includes board training and leadership training. They are looking for resources for training. Another recommendation was creating a board of trustees handbook. They hope to tie in resources from training to create a handbook. The last recommendation was reviewing approach to raising third party funds and creating a committee to produce a strategy. Currently the PTO is the main source

of fundraising along with summer trainings. They will use this information to create a formal fundraising plan.

Motion: Phil Nazzaro made the motion, seconded by Ann Lane, pursuant to Chapter 194-B and Ed 318 Charter Public Schools, the State Board of Education authorize the charter renewal for Strong Foundation Charter School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Learn Everywhere

1. Sylvan Learning Center

Krista Martin, owner and executive director of Sylvan Learning Center, shared Sylvan Learning has been around for over 40 years. She is a local franchisee. She owns, operates, and teaches out of four different locations in New Hampshire. The learn everywhere proposal is a new program designed to acknowledge learning is not a linear process. They provide avenues for students to achieve credit recovery, advancement, or enrichment in certain areas by completing courses for credit through Sylvan. All courses are accredited through Cognia. In addition to online courses, they provide academic support services

ensuring students have resources and instruction around key study habits. They are 18 or 36 weeks depending on whether the course is a single or half credit. There are courses across the four key areas: English, social studies, science, and math.

Chair Cline asked if courses are all a blend of in person and online or if any are online only. Krista Martin responded there are courses offered completely online and all students are offered the opportunity to complete academic coaching virtually or in person.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the Sylvan Learning Center Learn Everywhere application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM V. PROFESSIONAL STANDARDS BOARD APPLICANTS and RENEWALS

A. Christina O'Hara, Dean of Humanities, Bedford High School

Motion: Ann Lane made the motion, seconded by Phil Nazzaro to remove this item from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Chair Cline noted that Christina O'Hara's application looked strong, but references did not include the current superintendent. It was explained that she does have the support of her current superintendent, but she had worked for a longer period with her prior superintendent. She has experience as a teacher, curriculum coordinator, and administrator.

Motion: Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education approve Christina O'Hara to the Professional Service Board for a term to expire 2024.

Vote: The motion was approved by unanimous vote by the State Board of Education, with Drew Cline and Richard Sala abstaining.

AGENDA ITEM VI. LEGISLATIVE UPDATES

A. Initial Proposal - Criminal History Records Check for First-Time New Hampshire Applicants (Ed 505.07, Ed 505.08, and Ed 512.01)

Motion: Phil Nazzaro made the motion, seconded by Richard to remove this item from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 504.12, Ed 505.07, Ed 505.08, and Ed 512.01, and Ed 604.09 regarding Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educatory Preparation Program (PEPP) Candidates.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Initial Proposal - Administrator Endorsements (Ed 506)

This item remained tabled.

C. Final Proposal - Education Freedom Accounts Program (Ed 800)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 800 for Education Freedom Accounts.

Vote: The motion was approved by unanimous vote by the State Board of Education.

D. Repeal - School Librarian (Library Media Specialist) (Ed 508.06)

Motion: Ann Lane made the motion seconded by Phil Nazzaro, to remove the initial proposal for Ed 508.06, School Librarian from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Steve Appleby shared that PSB committee was updating 508.06 and 508.07, which were Library Media Coordinator and Library Media Specialist. They found there was tremendous overlap in the standards. The PSB voted to combine the elements of both into one and eliminate the other. The new rules will take the place of both of the existing rules.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal to repeal Ed 508.06 regarding library media coordinator.

Vote: The motion was approved by unanimous vote by the State Board of Education.

E. Adopt - Criminal History Record Check Clearance Credential - School Bus Drivers and Transportation Monitors

Drew Cline shared that at the previous meeting, they were waiting for response from JLCAR and did not formally adopt.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09 regarding criminal history record check clearance credentials.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VII. COMMISSIONER'S UPDATE

Deputy Commissioner Christine Brennan shared the Department of Education has been dispersed to different buildings. They will now be moving into the Granite State College building.

The U.S. Senate Youth Program has selected two people to go forward, a student from Manchester Central High and a student from Bishop Brady High School. The iLearn platform has discovery learning, which is excellent curriculum for schools to take advantage of.

The Leadership in Education Banquet took place last week and was a great success.

AGENDA ITEM VIII. OPEN BOARD DISCUSSION

Ryan Terrell reflected on his first year on the Board. He has learned a lot and thanked members for their support. He noted the importance of acknowledging people who are doing the work no one is thinking about. He looks forward to the next year.

Ann Lane acknowledged the support Ledyard provides for students with lack of food. She also noted the mental health of students after a difficult year and asked what they can do as a board to support students and raise awareness. Chair

Cline responded that they could continue to recognize the issues and discuss them.

Richard Sala asked if board meetings would move to Granite State College. Chair Cline responded that they will. Richard Sala hopes that the facility will be able to support public attendance at meetings. Christine Brenna responded there will be enough space at the new facility.

AGENDA ITEM IX. CONSENT AGENDA

- A. Bow and Dunbarton School Districts AREA Renewal
- B. Goffstown and New Boston School Districts AREA Renewal
- C. Meeting Minutes of November 10, 2021, State Board Meeting

Board members noted necessary changes to meeting minutes.

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell that the State Board of Education approve the consent agenda as a slate, with the meeting minutes from November 10, 2021, as amended.

Vote: The motion was approved by unanimous vote by the State Board of Education, with Richard Sala abstaining.

AGENDA ITEM XII. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XIII. ADJOURNMENT

Motion: Ann Lane made the motion, seconded by Richard Sala to adjourn the meeting at 12:25 p.m.

Vote: The motion was approved by unanimous vote by State Board of Education.



**New Hampshire State Board of Education
Department of Education**

25 Hall Street | Concord, NH 03301

Granite State College Building | Events Center

For the public wishing to listen to the meeting, please register in advance via this link:

[Register here for the NH State Board of Education Meeting](#)

After registering, you will receive a confirmation email containing information about joining the webinar.

Thursday, January 13, 2022

AGENDA

I. CALL TO ORDER ~ 9:00 AM

II. PLEDGE OF ALLEGIANCE

III. HEARINGS ~ Please note that the hearing will be conducted in nonpublic session per RSA 91-A:3, II(c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.

A. Teacher/NHDOE ~ SB-FY-21-06-018 (nonpublic session)

IV. PRESENTATIONS/REPORTS

A. Town of Carroll's Withdrawal Study from the White Mountain Regional School District

1. White Mountain Regional School Districts Motion to Reconsider

2. Town of Carroll's Objection to White Mountain Regional School District's Motion to Reconsider

V. PUBLIC HEARINGS

A. 10:00 a.m. ~ [\(various\) Holocaust and Genocide Education](#) (Ed 306)

B. 10:30 a.m. ~ [Learn Everywhere Program](#) (Ed 1400)

VI. BUREAU OF EDUCATIONAL OPPORTUNITIES ~ NATE GREENE, NHDOE, Bureau Administrator

A. Office of Charter Schools ~ JANE WATERHOUSE, NHDOE, Charter School Administrator

1. Great Bay Charter School ~ Renewal

2. Coastal Waters Chartered Public School ~ Application

VII. LEGISLATIVE UPDATES ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator

A. Final Proposal ~ School Year and Distance Education (Ed 304.18 and Ed 305.22)

VIII. COMMISSIONER'S UPDATE

IX. OPEN BOARD DISCUSSIONS

X. TABLE ITEMS

A. Initial Proposal ~ Administrator Endorsements (Ed 506)

XI. CONSENT AGENDA

A. Meeting Minutes of December 9, 2021 State Board Meeting

XII. NONPUBLIC SESSION

XIII. ADJOURNMENT ~ **2:00 PM**

The State Board of Education welcomes public commentary. Please submit written commentary to Angela.Adams@doe.nh.gov. All submitted commentary is provided to the board and when possible, included and posted with the monthly meeting materials located on the State Board of Education's meeting and minutes [webpage](#).

Updated Sunday, January 9, 2022

WHITE MOUNTAINS REGIONAL SCHOOL DISTRICT

MOTION TO RECONSIDER

The school board of the White Mountains Regional School District ("WMRSD") asks the state board to reconsider its November 10 decision recommending the Town of Carroll withdrawal plan included with the Town of Carroll Minority Report ("Minority Report"), because the plan does not meet the requirements for a withdrawal plan in RSA 195:26; the state board did not consider the report filed by the Carroll Withdrawal Feasibility Study Committee ("Study Committee") which recommended against withdrawal, even though the Study Committee was required by RSA 195:25, II, to submit its findings to the state board; the school board of the WMRSD was not given an opportunity to state its objections to the Minority Report and withdrawal plan because it was not notified of the date for the state board hearing on the Minority Report withdrawal plan, nor did the state board meet with the WMRSD to review the Study Committee Report.

The withdrawal plan does not meet the requirements for a withdrawal plan in RSA 195 :26. Although approval of a withdrawal plan does not necessarily mean the state board agrees with the wisdom of the plan, the state board review is supposed to determine whether or not the withdrawal plan meets the requirements of the statute. RSA 195:26, III, requires a withdrawal plan to include "[t]he method of apportioning the operating and capital expenses among the members of the cooperative school district if a change is to be proposed in conjunction with the withdrawal procedure." The purpose of this requirement is to allow the state board, in reviewing the plan, to assess the financial impact of withdrawal on the withdrawing town and the towns remaining in the cooperative school district. A change in the method of apportioning the operating and capital expenses among the remaining members of the WMRSD will be required, as a result of Carroll's withdrawal. Carroll's Minority Report does not address this issue; it simply says that it expects that the remaining towns in the WMRSD will work this out. That does not address the financial impact on the towns remaining within the WMRSD which is one of the reasons for the requirement to include the method of apportionment.

In addition, some of the figures in the Minority Report are inaccurate. The tuition agreements the Town of Carroll believes it will be able to enter include tuition costs ranging between \$19,780 to \$27,335 per student. The tuition costs in the withdrawal plan do not include transportation, which is included in the WMRSD budget and covered by Carroll's share of the apportionment formula, or special education costs. See page 43 of the Study Committee Report.

The Minority Report does not adequately address the education of Carroll students after withdrawal. A majority of the parents of those students responded to a survey from the Study Committee saying they do not want their children to leave WMRSD schools. Study Committee Report p. 5. See also p. 36-39. The withdrawal plan does not include an agreement with the WMRSD school board to allow the Carroll students to remain after the withdrawal, because there is no such agreement. At the state board hearing, the Carroll representative said that Carroll believes that Carroll students who do not wish to change schools will be allowed by WMRSD to remain at WMRSD schools until they graduate. WMRSD has not agreed to allow this. In fact, Carroll has not even asked the WMRSD board this question while at the same time telling the state board that students will not be forced to change schools.

2. The state board failed to consider the Study Committee Report. There was not a single mention of the Study Committee Report at the November 10, 2021, hearing. In fact, the superintendent was notified by the DOE that there was no need to submit that report. She submitted it anyway. See: page 4 of the Study Committee Report.

RSA 195:25, II, reads,

Within 180 days after the committee's first meeting, the committee shall report its findings to the state board of education. The committee shall submit a report to the school board of the cooperative school district. The report shall indicate whether the withdrawal of one or more towns from the cooperative school district is recommended, not recommended, or whether more time and information are needed to make a determination.

It makes no sense that the legislature would enact a law requiring a feasibility study committee to submit its findings to the state board if it did not intend that the state board should review those findings.

RSA 195:25, III reads,

If the committee finds that the withdrawal of one or more towns from the cooperative school district is recommended, the committee shall develop a withdrawal plan in accordance with RSA 195:26. The plan shall be submitted to the state board of education no later than November 1. Members of the committee who voted against recommending withdrawal may file a Minority Report with the state board of education no later than November 1.

It also makes no sense to think that when a feasibility study committee recommends withdrawal, those who voted against withdrawal may file a minority report with the state board, while at the same time, when a feasibility study committee does not recommend withdrawal and a minority report does recommend withdrawal, there would be no opportunity for the state board to consider the findings of the feasibility study committee, or for the school board of the cooperative school district to meet with the state board on those findings, before the state board acts upon a minority report. In this case the state board did not consider the Study Report before recommending the withdrawal plan.

The findings of the Study Committee were not addressed by either the proponents of the Minority Report or the state board. The entire focus was on the per pupil cost paid by the Town of Carroll with no discussion about the fact that the local school tax burden on the citizens of Carroll is lower than the local school tax burden on the residents of the other towns in the WMRSD. Study Committee Report, page 44.

The report entirely ignores the fact that a reduction in Carroll's costs will significantly increase the tax burden on the remaining towns in the WMRSD. See Study Committee Report, pages 51 and 52. The summary of tax data for 2020 in the Study Committee Report shows that the Town of Carroll is not unfairly taxed under the existing apportionment formula. See pages 44 and 45. The financial impact on the remaining towns in the WMRSD if Carroll withdraws is shown on pages 51 and 52 of the Study Committee Report, under the heading Carroll Withdrawal Scenarios. Carroll's local education tax will go down \$4.73, while the rates of the remaining towns will go up between \$3.52 and \$4.30. Carroll's argument ignores the fact that the New Hampshire real estate property tax is based on property value. A homeowner's tax bill is not based on the number of children from that household who attend public school, but on the value

of the real estate. The apportionment formulas authorized in RSA 195 :7 are consistent with that understanding of the basis for a homeowner's tax bill.

RSA 195:7 applies to cooperative school district such as WMRS D that were organized before July 1, 1963. There are three formulas in the statute. The first two formulas require that the costs be apportioned either partly or entirely on the basis of the ratio that equalized valuation of each pre-existing district bears to that of the cooperative school district. The third is "some other formula offered by the cooperative school board and adopted by the school board and approved by the State Board of Education." Thus, under the statutory scheme of RSA 195, no cooperative school districts were expected to be formed with each town's share being based solely on per pupil cost, yet that is the entire focus of the Town of Carroll's withdrawal report. The undersigned counsel is not aware of any cooperative school district in New Hampshire whose apportionment formula is based entirely on average daily membership, yet that is obviously what Carroll wants.

Carroll's withdrawal will leave the schools in the district, which were constructed in order to accommodate all students, including those residing in the Town of Carroll, with empty seats, thereby increasing the per pupil cost for the remaining towns in the district.

The withdrawal plan assumes, again without addressing in any detail, that the WMRS D will be able to reduce costs to offset the loss of income from Carroll. A reduction in the number of children attending a school does not necessarily result in a proportionate reduction in operating costs. The majority of operating costs for school districts are salaries and benefits for personnel. The primary way to reduce operating costs is to eliminate staff. Carroll's withdrawal will not allow significant staff reductions because the number of Carroll students in any single classroom is small enough so that withdrawal will not eliminate the need for a teacher or a classroom. According to the withdrawal plan there are 31 Carroll students in elementary school, 11 in the middle school and 17 in the high school. When only a few children are removed from each grade, the teacher and the room are still needed to provide instruction to the rest. It is only when the student numbers are much bigger, for example, in a large suburban or city

school district, that a school district may be able to eliminate one or more staff members by grouping the remaining students into a smaller number of classrooms.

The state board's failure to notify the WMRSD of the date of the hearing on the Minority Report was unfair to the WMRSD and means that the state board relied on one-sided and inaccurate information in making its decision. Although the WMRSD superintendent was sent a copy of the Minority Report when it was submitted to the state board, she was not notified by either the state board or the withdrawal committee of the date of the state board hearing on the report. Although RSA 195:25 does not expressly say that the state board must notify the cooperative school district of the date of the state board hearing on a Minority Report, fundamental fairness required notice to the WMRSD as a party whose interests are directly involved. The result is that the state board has made a decision based on one-sided, incomplete and inaccurate information.

Many of the claims made during the presentation on behalf of the withdrawal study are contradicted by statements in the Study Committee Report. For example, on page 5 of the report, the results of a survey of responses from 21 parents representing 30 of the 53 Carroll children, found that the majority of parents were not in favor of moving their children out of SAU #36 (WMRSD), were satisfied with the education their children receive and do not want to uproot them. When asked by a member of the state board about the wishes of the parents, the proponents of the Carroll Minority Report avoided answering the question saying only that a large percentage of the voters in Carroll were in favor because it would lower their taxes and that Carroll expects that WMRSD will allow students who do not want to change schools to remain in WMRSD schools. As noted above, WMRSD has not agreed to allow this.

The state board also did not consider that on January 11, 2021, representatives from Carroll asked the WMRSD school board to put an article in the warrant for the 2022 annual school district meeting proposing to re-negotiate the apportionment formula to 80/20 over the next five years, but refused to give the WMRSD school board the time needed to consider such a change. WMRSD is a so-called Senate Bill 2 district. That means that the deadline for posting the warrant for the 2021 annual meeting was January 25, 2021. The 80/20 formula is not one of those listed in the statute, but would be "some other formula" offered and adopted by the cooperative school board under RSA 195:7, I (c). Given the

time required to review this, the school board asked for time to research and inform the communities of the implications of the requested apportionment change. The Carroll team rejected that request and on March 9, 2021, passed a warrant article to initiate review of a unilateral withdrawal. Study Committee Report. p. 1

Conclusion: For the reasons set forth above, the school board of the WMRSD asks the state board to reconsider its decision and grant the WMRSD the opportunity to make a presentation to the state board regarding the Study Committee Report, the defects of the withdrawal plan and the significant financial impact a withdrawal by the Town of Carroll will have on the remaining towns in the cooperative school district.

Respectfully Submitted,
White Mountains Regional School District
by its attorneys,
Soule, Leslie, Kidder, Sayward & Loughman

DATE: _____

Barbara F. Loughman, Bar# 1512
Soule, Leslie, Kidder, Sayward & Loughman
PO Box 908
Wolfeboro, NH 03894
loughman@.soulefirm.com
(603) 569-8044

BFL/kl

cc: Marion Anastasia, Superintendent, WMRSD

From: [Amy Marro](#)
To: [Bond, Christopher](#); [Adams, Angela](#)
Cc: [loughman@soulefirm.com](#); [bcjellison@gmail.com](#); [Dean B. Eggert](#); [Alison M. Minutelli](#)
Subject: Emailing: Objection to Motion to Reconsider.pdf [WSP-ACTIVE.FID112738]
Date: Wednesday, December 15, 2021 3:01:31 PM
Attachments: [Objection to Motion to Reconsider.pdf](#)

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Good afternoon Mr. Bond and Ms. Adams:

Attached please find Town of Carroll's Objection to the White Mountains Regional School District's Motion to Reconsider.

Regards,
Amy Marro
Legal Assistant to Attorneys
Dean B. Eggert
Alison M. Minutelli
Wadleigh, Starr & Peters, PLLC
95 Market Street
Manchester, NH 03101
Tel: (603) 669-4140
Direct Line: (603) 206-7211

STATE OF NEW HAMPSHIRE

STATE BOARD OF EDUCATION

Town of Carroll's Objection to the

White Mountains Regional School District's Motion to Reconsider

NOW COMES the Town of Carroll ("Carroll"), by and through its Attorney's, Wadleigh, Starr & Peters, P.L.L.C., and objects to the Motion to Reconsider filed by the White Mountains Regional School District ("WMRSD"), stating as follows:

1. For decades, the apportionment formula for the WMRSD has resulted in the Town of Carroll paying a disproportionately high sum to educate its resident students in the WMRSD. Carroll has repeatedly raised concerns regarding the apportionment formula in an effort to reach an equitable solution; in March 2021, Carroll voted to create withdrawal committee, to study the feasibility and suitability of its withdrawal from the WMRSD. See e.g. RSA 195:25. In July 2021, the committee voted not to recommend withdrawal; the representative from the Town of Carroll opposed that motion. Thereafter, Carroll drafted and submitted a minority report to the State Board of Education and the WMRSD School Board. See RSA 195:25. The minority report was approved by the State Board in November 2021, and the WMRSD now seeks reconsideration of that decision. For the reasons set forth herein, Carroll respectfully requests that the State Board deny the motion for reconsideration and permit the voters of the WMRSD to decide whether it is appropriate for Carroll to withdraw from the WMRSD.

2. The WMRSD received a copy of the minority report on October 28, 2021; the minority report was provided to the WMRSD School Board that same day. See Exhibit A, attached hereto. The WMRSD administration was also informed that the minority report had been submitted to the State Board of Education. Id. Thus, the WMRSD was on notice that the

State Board had received the minority report and was aware that it could approve the same at its November meeting. See e.g., RSA 195:25, VI; see also WMRSD Carroll Withdrawal Feasibility Study Committee Recommendation Report, July 1, 2021 (“Study Committee Report”) at pgs. 23-24. The fact that representatives from WMRSD did not attend that meeting is not grounds for reconsideration of the State Board’s decision. Moreover, as noted in the Motion for Reconsideration, the WMRSD provided a copy of the Study Committee Report to the State Board of Education.

3. The withdrawal plan contained in the minority report meets the requirements of RSA 195:26. The WMRSD argues that one provision of the withdrawal plan, RSA 195:26, III, is deficient. See Motion to Reconsider. RSA 195:26, III states that a plan for withdrawal shall include “[t]he method of apportioning the operating and capital expenses among the members of the cooperative school district if a change is to be proposed in conjunction with the withdrawal procedure” (emphasis added). The withdrawal plan does not propose a change to the current method of apportionment, but instead notes that it is possible that upon Carroll’s withdrawal, the remaining districts may wish to review and amend the apportionment formula. See Withdrawal Plan (pg. 8). However, it is important to note that the current apportionment formula can be implemented if Carroll were to withdraw from the WMRSD.

4. The Town of Carroll currently pays one of, if not the highest, per pupil tuition rate in the State - \$46,035. See Minority Report pg. 3. In comparison, the 2021-22 day-rate for tuition at Phillips Exeter Academy is \$45,859 per student. Currently, tuition for each town in the WMRSD is calculated based on the following apportionment formula: “60% of [the capital outlay costs and operational costs] shall be apportioned proportionately on the basis of the average daily members for the preceding year of each pre-existing district; and 40% of [the capital outlay costs

and operational costs] shall be apportioned on the basis of the ratio that the equalized valuation of each pre-existing district bears to the total equalized valuation of the Cooperative School District.” See WMRSD Apportionment formula, attached as Exhibit B. If Carroll were to withdraw from the WMRSD, tuition for the remaining districts could still be calculated using this formula. Therefore, it was not necessary for Carroll to propose a change in the method of apportioning operating and capital expenses in the withdrawal plan, and the plan meets the requirements of RSA 195:26.¹

5. The main argument raised by the WMRSD is that Carroll’s withdrawal from the WMRSD would have a financial impact on the remaining towns within the WMRSD. Assuming, *arguendo*, that this argument is true, it does not provide a basis for reconsideration of the decision to allow the withdrawal plan to be sent to the voters of the WMRSD. See RSA 195:25, VI and RSA 195:29. Even if there was a financial impact on the remaining towns in the WMRSD, that would not be sufficient to deny the proposed withdrawal plan. Instead, the plan would remain approved by the State Board and the decision would be left up to the voters. Id.

WHEREFORE, the Town of Carroll respectfully requests that the State Board of Education:

- A. Deny the WMRSD’s Motion for Reconsideration; and,
- B. Grant such other and further relief as is deemed just and equitable.

Respectfully submitted,
TOWN OF CARROLL
By and through its attorneys,

¹ Notably, if the vote to withdraw were to pass, it would not take effect until July 1, 2023, which would give the remaining towns within the WMRSD time to determine whether they wished to amend the apportionment formula.

WADLEIGH, STARR & PETERS, PLLC

/s/ Dean B. Eggert

Dated: December 15, 2021

By: _____

Dean B. Eggert, Esq., NH Bar #742

deggert@wadleighlaw.com

Alison M. Minutelli, Esq., NH Bar

#15264

aminutelli@wadleighlaw.com

95 Market Street

Manchester, NH 03101

(603) 669-4140

CERTIFICATE OF SERVICE

I hereby certify that a copy of the foregoing was sent to Barbara Loughman, Esq., counsel for White Mountains Regional School District.

/s/ Dean B. Eggert

Dated: December 15, 2021

Dean B. Eggert, Esq.

EXHIBIT A

Forwarded Conversation

Subject: Town of Carroll Minority Report

From: Ben Jellison <bcjellison@gmail.com>

Date: Thu, Oct 28, 2021 at 2:06 PM

To: Marion Anastasia <manastasia@sau36.org>

Cc: Town of Carroll Selectmen <selectmen@townofcarroll.org>, rob Gauthier <bctwinmt@gmail.com>

Hi Marion,

I have been asked to send you the attached Minority Report that the town of Carroll submitted to the State Board of Education. If you could pass it along to the WMRSD School Board that would be appreciated. Could you please reply to this email so I know you have received the report.

Thank you in advance,

Ben

From: Ben Jellison <bcjellison@gmail.com>

Date: Thu, Oct 28, 2021 at 2:10 PM

To: <snilhas@sau36.org>

Cc: Stephanie Glidden <sglidden@sau36.org>

Hi Steve and Stephanie,

I sent the below to Marion, but received her out of office message. Could one of you please make sure it makes its way to the board? If you could confirm with me you have received it I would appreciate it.

Ben

From: Stephanie Glidden <sglidden@sau36.org>

Date: Thu, Oct 28, 2021 at 2:12 PM

To: Ben Jellison <bcjellison@gmail.com>

Cc: Steve Nilhas <snilhas@sau36.org>

Yes, we received it! I will print this off and put it with the other School Board documents for this evening's meeting.

--

Stephanie Glidden
Administrative Assistant to the Superintendent of Schools and to the
Director of Student Services

White Mountains Regional School District, SAU #36

14 King Square
Whitefield NH 03598
(603) 837-9363

Confidentiality Notice

The information contained in this communication, including any attachments, is confidential, constitutes privileged communication, and is intended only for the use of the addressee. The information in this e-mail is also protected by the rights afforded under Family Educational Rights and Privacy Act (FERPA) and school district policies. Any unauthorized use, forwarding, distribution, disclosure, printing or copying is strictly prohibited and may be unlawful. If you have received this communication in error, please notify me immediately via return e-mail, and delete any copies of this message immediately.

From: Ben Jellison <bcjellison@gmail.com>
Date: Thu, Oct 28, 2021 at 2:15 PM
To: Stephanie Glidden <sglidden@sau36.org>

Thank you very much!

From: Stephanie Glidden <sglidden@sau36.org>
Date: Thu, Oct 28, 2021 at 2:18 PM
To: Ben Jellison <bcjellison@gmail.com>

You're welcome!

From: Steve Nilhas <snilhas@sau36.org>
Date: Thu, Oct 28, 2021 at 2:40 PM
To: Ben Jellison <bcjellison@gmail.com>
Cc: Stephanie Glidden <sglidden@sau36.org>

Thank you Ben for sending this. Stephanie is all over it - no surprise! We will make sure the Board gets it tonight.

Take Care,

steve

Steve Nilhas, Ph.D.
Director of Curriculum, Instruction, Assessment, and Federal Grants, SAU #36

White Mountains Regional School District
14 King Square
Whitefield, NH 03598
(603) 837-9363
www.sau36.org

"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

On Thu, Oct 28, 2021 at 2:10 PM Ben Jellison <bcjellison@gmail.com> wrote:

From: **Ben Jellison** <bcjellison@gmail.com>
Date: Thu, Oct 28, 2021 at 2:42 PM
To: Steve Nilhas <snilhas@sau36.org>

Great, thanks Steve. I hope all is well.

Ben

From: **Marion Anastasia** <manastasia@sau36.org>
Date: Thu, Oct 28, 2021 at 2:58 PM
To: Ben Jellison <bcjellison@gmail.com>



--

Marion Anastasia, Ed.D.
Superintendent, SAU #36
White Mountains Regional School District
14 King Square
Whitefield, NH 03598
(603) 837-9363
www.sau36.org

From: Steve Nilhas <snilhas@sau36.org>

Date: Thu, Oct 28, 2021 at 3:49 PM

To: Ben Jellison <bcjellison@gmail.com>

We're hanging in there - just like everyone else! I hope you all are as well.

Steve

Steve Nilhas, Ph.D.

Director of Curriculum, Instruction, Assessment, and Federal Grants, SAU #36

White Mountains Regional School District

14 King Square

Whitefield, NH 03598

(603) 837-9363

www.sau36.org

"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

EXHIBIT B

by the meeting at large voting for twelve members, with the term of office of each and the district in which each resides, are as follows:

Charles Ricardi, Jr.	3 years	Carroll
Leonard Carbonneau	3 years	Dalton
Charles Enman	3 years	Jefferson
Hugh Galbraith	3 years	Lancaster
Robert Canton	3 years	Whitefield
Dorothy O'Brien	2 years	Carroll
Arline McMann	2 years	Dalton
Mark Sweeney	2 years	Jefferson
Grace Lee	2 years	Lancaster
Harold Burns	2 years	Whitefield
Fred Bowles	1 year	Lancaster
Robert Quay	1 year	Lancaster
James Hennessey	1 year	Whitefield

Article 6

The moderator read Article 6 of the warrant.

A motion was then made and seconded as follows:

I move that the Cooperative School District recommend that the cooperative school board when organized offer for adoption by the Cooperative School District at a subsequent meeting a formula under the provisions of Revised Statutes Annotated, 195:7(III), for the apportionment of all capital outlay costs and operational costs among the pre-existing school districts as follows: 60% of all such costs shall be apportioned proportionately on the basis of the average daily membership for the preceding year of each pre-existing district; and 40% of all such costs shall be apportioned on the basis of the ratio that the equalized valuation of each pre-existing district bears to the total equalized valuation of the Cooperative School District.

There being no further discussion on the motion, the moderator called for a voice vote on the same, which appeared to be unanimously in favor of adoption thereof, and the moderator declared the same adopted.

Article 7

The moderator read Article 7 of the warrant.

A motion was then made and seconded as follows:

I move that the District authorize a committee consisting of the school board of the Cooperative School District to make a survey of building sites for the secondary school, to recommend a site or sites for such school, to take options for the same if necessary, to engage the services of an educational consultant, and architect and an attorney and such other assistance as may be necessary; to prepare or have prepared and done preliminary plans, topographical surveys, such borings as may be necessary and all other things necessary to enable the committee to make a report and recommendations; and to defray the costs of the foregoing, together with the costs of organizing and maintaining the Cooperative School District until July 1, 1963, and for an operating budget for 1963-64 to raise and appropriate the sum of Twenty Eight Thousand (\$28,000.00) Dollars.

The moderator informed the meeting that the floor was open for discussion of the motion. After full opportunity for such discussion, the meeting proceeded to vote on the motion by voice vote, which appeared to be unanimously in favor of the adoption of the same.

Pursuant to this vote, the moderator declared that the motion had been adopted:

V, A

Notice Number **2021-124**

Rule Number **Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49**

<p>1. Agency Name & Address:</p> <p>State Board of Education c/o Department of Education 101 Pleasant St. Concord, NH 03301</p>	<p>2. RSA Authority: RSA 21-N:9,</p> <p>3. Federal Authority: _____</p> <p>4. Type of Action:</p> <p>Adoption X</p> <p>Repeal _____</p> <p>Readoption _____</p> <p>Readoption w/amendment X</p>
--	--

5. Short Title: **Holocaust and Genocide Education**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 306.26 regarding the kindergarten through grade 8 school curriculum and Ed 306.27 regarding the high school curriculum, credits, graduation requirements, and cocurricular program are proposed for readoption with amendment to require local school boards to establish a Holocaust and genocide education program. Ed 306.46 regarding the social studies program is proposed for readoption with amendment to add Holocaust and genocide education as a required component in a social studies program. Ed 306.49 regarding the Holocaust and genocide education program is proposed for adoption and contains the minimum standards for the program. This proposal has been filed pursuant to 2020, 29:16, effective 9-21-20, which required the Board of Education to initiate rulemaking pursuant to RSA 541-A relative to recommendations of the Commission on Holocaust and Genocide Education, established in RSA 193-E:2-f, pursuant to 2020, 29:17.

6. (b) Brief description of the groups affected:

School districts, staff, students, and parents of students are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.26	RSA 189:1-a; RSA 189:24
Ed 306.27	RSA 189:1-a; RSA 194:23
Ed 306.46	RSA 186:5; RSA 193-E:2-a
Ed 306.49	RSA 189:11; RSA 193-E:2

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps**

Title: **Administrative Rules Coordinator**

Address: **Department of Education**

Phone #: **(603) 931-9133**

101 Pleasant St.

Fax#:

Concord, NH 03301

E-mail: **Amanda.j.phelps@doe.nh.gov**

TTY/TDD Access: Relay NH 1-800-735-2964 or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **January 18, 2022**

Fax

E-mail

Other format (specify):

9. Public hearing scheduled for:

Date and Time: **January 10, 2022 @ 10:00 a.m.**

Place: **Department of Education, Walker Building, 21 South Fruit Street,
Concord, NH 03301, Room 100**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 21:129, dated 11/24/2021

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rules to the existing rules. Not applicable to Ed 306.49, as this is a new rule.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

Any costs associated to the new rule Ed 306.49 is attributable to RSA 189:11 and RSA 193-E:2, both recently amended by HB 1135 (2020).

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

This proposal does not mandate any new, expanded, or modified programs or responsibilities to any political subdivision in such a way as to necessitate additional local expenditures by the political subdivisions, and therefore does not violate Part I, Article 28-a of the New Hampshire Constitution.

Readopt with amendment Ed 306.26, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.26 ~~Kindergarten-~~ *Through* Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is:

- (1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and
- (2) An instructional program that includes:
 - a. Procedures for diagnosing learner needs, learning styles, and interests;
 - b. Methods and strategies for teaching students;
 - c. Research-based learning opportunities;
 - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
 - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a, implemented on or before July 1, 2020 that supports:

- (1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;
- (2) Child development and learning in all domains, including, but not limited to:
 - a. Physical;
 - b. Social;
 - c. Cognitive; and
 - d. Language;
- (3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:
 - a. Movement;
 - b. Creative expression;
 - c. Exploration;
 - d. Socialization; and
 - e. Music; and
- (4) A guided-reading literacy program.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:

(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; and
- h. Ed 306.46, relative to a social studies program;

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; and
- j. Ed 306.47, relative to a technology and engineering education.

(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course

demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

- (1) Consist of activities designed to:
 - a. Provide credit or supplement regular academic courses; and
 - b. Promote the schools and individual students' educational goals and objectives;
- (2) Be governed by a policy adopted by the local school board that:
 - a. Provides for the administration and supervision of the program;
 - b. Outlines how certified school personnel oversee an individual student's program;
 - c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;
 - d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
 - e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;
- (3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;
- (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and
- (5) Be available to all students.

(h) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this subsection shall be construed to prevent instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require ~~that no later than July 1, 2016,~~ the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;

(3) The instructional program shall include:

- a. Procedures for diagnosing learner needs;
- b. Methods and strategies for teaching that incorporate learner needs;
- c. Resource-based learning opportunities;
- d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
- e. The provision of remedial instruction as needed.

(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

(5) The extended learning opportunities in (4) above shall:

- a. Consist of activities designed to:
 1. Provide acknowledgement of achievement or supplement regular academic courses; and
 2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
 1. Provides for the administration and supervision of the program;
 2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
 3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
 4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and

5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;

c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and

d. Be available to all students; and

(6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

a. Intramural and interscholastic athletics;

b. Performing groups;

c. Academic clubs and societies;

d. Student government;

e. Activities and services that afford students with disabilities an equal opportunity to participate; and

f. Any other activities that:

1. Supplement and enrich regular academic courses;

2. Provide opportunities for social development;

3. Encourage participation in the arts, athletics, and other cooperative groups; and

4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

(1) Ed 306.31, relative to an arts education;

(2) Ed 306.33, relative to a business education;

(3) Ed 306.34, relative to a career and technical education;

(4) Ed 306.35, relative to a career education;

(5) Ed 306.37, relative to an English/language arts and reading program;

(6) Ed 306.38, relative to a family and consumer science education;

- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; and
- (17) Ed 306.27(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.

(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:

- (1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or
- (2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.

(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.

(g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.

(h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.

(i) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.

(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.

(l) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above.

(n) The following shall apply relative to the required program of studies:

(1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;

(2) Each high school may use any relevant title to identify a particular course;

(3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;

(4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;

(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

- a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;
- b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;
- c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);
- d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and
- e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high

school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);

(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(l)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.

(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(q) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies.

(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy;

(s) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;

(2) A school may award a special diploma that recognizes academic achievement;

(3) Graduation competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(t) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and

mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district no later than July 1, 2015:

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit

Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(z) College readiness in specific areas of learning, for example, science, technology, engineering and mathematics (STEM) which requires higher levels of mathematical functions and reasoning, may require achievement of competencies that are above and beyond the core graduation competencies outlined above.

(aa) The graduation competencies in digital literacy education shall be met by either:

(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate

(ab) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.

(ac) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:

(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and

(2) The high school principal may approve a particular interdisciplinary course if he/she determines that:

a. The course has been adopted by a faculty team; and

b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.

(ad) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:

(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and

(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.

(ae) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in (ad) below; or

(3) Those individuals in special or unusual circumstances as provided by local school board policy.

(af) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.

(ag) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.

(ah) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:

(1) Such action is in the best interests of the student; and

(2) At least one of the following circumstances exists:

a. The student has a debilitating illness which limits school attendance;

b. The student has a physical disability which precludes participation in physical education;

- c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
- d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.

(ai) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

(aj) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this subsection shall be construed to prevent instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.46, effective 1-6-16 (Document #11020), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, ***and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade,*** provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, ~~and~~ history, ***and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h),*** in a program consistent with ***the requirements under*** RSA 193-C:3, III; and
- b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

- (1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, ~~and~~ history, ***and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h),*** in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

a. Acquire and use information to clarify issues and seek solutions to societal problems;

b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;

c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and

d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history, **and Holocaust and genocide education pursuant to Ed 306.27(aj)**, in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

a. At least one credit in national and state history pursuant to RSA 189:11;

b. At least one credit in world history or global studies;

c. At least one credit in geography;

d. At least ½ credit in United States and New Hampshire government/civics;

e. At least ½ credit in economics; and

f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Adopt Ed 306.49 as follows:

Ed 306.49 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, to begin no later than 8th grade provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as defined by RSA 193-E:3-a, II-a. through II-c. including:

- a. An understanding of the terms genocide and Holocaust, as defined by RSA 193-E:3-a, II-a. and II-b.;
- b. An understanding of:
 1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;
 2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);
 3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;
 4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and
 5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs.
- c. Historical facts about the causes and events of the Holocaust and other genocides; and
- d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

- a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;
- b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and
- c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.

Public comment received as of 1-9-2022

From: [Zachary Harmon](#)
To: [Phelps, Amanda](#); [Adams, Angela](#)
Cc: [Rev. Heidi Carrington Heath](#)
Subject: Comments for when the Board of Education regarding Holocaust and Genocide Education
Date: Wednesday, November 3, 2021 3:32:18 PM
Attachments: [Comments for the Board of Education Regarding Holocaust and Genocide Education Rules.pdf](#)

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Greetings Ms. Phelps and Ms. Adams,

Thank you so much for your help earlier in helping me understand the process for submitting comments for the Board of Education. As I understand it, the Board of Education won't be hearing anything regarding Holocaust and Genocide Educaiton until December, but I thought I would submit this letter just in case it would be helpful to have it submitted intime for the November 3rd deadline from the New Hampshire Coucnil of Churches.

Please let me know if you have any questions or if there is anything further that I should do. Also please let me know if you have any difficulty with the formatting of the comments.

Thank you so much for your time,
Rev. Zac Harmon

--

The Rev. Zachary Harmon
Vicar, St. Christopher's Episcopal Church
187 East Road
Hampstead, NH 03841
Cell: 503-798-0501

St. Christopher's Episcopal Church

187 East Road, Hampstead, NH 03841



Dear Honorable Members of the Board of Education:

Thank you for working so hard on crafting an education policy around Holocaust and Genocide Education Studies and for the intention and care you have shown in this work.

As the New Hampshire Council of Churches Representative on the state Holocaust and Genocide Education Commission, I want to highlight to you the importance of listing the Armenian Genocide in the proposed rules. Many significant genocides and mass atrocities are listed in the proposed rules, and these are good inclusions. However, the exclusion of the Armenian Genocide is a profound absence.

There are Armenian members of the congregation I serve (St. Christopher's Episcopal Church in Hampstead), and there is also a significant Armenian community in New Hampshire. Many of them are descendants of Armenian Genocide survivors. Armenian-American Christians also attend many of the churches of the New Hampshire Council of Churches. In my ministry I have witnessed how the history and legacy of the Armenian Genocide impacts some of the people in our pews and some of the residents of our Granite State.

It is also difficult to discuss the creation of the word 'Genocide' without discussing the central historical figure of Raphael Lemkin who developed the definition of genocide. Lemkin was inspired in part to develop the word 'genocide' so that he could describe the crime of systemic murders and atrocities Armenians had experienced based on their ethnicity and religion in the last days of the Ottoman Empire. (<https://encyclopedia.ushmm.org/content/en/article/coining-a-word-and-championing-a-cause-the-story-of-raphael-lemkin>)

The Armenian Genocide has been recognized by the United States Government as well.

Thank you for your time, courtesy and attention. Thank you for the challenging and important work you have undertaken.

Sincerely,

A handwritten signature in blue ink that reads "Zachary Harmon". The signature is fluid and cursive, with the first name "Zachary" being more prominent than the last name "Harmon".

The Rev. Zachary Harmon

NH Council of Churches Representative on the Holocaust and Genocide Education Commission

Vicar,
St. Christopher's Episcopal Church



The Senate of the State of New Hampshire

107 North Main Street, Concord, N.H. 03301-4951

November 18, 2021

Chairman Drew Cline
361 North Amherst Road
Bedford, NH 03110

Dear Chairman Cline,

At its November 15, 2021 meeting the Commission on Holocaust and Genocide Education voted to ask its chairman to convey the following message to the State Board of Education:

The Commission on Holocaust and Genocide Education wishes to share its support for the Board of Education initial proposal for Ed Rules 306.49. We know the Board will consider the input from the public hearing on December 9th and hope that the Board will move forward in the approval process as expeditiously as possible.

Thank you for conveying this to the members of the State Board of Education,

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Kahn".

Senator Jay Kahn
NH Senate District 10

Cc: Commissioner Louis Frank Edelblut
Amanda Phelps
Angela Adams

From: [Moir Ryan](#)
To: [Adams, Angela](#); [Phelps, Amanda](#); [Cline, Andrew](#)
Subject: Holocaust legislation
Date: Tuesday, December 7, 2021 10:53:10 PM

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Dear State Board of Education,

My name is Moira Ryan and I am writing to you as an individual. I am a member of the State Special Education Advisory Committee to the education commissioner, however, I am here to speak as myself. During the SAC committee meeting, there was no quorum and therefore no vote on any official SAC comment regarding legislation.

The topic at hand was the holocaust legislation that is coming before you today for discussion. The Holocaust, also known as the Shoah, was the genocide of over 6 million Jewish people between 1941 and 1945 (caused by the end of WW2) by Adolf Hitler and the Nazi Regime. This was about 2/3 of the total Jewish population and had an impact on the jews and will continue to do so in the future.

While there were other people who were killed during WW2 (many Americans were murdered on the Bataan death March and in Japanese labor camps, as well as other people who the Nazi regime deemed undesirable), there was no group as openly targeted as jews were. One of the groups that was targeted at the beginning of the war was in fact people who were deemed to be feeble minded, however, this group was targeted largely because of the popular belief in Eugenics. The T4 program, which identified and evaluated people who were considered feeble minded, encouraged lack of treatment and injection of drugs to promote their deaths. The program ran from 1939-1941 and was discounted due to its unpopularity and protesting. Incidentally, there were no protests for the jews, likely as whole families were killed and there was no one left to speak. The disabled were not subject to the same horrific treatment as the Jewish people who were treated like animals and forced to watch their loved ones die in the horrific ghettos, or stuffed into Cattle cars and treated like animals, or gassed with Zyklon B in front of their families. Or forced to dig their own graves and be buried with some still alive. When Hitler knew he was losing the war, he abandoned other prisoners, but still moved Jewish people from Concentration camp to concentration camp in an effort to kill the remaining Jews and make Europe "JudenFrei." I am sorry to say that the people on the SAC committee could not separate this atrocity from groups like Black Lives Matter or Columbus bringing disease to the New World. In fact, there were people on the SAC who felt that disabled people were more important than Jews as "none of them survived the Holocaust" but there were "jews that did survive." The Holocaust is specific to Jewish people as they were systemically destroyed just for being jews. It is important to note that there

were MANY American eugenists who believed that people who had disabling medical conditions were defective and they experienced discrimination. As tragic as this is, it does not fall to the same level as the Holocaust, which is specific to the Jewish people. Again, while the other events were tragic, they deserve their own space in history and should not be lumped in with the Holocaust, which is specific to the over 6 million Jews targeted, robbed, forced into horrific living conditions, and murdered just because they were Jewish. By lumping all discrimination together, the meaning and impact of the Holocaust was lost as was the horrific scale to which it occurred.

In addition to this, discussions around the Holocaust are very sensitive as what occurred are some of the worst actions people took against others. There should be some leeway to take into consideration whether or not a child is ready to hear some of these things and if they have challenges that limit understanding, maybe it is for another time. Some discretion needs to be used. Parents should also have the option (and should via RSAs already in place) to discuss the events or materials with their children themselves instead of the school teaching it. Some of the events of the Holocaust are terrifying and some kids just aren't ready.

While I understand that you wish to promote tolerance, the power and scale of the event is lost if every other historical event is included with it at the same time. I ask that you preserve the meaning of the Holocaust and honor the lives of the 6 million Jews killed by the Nazi Regime so that people can understand the scale and scope of what happened without conflating it with many, many other events. Again, there were many tragic actions during WW2 but the Holocaust itself is specific in that the treatment of one group of ethnic people went beyond the bounds of reason and had an impact on the Jewish people to the point where their population was almost completely destroyed.

Thank you.



racialunityteam1@gmail.com

603-263-6511

Non-profit 501 (C) (3)

January 6, 2021

**Kate Cassady, Ann Lane, Phillip Nazzaro, Drew Kline, Ryan Terrell,
Sally Griffin, Richard Sala,
State Board of Education
101 Pleasant Street, NH 03301**

EDUCATION MATTERS: RACIAL UNITY TEAM POSITION STATEMENT

The mission of the Racial Unity Team is “to advance relationships among people of different racial identities, increase understanding, and reduce racial bias in our communities.” Fostering a peaceful, loving, humanitarian view of the world is at the heart of our mission. Inherent in this is our focus on diversity, equity, inclusion, and justice (DEIJ) work within the public schools.

What does that mean in the classroom? We live in a diverse, complex, and often inequitable world. In order to help students effectively understand that world, educators must be free and encouraged to guide them in a critical and comprehensive examination of our history. Our schools must not only allow, but also, inspire a careful, honest study of history and culture.

The United States as a whole has much to be proud of, but where we find ourselves today makes it clear that the U.S. has never squarely faced the entirety of this history. While we have collectively and consistently highlighted remarkable achievements, such as developing the Bill of Rights and defeating the Axis powers during WWII, our society and its institutions have often chosen to value denial over historical accuracy, despite available evidence of historical facts. It has made that choice with respect to the causes of the Civil War, with the ways in which we frame the “discovery” and colonization of land, with how we choose to remember our Founding Fathers.

But who has traditionally had the power to decide what is included in our history and what is excluded? Our schools need a curriculum that ensures an inclusive and accurate history that is consistent with actual historical experience. Discomfort, guilt, even shame, may be a learner’s response to these historical facts, just as celebration and admiration may be responses to positive historical achievements. Both responses are legitimate in the process of becoming educated. And whatever their curricular choices, schools need to embrace and defend both intellectual honesty and respect for all available evidence.

The Racial Unity Team supports educators in their efforts to address issues around diversity, equity, inclusion, and justice in the classroom. This includes, but is certainly not limited to, teaching about our complex history. While sections of the “Right to Freedom from Discrimination in Workplaces and



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Education” (297-298, NH House Bill 2) do not prohibit this work, the narrative among conservative groups and in some of the mainstream media is that they do. Despite what is actually written in the law, the reality is that these provisions discourage the careful examination of historical and current discriminatory practices within our schools and society.

What HB2 does prohibit is the teaching that any *individual or group of individuals are inherently superior or inferior to people of another group*. While this is not taught in our public schools, the prohibitions in HB2, alongside the inaccurate narrative perpetuated by those who wish to delegitimize public schools, have led to fear and confusion among educators about how and what they may teach, while encouraging complaints against them that jeopardize their licenses and careers.

The Racial Unity Team expressly denounces the actions of those, including those at the State level, which have created an atmosphere of fear and intimidation among educators. In turn, teachers are responding by removing from their classrooms concepts and conversations that shed light on harmful historical policies and practices. This atmosphere creates a barrier to providing students with a school experience that reflects DEIJ principles as well as a full education for protected classes of people.

We support efforts to **reverse** these legislative actions.

KS Mendis

Ken Mendis,
President, Racial Unity Team
ken.racialunityteam@gmail.com
603-395-1242
<https://racialunityteam.com/>

From: armenianchurchathyepointe@verizon.net
To: [Adams, Angela](#)
Subject: Fwd: NAMING THE ARMENIAN GENOCIDE AS THE CURRICULUM AROUND HOLOCAUST AND GENOCIDE EDUCATION
Date: Tuesday, November 23, 2021 3:52:43 PM

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

TO: Ms. Angela Adams, Executive Assistant to the Commissioner of the Board of Education.

Dear Ms. Adams:

Attached, please find my letter with regard to naming the Armenian Genocide as the Curriculum around Holocaust and Genocide Education. My Church is only minutes from the NH border and we have many Parishioners from NH. I know they, too, would appreciate having this important information in your curriculum.

I am very pleased and honored to submit this letter. Do not hesitate to reach out to me if you need anything, further, or if I can help in any way.

Thank you for your consideration. Please confirm receipt.

Rev. Fart Vart Gyozyan
Pastor
The Armenian Apostolic Church at Hye Pointe
1280 Boston Road
Bradford, MA 01835



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THE ARMENIAN APOSTOLIC CHURCH AT HYE POINTE

REV. FR. VART GYOZALYAN, PASTOR - ՏԵՐ ՎԱՐԴ ԳՅՈՅԱԼՅԱՆ - ՀՈՒԿ

November 23, 2021

Dear Honorable Members of the Board of Education:

Thank you for your work in guiding and writing the policy for Holocaust and Genocide Education for New Hampshire schools. There has never been a more crucial time in the state of NH for this work to move forward. The New Hampshire Council of Churches is grateful to be one voice in this work.

We write today to strongly urge you to directly name the Armenian Genocide in the rules regarding Holocaust and Genocide Education. For many years, the Armenian people have made their home in New Hampshire. They have contributed to the enduring legacy of the Granite State. And yet, they have carried with them a painful and tragic history that we have often been reticent to name directly. In 2021, our federal government finally named the mass killing of the Armenian people by its proper name: genocide (after being recognized by the US House & Senate in 2019). We would encourage our state to reflect this in our education policy.

As an organization pursuing Christian unity and witness in NH, we believe it is our moral and ethical obligation to tell the truth. Our holy texts tell us that the truth shall set us free. It takes courage to acknowledge genocide. We hope this will be a next step in doing so. We particularly lift up the work and witness of the only Armenian Church in NH, Ararat Armenian Congregational Church, where our Armenian siblings have long sought refuge. They deserve for their full story to be told in our teaching of history. Thank you again for your support of this crucial work, and we look forward to the possibility of an even deeper moral courage, and truth-telling.

Warmest Regards,

Rev. Fr. Vart Gyozyan

Pastor

The Armenian Apostolic Church at Hye Pointe

V, B

Notice Number 2021-133

Rule Number Ed 1400

<p>1. Agency Name & Address:</p> <p>State Board of Education c/o Department of Education 101 Pleasant St. Concord, NH 03301</p>	<p>2. RSA Authority: <u>RSA 193-E:2-a, V(b)</u></p> <p>3. Federal Authority: _____</p> <p>4. Type of Action:</p> <p>Adoption _____</p> <p>Repeal _____</p> <p>Readoption _____</p> <p>Readoption w/amendment <u> x </u></p>
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5. Short Title: **Learn Everywhere Program for High School Graduation Credit**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 1400 regarding the Learn Everywhere Program for high school graduation credit is proposed for readoption with amendment. Parts Ed 1401 through Ed 1407 specify requirements to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation. The rules Ed 1402.01 on definitions, Ed 1405.01 on initial application requirements, and Ed 1403.02 on review by the Department of Education of the application for State Board approval of a program are being amended for clarification based on the implementation of the Program beginning in August 2020.

6. (b) Brief description of the groups affected:

School districts, staff, students, and parents of students are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 1400	RSA 193-E:2-a, V(b)

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name:	Amanda Phelps	Title:	Administrative Rules Coordinator
Address:	Department of Education 101 Pleasant St. Concord, NH 03301	Phone #:	(603) 931-9133
		Fax#:	(603) 271-4134
		E-mail:	amanda.j.phelps@doe.nh.gov
		TTY/TDD Access:	Relay NH 1-800-735-2964 or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **January 20, 2021**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **January 13, 2021 @ 10:30 a.m.**
Place: **Department of Education, Walker Building, 21 South Fruit Street,
Concord, NH 03301, Room 100**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 21:135, dated 12/3/2021

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost between the proposed rules and the existing rules.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s)

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

This proposal does not mandate any new, expanded, or modified programs or responsibilities to any political subdivision in such a way as to necessitate additional local expenditures by the political subdivisions, and therefore does not violate Part I, Article 28-a of the New Hampshire Constitution.

Readopt with amendment Ed 1400 to read as follows:

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, referred to as learn everywhere programs. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity that offers an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) “Alternative” means a choice of one or more opportunities.

(b) “Alternative program” means a learn everywhere program.

(c) “Commissioner” means the commissioner of the department of education.

(d) “Competency” means state competencies as defined in Ed 1402.01(i).

(e) “Department” means the department of education.

(f) “Individualized education program (IEP)” means “individualized education program” as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(g) “Learn everywhere program” means a state board approved alternative program for granting credit leading to graduation.

(h) “Local education agency (LEA)” means “local education agency” as defined in 34 CFR 300.28.

~~(i) “Office of academics and professional learning (OAPL)” means the office of academics and professional learning at the department of education.~~

(~~ji~~) “Program” means a sequence of instruction over a period of time, which meets the state competencies of a subject or subjects listed in Ed 306.27(t) resulting in a granting of credit leading to high school graduation.

(~~kj~~) “School” means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(~~lk~~) “State competency” means the expected content, concepts and skills to be mastered in a course which shall be deemed equivalent to graduation competencies in accordance with Ed 306.02(j) solely for the purpose of granting credit in the areas enumerated in Ed 306.27(t) table 306-2.

(~~ml~~) “State board” means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, as described in Ed 1401.02(a), seeking state board approval for an alternative program shall ~~complete and submit the “Application for Learn Everywhere Program” March 2019 edition,~~ to the department for review; ***an application that*** ~~and~~ ***includes all of the following elements:***

- (1) The sponsoring organization’s purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications and a statement assuring that the instructor satisfies those qualifications, which shall not be construed to imply that instructors require a New Hampshire educator license; and
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

(b) In addition to the application requirements outlined in 1403.01(a), an applicant shall also submit:

- (1) In the area of instructional program:
 - a. Identification of the education, program, or opportunity from Ed 306.27(t) for which students completing the learn everywhere program shall receive high school credit(s);
 - b. An outline of each program for which approval is sought, which includes goals, competencies, ***a detailed description of the course of instruction,*** and a description of expected student outcomes;
 - c. A plan for recording student progress in meeting expected student outcomes; ~~and~~

d. A description of assessments of student learning outcomes, including, but not limited to:

1. Instructor observation of project-based learning, including off-site learning projects;
2. Competency-based or performance based assessments;
3. Instructor observations of student performance;
4. Project evaluation rubrics used to evaluate program proficiencies; and
5. Other assessment approaches as determined by the learn everywhere program;

e. The number of credits the program will fulfill; and

f. A description of the competency-based grading system;

(2) In the area of admission:

- a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;
- b. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;
- c. A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP to include, but not be limited to coordinating:
 1. Required special education programs;
 2. Support services; and
 3. Least restrictive environment; and
- d. A statement that the program understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives Federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations;

~~(3) In the area of minimum standards:~~

- ~~a. A description of how the program meets the minimum standards for graduation credit for the program as referenced in Ed 306.31 through Ed 306.48;~~
- ~~b. Number of credits the program will fulfill; and~~
- ~~e. A competency-based grading description;~~

(43) In the area of facilities:

- a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program;
- b. A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations, including, but not limited to the following:
 1. Fire safety; and
 2. Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008; and
- c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(5) In the area of insurance:

- a. Proof of insurance for protection of children in care and in amounts as recommended by the program's insurance provider, which provider shall be licensed to do business in the state of New Hampshire and which the department shall be an additional named insured so as to receive notice of policy changes or cancellations;
- b. A policy for signature of parents or legal guardians of students, or emancipated minors, referred by an LEA to an approved Learn Everywhere program, which states "I (the parent/legal guardian of, or the emancipated student, _____/_____) covenant and agree at all times to indemnify and hold harmless the (school district), 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 state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

- a. The administrator of the ~~office of academics and professional learning (OAPL)~~, ***of the learn everywhere program***, or designee, who shall serve as chair of the committee;
- b. Department representatives with content area expertise, curriculum competency expertise, or both;

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29 including:

- a. A representative from the extended learning opportunity network; and
- b. No less than 1 and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(h).

(b) Pursuant to RSA 541-A:29, the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

- (1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and
- (2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(c) The department shall provide support to the applicant during the application process.

(d) The learn everywhere program approval committee shall convene and shall evaluate the completed application for review by the board using the following criteria:

- (1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;
- (2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;
- (3) The program outline being proposed aligns with the selected Ed 306.27(t) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;
- (4) There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;
- (5) An adequate description is provided for staff member qualifications;
- (6) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and
- (7) A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(e) Pursuant to RSA 541-A:29, within 60 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(f) The administrator of OAPL shall submit the evaluation report to the commissioner who shall submit such report and a recommendation to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in Ed 1403.03(c), the application shall be conditionally approved if the state board determines that the remaining issues can be addressed in a timeframe not to exceed 90 days from notification by the state board, otherwise the application shall be denied.

(e) If the state board conditionally approves an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for conditional approval;
- (2) The conditions the applicant shall meet for final approval;
- (3) The deadline for submission of the conditional approval response; and
- (4) The consequence for failure to comply with the conditional approval requirements.

(f) If the state board denies an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply for approval at any time.

(g) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(h) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) 90 days prior to the expiration of a provisional approval, pursuant to Ed 1404.01(a), or a full approval, pursuant to Ed 1404.01(b), an applicant seeking renewal of a learn everywhere program

approval shall complete and submit the “Application for Learn Everywhere Program” March 2019 to the department along with the following:

(1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

(b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.

(c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

(d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.05 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

Ed 1404.01 State Board Approval.

(a) If the state board approves an initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a 1-year provisional approval, which can be renewed following the procedures outlined in Ed 1403.04.

(b) If the state board approves a renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.

(c) If the state board conditionally approves a renewal application for a learn everywhere program, the state board shall issue a conditional approval, not to exceed 180 days, with a specific deadline for conditions to be met.

(d) A list of approved learn everywhere programs and their approval status shall be maintained on the department’s website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements.-Each approved program shall annually, in September, submit to the state board a report which shall include, at a minimum, the following:

(a) A brief statement explaining how the program is meeting the goals of its mission statement; and

(b) The number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

(1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and

(2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

(1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and

(2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

(1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;

(2) The program is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) The program is not safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

(a) Within 30 days of a student’s successful completion of a program and submission of a learn everywhere program evaluation, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(a)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

(1) Course title;

(2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);

(3) Number of credits awarded; and

(4) Either:

a. “Mastery” to indicate completion of the program having met or substantially met all state competencies which results in a granting of credit; or

b. “Participate” to indicate the program was completed without having met or substantially met all state competencies. An IEP team may conclude that participation shows growth toward one or more of a student’s annual or appropriate measurable post-secondary goals.

(d) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(t). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.

Ed 1407.02 Issuing Credit for Graduation.

(a) Notwithstanding Ed 306, schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student’s grade point average.

(c) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(h), shall only be granted credit if approved by the school superintendent.

PART 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by OAPL as follows:

- (1) One on-site visit during the one-year provisional approval; and
- (2) At the discretion of the department any time during any approval period.

(b) OAPL shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department under circumstances including, but not limited to, one or more of the following:

- (1) The program commits a material violation of any of the conditions, standards, or procedures set forth in its application;
- (2) The program or sponsor organization knowingly violates Ed 1403.01(a)(4);
- (3) The program or sponsor organization fails to disclose or violates its disclosed criminal history records check policy;
- (4) The program or sponsor organization makes a material misrepresentation in its application;
- (5) The program or sponsor organization becomes insolvent; or
- (6) The program is found to be in violation of any law that undermines the purpose of the program.

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(c) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(d) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in Ed 1407.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board’s finding.

Ed 1408.02 Suspension, Revocation, and Withdrawal.

(a) The department may immediately suspend a program approval if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program approval prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1407.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board’s determination.

(c) The state board may place a program on probationary status for up to one year if the board determines that the complaint can be addressed with the implementation of a remedial plan, after which, if the plan is unsuccessful, the program approval shall be revoked.

(d) A program or sponsor organization may appeal the board’s decision pursuant to Ed 213.

Appendix I

Rule	Statute
Ed 1400	RSA 193-E:2-a, V(b)

January 13, 2022

EXECUTIVE SUMMARYCharter Renewal for *Great Bay Charter School***A. ACTION NEEDED**

A vote is needed from the State Board of Education to renew the charter of *Great Bay Charter School*. The renewal term is for five (5) years.

B. RATIONALE FOR ACTION

The renewal review and request are required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, X
 - RSA 194-B:16,VI
- Administrative Rules for Education, Part Ed 318 Chartered Public Schools
 - Ed 318.12 – Charter Renewal
 - Ed 318.13 – Review of Renewal Application

Great Bay Charter School was authorized by the State Board of Education on February 18, 2004. The school opened on January 3, 2005. Its five (5)-year renewal is due to expire on January 12, 2022.

C. EFFECTS OF THIS ACTION

Great Bay Charter School will be renewed for a five (5) year term.

D. POSSIBLE MOTION

Pursuant to Chapter 194-B and Ed 318 Chartered Public Schools, I move that the State Board of Education authorizes the charter renewal for *Great Bay Charter School*.

OR:

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



New Hampshire

Department of Education

INTENT TO RENEW CHARTER FORM

The renewal of a public charter school takes place every five (5) years.

The first step in the Renewal Process: A public charter school submits *Intent to Renew Charter* form to the New Hampshire Department of Education by the end of the school's fourth year of operation. *Ed 318.12*

The renewal process consists of the submission of a renewal application and a comprehensive on-site review conducted by a team of educators. The on-site review includes a review of academic, financial and organizational goals, academic performance, and focus group interviews with school leadership, teachers, parents, students and members of the Board of Trustees. For additional details, please review the Charter School Renewal Guide.

It is our intention to renew the charter for the following school:	
Name of Public Charter School	Great Bay Charter School
School Address	30 Linden Street Exeter, NH 03833
School Director	Peter Stackhouse
Email Address	pstackhouse@gbecs.org
School Director Signature	
Date	February 1, 2021
Board Chair Signature	
Date 2/8/2021	

Please submit completed document either by post or by email to both:

Commissioner Frank Edelblut NH Department of Education 101 Pleasant Street Concord, NH 03301-3494 Frank.Edelblut@doe.nh.gov	Jane Waterhouse NH Department of Education Charter School Office 101 Pleasant Street Concord, NH 03301-3860 Jane.A.Waterhouse@doe.nh.gov
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New Hampshire

Department of Education

CHARTER RENEWAL APPLICATION

Part 1: School Information, Cover Letter, Executive Summary

A. School Information: Page 1 of Application *To be included with Application Package*

Please answer questions and add information directly into this template.

SCHOOL NAME	GREAT BAY CHARTER SCHOOL
SCHOOL ID#	28620 (M); 28445 (H)
DATE	OCTOBER 4, 2021
GRADE LEVELS SERVED	6-12
TOTAL NUMBER OF TEACHING STAFF	13 INDIVIDUALS HOLDING FULL AND PART-TIME POSITIONS
NUMBER TEACHING STAFF CERTIFIED	8 CURRENTLY CERTIFIED
NUMBER TEACHING STAFF NON-CERTIFIED	2 EXPERIENCED (3+ YEARS); 3 WITH SOE IN PROCESS OF DEVELOPING PLANS
NUMBER TEACHING STAFF WITH 3 OR MORE YEARS OF TEACHING EXPERIENCE	2 UNCERTIFIED, 7 CERTIFIED WITH >3 OR MORE YEARS TEACHING EXPERIENCE
NUMBER PARAPROFESSIONALS	2.6 GBCS EMPLOYEES
SENDING DISTRICTS (LIST ALL)	30 TOWNS: SCHOOL DISTRICTS AS FOLLOWS: CANDIA, CONCORD, DEERFIELD, DERRY, DOVER, EPPING, FREMONT, EXETER REGION COOPERATIVE, GREENLAND, HAMPTON, HAMPTON FALLS, NEWMARKET, NORTH HAMPTON, NORTHWOOD, NOTTINGHAM, PORTSMOUTH, RAYMOND, SALEM, SANBORN (KINGSTON), SEABROOK, TIMBERLANE (PLAISTOW), WINNACUNNET (HAMPTON)
HEAD OF SCHOOL	PETER STACKHOUSE
BOARD CHAIR	ROY MORRISSETTE

Peter Stackhouse
Executive Director

Stacey Clark
Assistant Director



30 Linden Street
Exeter, NH 03833
Phone: (603) 775-8638
Fax: (603) 775-8528
www.gbcs.org
CEEB: 300182

October 4, 2021

Reference: GBCS Renewal Application Part B--Cover Letter:
(Addressing 1. Mission, 2. Goals, 3 Progress toward meeting goals)

Part 1. Great Bay Charter School Mission

Mission Statement: *The Great Bay Charter School provides an engaging, respectful learning environment enriched with flexible options to support students on a personalized path to college and career readiness, participatory citizenship, and service to others.*

The school's mission outlines the collective focus on initiatives related to ensuring a positive school culture of respect and flexibility, supporting students with their academic and social-emotional growth, and providing personalized options so that students can be prepared for college and/or careers after high school.

Great Bay Charter School (GBCS) (originally Great Bay eLearning Charter School) was formed in 2005 to serve students typically found in the 'mid-sixty percent' of a traditional high school student body profile. These students are those who may need more classroom support and/or engagement outside of a formal IEP, would benefit from flexibility, more personalization, or simply a smaller environment to help them be more successful. GBCS has evolved over this time from its initial model of an 8-10th grade program, to what is now 6-12th grade middle/high school program going forward.

The actual Mission Statement above was developed and revised in the Spring of 2021 with a collaborative effort of the school community building off of the school's broader visioning in 2013-14 and evolving adaptation of our Core Values and Beliefs, our ongoing initiatives related to personalization of learning, Universal Design for Learning (UDL), cross-curricular writing, project-based assessment, and most recently enhancing the social-emotional needs of our students.

After an initial draft statement was written for review, the staff met and provided feedback. Our students had a half-day 'Quickfire' activity in May, 2021 during which they focused as advisory and mixed groups on the words of the mission, its meaning, whether it represents GBCS, and whether we are living up to what the mission states we do. With that feedback in hand, a final revision was presented to the staff and presented to the Board of Trustees in August. We are confident that our Mission Statement is a clear concise encapsulation of our educational priorities and guiding document for our ongoing decision making.

During 2020-21, even with the challenges of COVID, the school maintained daily instruction in alternating remote and in-person sessions (hybrid model) through April, then in-person for the remainder of the school year. Classes and advisories met daily on a full-day schedule with one cohort on-site and another accessing remotely in synchronous fashion via *Zoom*.

The school maintained two student-led Personalized Learning Plan (PLP) conferences with all students meeting with their teams for beginning and end-of-year sessions to review goals and progress. This was facilitated through advisories. PLP conferences will return to in-person format this year.

GBCS continues its practice of promoting scholarship, leadership, service, and participation through its Recognition Program. Students could opt to complete a formal portfolio in one or more areas through their classes (scholarship) or advisory (leadership, service, participation).

GBCS is able to ensure that all students have a keyboard-based device for accessing work at school and home. Through its 1:1 technology initiative, students use either their own personal device or one is provided on loan from the school. The school further enhanced its on-site Wi-fi/ with a faster fiber connection during 2020-21.

To support students in the identified improvement area of mathematics progress, GBCS purchased and implemented the IXL program for assessing and diagnosing areas of mathematics strength and weakness. This was available for all students and was formally implemented in grades 6-8 in year one and as needed in grades 9-12. ELA will be implemented in the 2021-22 school year.

The school continued to implement the Collins Writing Program to ensure consistency in structure and language of literacy assignments across all grades. All projects are expected to be formatted and structured using the Seven Element Format. This offers both consistency and embedded relevance and flexibility to each project. The number and types of assignments using the program provided a vehicle for assessing competencies using the program's Focus Correction Areas (FCAs) structure.

GBCS has continued its work with Universal Design for Learning (UDL) a second-year cohort participant and now enters year three in 2021-22. Teachers worked consistently to plan lessons to provide flexibility in product options and eliminate barriers for learning. Philosophically, UDL aligns extremely well to support differentiation of instruction and student flexibility in choosing from a range of learning artifacts.

The school also initiated a Promising Futures for NH project via a grant received in the Spring of 2021. Continuing into 2021-22, this project will allow GBCS to build upon its resources and activities for supporting the social and emotional needs of our students. Through the training of staff, providing resources for parents, and enhancement of resources of our advisory curriculum using *Choose Love*, the school is trying to be proactive in enhancing the needs of students outside of the academic areas.

Parts 2/3. Goals/Progress Toward Meeting Goals (Combined below)

GBCS has now transitioned from its annual school goals (2020-21 and prior), to a more prescribed Accountability Plan aligned with the NH Charter School Accountability Process for the 2021-22 school year. (see Appendix) The application contains both progress toward meeting specific SMART goals for 2020-21 as well as the accountability plan with goals and action plans for 2021-22.

Great Bay Charter School Goals 2020-2021

Goal I. The school community will build upon its articulation of its Mission, core values and beliefs (CVB) and school-wide learning expectations (LE) by integrating competencies and learning targets into a purposefully designed system of instruction and assessment for all students grades 6-12.

Action Plan:

1. Complete the articulation of all GBCS (subject area) competencies (including learning targets) for all new and existing courses by October 2020
Progress: Competencies are in place for all existing courses. These include 8-10 subject-specific competencies and two cross-curricular competencies related to students' roles and responsibilities. As new courses are developed, competencies will be articulated.

Grade-level core classes are also mapped to the relevant guiding curriculum (Common Core for Literacy and Math), Next Generation Science Standards (Science), and NH Curriculum Frameworks (Social Studies).

Specialized non-core courses are developed using the various curriculum framework documents available from the DOE--Wellness, Art, Career, etc.

2. Course Catalog/Program of Studies complete by January 15, 2021
Progress: This document is in process, but has yet to be completed. With the disruption of the schedule and extra administrative tasks due to COVID, it was decided to delay this until it could be completed in 2021-22.
3. Incorporate standards (*Competencies and Learning Targets* linked to Learning Expectations) for all coursework and integrate Gradebook implementation and reporting throughout 2020-2021 school year
Progress: Articulation of competencies and learning targets is now expected to be included in course assignments (projects). This is being phased in either through identification of specific competencies/learning targets or within the Focus Correction Areas (FCAs) of each Type III or IV project/assignment.
4. Increase the performance of GBCS students on mandated standardized assessments (SAS and SAT). Increase number at targeted level of proficient or above by 20% across all grades during 2020-2021 school year and improve by 20% for students from previous grades (i.e. 6 to 7, 7 to 8).
Progress: As the NH SAS was not implemented in Spring, 2020, a comparison was not possible, but early reviews of 2021 NH SAS data for grades 6-8 indicates a consistent pattern with previous years.

Generally speaking GBCS has a higher percentage of students below proficiency target than we want and this is historically consistent. While not necessarily characterizing our students collectively as 'at risk,' we recognize that the majority/all students applying to GBCS are coming either due to a lack of academic success or for reasons that some other needs that they felt weren't being met at their previous program. In some cases, this was school or class size, but many also reported social-emotional reasons for changing schools. We typically have 25-35 new students join us each fall and several more at various points throughout the academic year.

Clearly, many of our students struggle with standardized testing and it was a significant challenge to provide accommodations for our students with IEPs

with no testing support from resident school districts. We also struggled to gain our typical level of participation due to the number of students who were remote and others whose attendance was challenging.

Our school is focused on determining the extent to which:

1. students are entering with significant learning deficits thus cannot successfully access the grade level curriculum without remediation or tiered supports
2. the school is instructing and assessing the expected grade level curriculum
3. the alignment of our assessment of competencies with the grade level competencies and learning targets
4. the degree to which understanding the assessment questions is preventing the understanding of the competency or learning target from being expressed

We have taken the following interim steps to explore and address these questions:

1. Developed a Data Strategies Team that will work with the Leadership Team to dig deeper into relevant data sources.
2. Members of our school Leadership Team are participating in ongoing workshops and improvement efforts with Demonstrated Success
3. Establish Performance Plus for a greater capacity to do a deeper review into individualized student learning data
4. Implemented IXL for getting a pre- and post-course annual assessment of learning data in Math and Literacy
5. Implementing a pre- and post- grade annual writing prompt to assess student writing growth
6. Implementing a 6th and 7th grade math lab so that each of these students will have focused math remediation opportunities in addition to their core grade level math classes.
7. Implemented a 6-9th grade Seminar that will provide students in each of these grades ongoing opportunities for writing, discussion, academic support, executive functioning support, and additional support for projects and ongoing academic work
8. Preparing targeted enrichment and remediation programming via ESSER II and III funding for addressing learner support and remediation 2021-22, 2022-23, and 2023-24. This will target opportunities for school-year and summer support.

Goal II. Increase opportunities for student agency at GBCS and increase student engagement in personalizing his/her learning through: the development and review of his/her personalized learning plan (PLP), articulation of non-traditional curricular opportunities, articulation of advisory curriculum, access to technology, implementation of Universal Design for Learning (UDL) and refinement of the GBCS support/enrichment program.

Action Plan:

1. Develop, implement, and refine adjustments to the GBCS support/ enrichment program—ongoing—review in June, 2021

Progress: The School has implemented its daily support/enrichment program for the last three school years. Over this time, we have experimented with variations off the daily standard practice of an advisor-based daily support block. We have had formal practices in which students needing extra help were pulled at the

teacher request and could self-select/sign up with teachers based on need. It also became an important opportunity for students with IEPs needing supports to access both paraprofessional and special educator-based support in the day.

As most of the Spring of 2020 and most of the 20-21 school year were somewhat disrupted by COVID-related scheduling (hybrid and/or remote access), the block was important opportunities for students to access supports in their day.

Going forward, we would still like to explore ways to formalize formal assignments for supporting demonstrated academic weakness and social/emotional needs. We would also like to formalize more enrichment opportunities for students who are performing as expected, but would benefit from enrichment opportunities.

- 2. Provide more formalized access to students in the selection of electives and personalized learning options—May, 2021**
Progress: For the last two years, we have done a good job of incorporating the end-of-year transcript review with elective options, particularly for rising Juniors and Seniors. This gives them more input into their schedule leading into the summer preceding the next school year.

Our ninth and tenth grade students have a schedule more dominated by core classes. Their few elective options are largely driven by availability of slots after 11th and 12th graders are scheduled.

- 3. Promote and implement a formal organizational approach to the use of Internships and Extended Learning Opportunities (ELOs) at GBCS. At least 30% of all graduates will have participated in at least one ELO or internship-- by June, 2021, 60% by 2022, and 100% by 2023**
Progress: With COVID-19, there was little chance to meet this goal, particularly regarding internships. We have, however, encouraged students to think outside-the-box to access ELOs, including non-traditional credit-earning opportunities, online programs, and college courses.
- 4. Continue plan for implementation of a 1:1 technology initiative plan to ensure that every GBCS student has access to a personal, portable device.**
Progress: During the 2020-2021 school year, each GBCS student, whether in-person, remote, or hybrid, had access to a personal keyboard-based device. In some cases they used a personal device, but in most they borrowed one from the school.
- 5. Engage in professional discussions and begin to formalize the implementation of UDL principles in lesson planning, design and implementation ensuring the accessibility of all students—ongoing, review June, 2021**
Progress: This was the second year of participation in the UDL implementation initiative. Our teachers were very much in alignment with the focus on anticipating and removing barriers to learning by providing multiple

opportunities for demonstrating work via varied artifact choices. We did not formally implement UDL lesson design templates as our teachers have been using a long-used project template (Seven Element Assignment) from the Collins Writing Program. This structure ensures that focus correction areas (FCAs) are identified and artifact options are articulated.

Goal III. Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program.

Action Plan:

1. Review, develop, and implement procedures to maximize the recruitment and retention of GBCS students resulting in an enrollment at or about the maximum capacity: 150 students by September 2020, 160 by September 2021, and 170 by September 2022.

Progress: In short, COVID-19 has created a new set of circumstances and huge impacts on our former enrollment trends. While we are still the same program with the same potential pool of potential enrollees, a totally new set of influences were introduced. Parents seeking potential options adjusted the timing of their searches, made decisions based on scheduling, hesitated or switched schools based on status/plans for remote learning, and simply weighed options differently than they had previously.

We gained some students in 2020-21 specifically because we were a desirable, in-person option if their local district(s) were remote. On the other hand, we lost students we would have previously enrolled in typical years, due to the increased turmoil of transportation, parents not being able to juggle multiple schedules at home, or other factors beyond our control.

Our enrollment was a disappointing 128 at opening on September 1, 2021, but increased over the year with a more typical 145 by year end. Planning for this increased capacity was certainly a challenge for us and this will continue as long as factors outside of our control, particularly COVID-19, influence parents' educational decisions.

Budgetary decisions based upon predicting enrollments (i.e. revenue) will continue to be a challenge as long as the impacts of the pandemic are felt. Our 2021-22 budget was approved based on revenue projections from 138 students. As of August 26, we have 146 students enrolled after a busy summer of meeting prospective new students and families.

2. Seek and/or develop relationships that result in additional resources (revenue, internships, educational resources, etc.) from GBCS community, area businesses, and local communities where our students reside--ongoing, by June 30, 2021

Progress: Little substantive action or progress was made in business and community connections as the impacts of the pandemic were felt by everyone.

GBCS did apply for and was granted a \$232,400 forgivable PPP loan for maintaining our employee positions. We further leveraged COVID-related funding (ESSER I, II, SPSRF, and flexibilities within Titles IIa and IVa for important improvements to our 1:1 technology capacity, remote learning support, and in-house technology infrastructure.

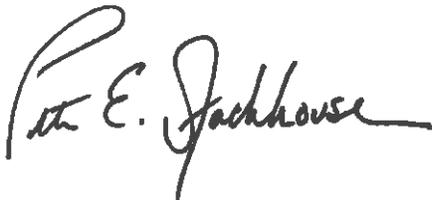
3. **Seek a potential pathway to a long-term, sustainable agreement with the Exeter Region Cooperative School District related to facility, food service, avenues for collaboration, financial support, and GBCS support of the Adult Education program. Ongoing, by June 30, 2021**

Progress: Work continues in this area. During the spring of 2020, ERCSD proposed a budget cut in its previous funding support in the 2021-2022 budget from \$280,000 to \$162,500. This was the result of a move to formulate a more enrollment-based decision to support only the ERCSD students at GBCS. Based on the number of students enrolled at GBCS when the budget number was formulated, support for ERSCD resident students enrolled at GBCS now stands at approximately \$2500 per student, approximately the shortfall between our revenue and demonstrated cost per pupil.

GBCS personnel presented a program overview to the ERCSD Curriculum and Philosophy subcommittee in May, 2021 and plans to invite ERCSD Board members to a breakfast forum at our school in the Fall.

The school was also actively involved in working with GBCS parents and the District regarding IEP Services for 2021-22.

Sincerely,

A handwritten signature in black ink that reads "Peter E. Stackhouse". The signature is written in a cursive style with a large initial "P" and a long horizontal flourish at the end.

Peter E. Stackhouse, Executive Director

B. Cover Letter (Page 2 of the application)

- 1) Mission Statement: *Highlight any changes*
- 2) Goals Defined
- 3) Progress the school has made towards its academic, programmatic and organizational goals.

C. Executive Summary (If Applicable, Page 3 of the application)

Summary of charter amendments over the past 5 years

Part 2: Reports on School Features (ED 318.12)

Answer questions directly into this Renewal Application

Narratives, data, charts, diagrams or any other evidence should be inserted directly to the specific sections. If you need to add appendices, please label the appendices with the corresponding letters and numbers, for example:

Appendix 1
Part 2: Reports
Enrollment and Projected Growth

Please respond to each of the following:

- 1) Enrollment and projected growth of student body for the next 5 years:

GBCS is currently approved for/capped at 170 students in grades 6-12. With COVID influences it is difficult to project how learner loss and social-emotional impacts will act to lessen interest in our school. Anticipating that students will be seeking alternative educational programs, based on our current enrollment, anticipated need, and community political dynamics, it is realistic to project that our enrollment will be:

21-22:	145-155	148
22-23:	147-157	150
23-24:	150-160	153
24-25:	152-162	155
25-26:	154-164	158

- 2) Curriculum and Instruction: *Any changes or growth as a result of anticipated growth:*

The only curricular/instructional changes have been new subject-based electives for our Upper (high) School grades. These electives are typically semester or year-long and we have been rotating them so that students have a rotating availability of elective options in adjacent semesters/years.

Our recent initiatives related to personalization and Universal Design for Learning have been integrated into our instructional planning practices. These do not represent philosophical, ideological, or logistical shifts, but have positively influenced broader flexibility, thus access to lessons to a diverse, heterogeneous group of learners.

3) Technology Programs:

GBCS uses Google Applications within a school-based domain for student and staff accounts at school. We have greatly simplified our technology infrastructure over the last two years, effectively operating only a fiber-based wireless network with managed access points and firewall to monitor traffic. We have gone away from our traditional server-based network, greatly reducing our technology overhead and complexity of operation.

Each teacher uses Google Classroom for structuring and maintaining resources for his/her class. Students can access all resources and submit work electronically through this platform.

The school is in its third year of a 1:1 device format with all students able to access the student Wi-fi while at school on keyboard-based devices. Students can utilize either their own laptop or a Chromebook that we will provide (lend) to them for the academic year. The school also has several ‘loaners’ available for students who need to borrow a device for the day.

GBCS utilizes a competency-based program for assessing technology competencies and students earn proficiency either through completion of an integrated technology course (taken by all 9th graders), through a technology course at their previous school, or by a portfolio through a technology Individualized Learning Plan (ILP).

The school is in its second full year utilizing IXL, an online assessment and skill-building program, for additional assessment and remediation of learning gaps in Mathematics and has started to utilize the program for ELA assessment and support in literacy this year.

4) Academic Attainment:

GBCS operates on a cumulative semester or full year academic program with high school students earning competency unit ‘credit’ for courses toward graduation requirements. middle school subject area competencies are integrated and assessed in these grades as well with students making progress toward grade level completion.

Students may have the whole semester (or year) to meet the competencies in order to successfully complete the course. Competencies may be met in various ways and often, teachers will modify later projects to incorporate earlier competencies for which a student might need more evidence.

In 2020-2021, three students were retained (two at 9th grade). One 12th grade student did not complete requirements for graduation.

5) Stakeholders: *Family/parent/stakeholder involvement and future needs, plans for increased involvement:*

GBCS has an active Booster Group led by a steering committee of parents, staff, and occasionally some attending students. The steering committee serves to organize the group’s activities and also is a great sources of parent feedback for the school.

The Boosters Group tends to focus on fundraising, community outreach and supporting student activities, but will also assist in many ways. For example, a group of parents are rotating to assist the school transport meals from Exeter High School to GBCS two days per week.

In Spring of 2021, concerned parents began to engage with GBCS regarding special education-related issues that they were similarly experiencing as residents of the same school district. Both school and parents worked to resolve the issues they were experiencing with district supports. This year has seemingly been much more positive for them thus far. This parent group as also evolved into a support network and information gathering group in support of students (and parents of students) with IEPs.

GBCS also involves parents in various support and committee capacities. Some examples include Funding Advisory Groups/Committees (Title IVa and ESSER III Fund plan), local school district budget process involvement, lunch program assistance, student activities support, and gathers feedback via whole-school survey and individual feedback.

6) Fundraising: *Fundraising efforts, results, future fundraising goals and plans to achieve sustainability:*

Scrip Program

The school has an ongoing retail gift card sales (Scrip) program that we started years ago. Through this program, families or supporters can purchase gift cards through our school paying face value. We are charged a discounted rate for the cards by the broker and the discount is revenue for our school. Typically, holiday purchases are our busiest time and we run a focused fundraiser over several weeks—Thanksgiving to Christmas. Typically, this fundraiser raises approximately \$5000 annually

Savers Clothing Drive(s)

Our school also regularly participates in community-wide clothing donation drives which we use as a fundraiser with Savers. Our school is paid by the pound for donated items which are bagged, collected and brought to their facility. Typically, this fundraiser raises \$800-\$1000 for each event and we usually do drives in the fall and spring.

Raffle Calendars

This year we are running two raffle calendar fundraisers, one in October and another in March. With a raffle chance for each calendar sold, supporters have opportunities to win 31 daily prizes to be drawn in each day of these months. All students and staff are asked to participate and each fundraiser has the potential to raise over \$15,000 for our school.

School District Support

When initially opened in 2005 by Exeter Region Cooperative School District (ERCSD), Great Bay Charter School (Great Bay eLearning Charter School (GBeCS) as the school was known at that time) was a district-supported and integrated entity. All personnel were employees of the ERCSD and while the budget was developed administratively and approved by the GBeCS Board of Trustees, ERCSD monitored and approved personnel levels.

As the school expanded with a grade each year according to its growth plan, this personnel growth conflicted with District budgeting pressures and it was ultimately decided to take the full GBCS personnel budget at the time (approximately \$435,000) and issue that to the school annually as a support payment. (This arrangement was never documented in writing.) All future personnel growth would need to be managed by GBeCS.

In subsequent years, with changes in district administration, this amount was cut to \$300,000; then reduced again \$280,000 in 2013 where it remained until March of 2021. As of June 30, 2012, all GBCS personnel were cut from the ERCSD contracts, thus forcing GBeCS to employ and contract with all its employees beginning on July 1, 2012. With personnel 'entanglements' ended, the District continued to support GBeCS programs through quarterly support payments.

In March, 2021 after further changes in district administration and local School Board, the decision was made to develop a formula-based approach to supporting ERCSD resident students at GBCS. The current, approved support of \$162,500 from ERCSD for 2021-22 represents approximately \$2,500 per ERCSD resident student (about 1/3 of our student body). This figure is approximately the difference per student between the revenue GBCS receives and its per pupil cost. This additional cut of \$117,500 for 2021-22 will be have to be made up by the school community in fundraising, seeking alternative funding sources, and/or potential program/personnel cuts.

Unique Funding Opportunities

With the onset of the COVID-19 pandemic, GBCS has taken advantage of several government funding opportunities. GBCS did apply for and was granted a \$232,400 forgivable PPP loan (forgiven in April, 2021) for maintaining our employee positions in the 2020-2021 school year.

We further leveraged COVID-related funding (ESSER I, II, SPSRF, and flexibilities within Titles IIa and IVa) for important improvements to our 1:1 technology capacity, remote learning support, and in-house technology infrastructure.

For 2021-22 with Board approval, the School is using about 22% (\$50,000) of the PPP (forgiven) loan to offset planned revenue losses due to our \$117,500 district support cut and planning a family gift/donation program to offset as much of the ERCSD cut as possible. Our 2021-22 enrollment is approximately ten students higher than budgeted, thus approximately \$73,000 of potential revenue may be recovered over the school year.

The School actively seeks grant opportunities and received a \$32,000 Promising Futures for NH Grant from the NHDOE for supporting social-emotional well-being of our school community. We have student, parent, and staff activities that are being supported by this grant with funding in both the 2020-21 and 2021-22 school years.

We will actively seek additional grant opportunities in the future, but must be cautious that we can administratively manage the myriad of funding programs that we currently have in process/planned. These include ESSER II, ESSER III, Promising Futures for NH, Title I, Title IIa, Title IVa.

7) School Accountability Plan: *Measurable Goals and Objectives, Timeline and Analysis/ Summary: 1*

GBCS has previously established annual school goals, but has transitioned these to the Accountability Plan format used in the NH Charter School review process. In addition, the School is currently in the process of developing a formalized School Improvement Plan using support from Demonstrated Success. We have participated in several workshops and meetings regarding reviewing data and getting a true picture of our students' needs. While this is underway, we have implemented school-wide SMART Goals addressing anticipated literacy and mathematics needs areas in addition to our school's annual goals.

Progress toward Annual Goals is addressed specifically in Part 3.

8) Budget: *Attach proposed budget for the next 5 years.*

a) Budget narrative

The school's budget is established annually and typically approved in March or April of the preceding year. In FY 2021, Great Bay Charter School's revenue found 64% from State Adequacy Aid, 23% from local sources, and 13% from other sources. GBCS expended 59.4% on Regular Education, 17.5% on School Administration and 23.1% combined in all other areas.

The school's per pupil cost was \$10,649 for Middle School, \$10,734 for high school, and \$10,706 per student overall.

b) How the school will use public funds:

Like most schools in New Hampshire, Great Bay Charter School allocates a significant amount of its available resources to recruit and maintain quality staff. As most public funds available to our school are based on annual enrollment, there is a real business-world connection between maintaining a high-quality program and maintaining and hopefully growing student enrollment.

GBCS recognizes the need to be competitive, while at the same time working within its financial means. Challenges related to COVID-19 were met with a firm staff dedication to continuity of quality programming and student engagement. Our staff continues to be the foundation upon which our culture, programming, and community are built. Maintaining this balance is increasingly more difficult with annual increases in Medical, Retirement, and other personnel-related benefit expenses.

The school's expenditures on personnel are responsible given the availability of resources, the area in which we operate (Exeter, Seacoast), and experience level and qualifications of our staff. The school has leveraged relationships with the local school district for facilities support, food service, and some financial support of its resident students.

We have taken steps to scale down and simplify our technology infrastructure while ensuring students' access to a 1:1 device. This has led to savings in both equipment, maintenance, and personnel aspects of maintaining a more complex infrastructure.

If families are not satisfied with our school, like any customers, they will seek other options. Many times, these circumstances are not under our control (moving to other geographic areas, transportation issues, etc.), but other times they are. Our staff often discusses this reality of not only enrolling new students each year, but maintaining our current enrollment so that our growth is positive economically. We do this through our flexibility, personal connections, engagement in the school community, and pride in our school.

c) A detailed description of the specific school board's reasoning for allocating funds:

The Executive Director proposes the annual budget based upon any shifts in revenues, a projected enrollment based on historical and current trends, and expenses that are being proposed for the upcoming year.

The Board receives a monthly Balance Sheet and Profit and Loss (Budget vs. Actual Expenses) and our expenses are monitored and, if necessary, adjusted further based on ongoing predictions. The members are understanding of the complexity of predicting revenues months in advance of the new school year and also understand that conditions related to fundraising during a pandemic, adapting to evolving local district support, and predicting revenues in general is difficult.

The Board's priorities have clearly supported personnel-salaries and benefits in the overall financial picture of the school's operation. They have also encouraged and supported various fundraising efforts, active engagement with the local school district for maintaining our various relationships, and supported our school publicly both within and outside the events of our school community.

9) Sustainability Measures (ex: finances, enrollment stability, Board member and staff retention, partnerships):

Generally, the school has the facility and staffing capacity to serve 17 students per grade in grades 6-8 (51 students in Lower School) and 34 students per grade in 9-12 (2 sections each), resulting in 136 in Upper School. This would be a total potential enrollment capacity of 187; our enrollment has been previously capped by the DOE at 170.

Given our mission, location, the students we typically serve, and the diverse nature of our school community, our annual enrollment tends fluctuate within the 138-148 range, a function of graduating approximately 30+ students each year, losing an additional ten or so due to changing educational situations, and the potential for bringing in students who are looking for a 6-12th grade alternative that our school's mission provides.

Since its inception, our sixth grade has brought in 8-12 new students at the beginning of each year and we tend to add slowly to that number throughout the year. This creates unfilled 'slots' in our enrollment while still requiring similar staffing capacity, but this is balanced by the positive outcome that it has created the foundation for more established enrollments in grades 7 and 8.

Most elementary schools in our area are either K-5 or K-8 programs, so logical transitions into sixth and ninth grades at GBCS are now present. Many of our students however, transition after some event(s), negative experiences, or dissatisfaction with their other programs. They transition to us at the beginning of the school year, but also throughout the school year as well.

Planning for 'expected' enrollment throughout the year provides challenges in setting sections and staffing. Ideally, we would like to have a firm 17, our unofficial capacity in each section. If each section held 17 students, we would have reached our capacity and could fully plan staffing and programmatic needs.

As a general rule, we anticipate and plan annually to have one section of each 6-8 grade and two of each 9-12 grades. To keep COVID-related distancing at maximum and manage class sizes appropriately, adjustments were made in 2020-21 and 2021-22 school years. For example, initially forecasting one section of some of our lower enrolled grades in the Spring, two sections were ultimately created for grades 8, 9, 10 this year to facilitate anticipated additions throughout the school year. With somewhat smaller than typical number in 11th and 12th grades, we have shifted staffing resources to the lower grades accordingly.

As a positive outcome to creating spaces for potential growth, transitioning a larger group of 8th graders to 9th grade creates a solid foundation for high school transitions.

Typical of charter schools in New Hampshire, GBCS is keenly aware of the impact of enrollment on revenues. The 2021-22 budget was built and approved with revenues from an 'anticipated enrollment' of 138 students. On September 13, 2021, we are at 148. This potential revenue increase will solidify our financial standing in a school year in which we already expect \$117,500 less in district support and \$27,000 less than anticipated in Disparity Aid due to unexpectedly lower Free-Reduced qualifying numbers resulting from the free lunch waiver and a lessened motivation for parents to submit the qualifying paperwork.

10) Best Practices *Efforts to disseminate best practices, and coordination with local or other school districts:*

Great Bay Charter School is eager to disseminate information about our practices. Prior to COVID-19 restrictions, we hosted visitors from other schools, participated in many collegial meetings with educators outside of GBCS, and were actively involved in the League of Innovative Schools, NH Charter Alliance, NH Charter Leaders Group. We also have made recent presentations to the local school district Board and subcommittees, informing them of our program.

The Executive Director has participated in various committees related to evaluating new Charter Schools and participated on renewal committees. He has also supported Charter School leaders through connections through the Alliance, Charter Leaders Group, and by individual contact. In 2021, he was contacted to advise on a proposal idea for a new charter school.

11) Successes (*What has worked*):

The foundation of GBCS is the culture that has been thoughtfully created and maintained. When our students talk to visitors about their school, they almost always refer to a feeling of ‘family.’ Students are referring to positive connections with their adults and peers, a feeling of caring, connection, and flexibility. This is purposeful and deliberate.

GBCS recognizes that positive relationships and flexibility are key elements required for creating opportunities for student success. Students opt to apply and enroll here, doing so because something wasn’t working well for them in their previous program. Many common themes emerge when asking students why they apply. The want: a smaller setting, more engagement with teachers, to form better relationships with teachers, more flexibility and personalization in their classes, social experiences free of bullying/harassment, a fresh start academically, a different approach to teaching and learning, to be part of a school community, to have friends, etc.

Advisory is the organizational cornerstone of this culture. We have had faculty advisories for many years, but our program continues to evolve positively as we have initiated and refined practices emphasizing personalization (Personalized Learning Plans (PLPs), Universal Design for Learning (UDL), and supporting social emotional needs of students (Choose Love).

The school’s general structure also helps to contribute to maintaining a small school ‘feel.’ Our lower school teaching team of four teachers works with the 6-8th graders and maintains continuity and consistency with these students. Four advisories have been formed in lower school for 2021-2022.

Upper school students have a similar structure with 9th and 10th graders each sharing a team of teachers. Collectively, upper school teachers also work with students in both required and elective courses for 11th and 12th grades. There are 6 upper school advisories.

GBCS was able to maintain strong daily connections with students both during the Spring, 2020 and throughout the 2020-2021 school year (changes due to COVID-19). Even when completely remote, GBCS held structured classes following our daily school schedule. When in the hybrid model, students who were remote stayed connected with their classmates in the building following our daily schedule with Zoom/In-person formats.

With only a few exceptions, GBCS accepts each student who applies to our school provided that there is a potential for success with our program. Respect from each of our community members, staff and students alike, is a non-negotiable criterion upon which all expectations are

based. GBCS is a diverse community in many ways and our community members need to be understanding and respectful of this diversity as we interact and support each other.

For several years now, our students have participated in the development of goals-based Personalized Learning Plans (PLPs). Student-led PLP conferences are held each fall and spring to discuss the student's personal plan. They review strengths and weaknesses, set goals, discuss opportunities to personalize in classes, and discuss the student as a team working together to help the student succeed.

12) Challenges/Areas for Improvement (*What has not worked*):

GBCS continues to be challenged by our school's test results and the external perception that many of our students are not demonstrating progress on NH SAS and SAT tests. We are actively seeking data sources and strategies to both inform and demonstrate additional data sources to show the progress our students make beyond these tests.

The fact that approximately 30-35% of our students are new to our school each year creates both potential challenges to our ongoing culture and the organizational need to gather data, get to know our students, and support them in the best manner possible. As each of these students is seeking to address some challenge from their previous educational experiences (size, type of academic program, seeking stronger connections, various social challenges, mental health-related challenges, etc.) recognizing and integrating support for these diverse needs is understandably impacted by our available resources.

GBCS students reside in 30 different NH towns and come from many school districts. Ensuring student access to their entitled special education service has lately become most challenging, particularly during and due to COVID-19 restrictions. Our school had many positive examples of districts who adapted to supporting students either remotely or with personnel coming into our school, but we also experienced growing frustration with students going largely unsupported due to lack of personnel, restrictive practices regarding remote support, or other reasons.

Nowhere was this frustration more evident than with our students going largely unsupported, particularly during NH SAS testing. Our staff did its best to support testing accommodations, but the school simply could not provide these without outside assistance from the districts.

Part 3: Affirmative Evidence

Please respond by providing evidence to each of the following questions, 1 - 6.

Please insert narratives, data, charts, diagrams or any other evidence directly to the specific sections. If you need to add appendices, please label the appendices with the question number and letter, for example:

Appendix 1
Affirmative Evidence
Question 1a

1. Is the school making progress toward achieving its mission?

- a. What progress has the school made toward its academic goals? List the goals and describe the progress.

Response:

Goal I. Academic--The school community will build upon its articulation of its Mission, core values and beliefs (CVB) and school-wide learning expectations (LE) by integrating competencies and learning targets into a purposefully designed system of instruction and assessment for all students grades 6-12.

Action Plan:

1. Complete the articulation of all GBCS (subject area) competencies (including learning targets) for all new and existing courses by October 2020

Progress: Competencies are in place for all existing courses. These include 8-10 subject-specific competencies and two cross-curricular competencies related to students' roles and responsibilities. As new courses are developed, competencies will be articulated.

Grade-level core classes are also mapped to the relevant guiding curriculum (Common Core for Literacy and Math), Next Generation Science Standards (Science), and NH Curriculum Frameworks (Social Studies).

Specialized non-core courses are developed using the various curriculum framework documents available from the DOE--Wellness, Art, Career, etc.

2. Course Catalog/Program of Studies complete by January 15, 2021

Progress:

This document is in process, but has yet to be completed. With the disruption of the schedule and extra administrative tasks due to COVID, it was decided to delay this until it could be completed in 2021-22.

3. Incorporate standards (*Competencies and Learning Targets* linked to Learning Expectations) for all coursework and integrate Gradebook implementation and reporting throughout 2020-2021 school year

Progress:

Articulation of competencies and learning targets is now expected to be included in course assignments (projects), either specifically identified at the top or through the FCAs that are being assessed. This aspect has been phased in either through identification of specific

competencies/learning targets or within the Focus Correction Areas (FCAs) of each Type III or IV project/assignment.

4. Increase the performance of GBCS students on mandated standardized assessments (SAS and SAT). Increase number at targeted level of proficient or above by 20% across all grades during 2020-2021 school year and improve by 20% for students from previous grades (i.e. 6 to 7, 7 to 8).

Progress:

As the NH SAS was not implemented in Spring, 2020, a comparison with 2021 data was not possible, but early reviews of 2021 NH SAS data for grades 6-8 indicates a consistent pattern with previous years.

Generally speaking GBCS has a higher percentage of students below proficiency target than we should have and this has been relatively consistent historically in the various test administrations that have been implemented. We do have students who perform at or above the targeted level of proficiency, but have had a number of students each year whose progress on the assessment does not align with the growth they show in their classes, through their project work, or social-emotionally through their success at our school.

It is unfair to categorize Great Bay Charter School students collectively as ‘at risk,’ but we recognize that all students applying to GBCS are coming either due to a lack of academic success or due to a search for meeting some other need that families felt weren’t being met at their previous program. In some cases, this is academic, in other cases, social-emotional.

We typically have 30-35 new students join us each fall and several more at various points throughout the academic year. GBCS has not had a formal process of examining prior assessment history, but is enrolling in Performance Plus to pursue gathering data related to prior learning gaps, and/or review success with prior year curriculum using the NH SAS.

It is convenient, but a huge oversimplification to say that our students have not collectively shown greater levels of performance on the NH SAS or SAT for any one reason or to blame it on COVID. Some of our students have certainly have done very well and perhaps more will be able to perform better with more attention to practice and training with the assessment earlier in the year. Having already discussed and reaffirmed our instructional approach to grade level curriculum, GBCS is now focusing on improving testing logistics, student support, assessment practice, and developing additional assessments to preview and proactively address learning gaps.

COVID-19 scheduling and student hybrid attendance during the testing window certainly impacted the manner in which we implemented our testing as did a noted lack of IEP accommodation support and difficulty scheduling this for the number of students with IEPs testing impacted student performance. There were few, if any outside district resources available to students with IEPs beyond our own staff’s efforts to assist them.

Clearly, many of our students struggle with perseverance and successful strategies for taking standardized testing and it was a significant challenge to provide accommodations for our students with IEPs with no testing support from resident school districts. We also struggled to gain our typical level of participation due to the number of students who were remote and others whose hybrid attendance was challenging.

Through school improvement planning based upon a comprehensive review of all sources of learning data available, GBCS is now focused on determining the extent to which:

- 1. students are entering with significant learning deficits thus cannot successfully access the grade level curriculum without remediation (Performance Plus, Lower School Team, Data Strategies team review)**
- 2. the school is instructing and assessing the expected grade level curriculum (Teacher and school review done, but further discussion will be ongoing.)**
- 3. the alignment of our assessment of competencies with the grade level competencies and learning targets (Teacher and school review)**
- 4. the degree to which understanding the assessment questions is preventing the understanding of the competency or learning target from being expressed (Teacher and school review)**

While these structures are being put into place and data review commences, we have taken the following interim steps to explore and address these questions:

- 1. We have developed a Data Strategies Team that will work with the Leadership Team to dig deeper into relevant data sources.**
- 2. Members of our school Leadership Team are participating in ongoing workshops and improvement efforts with Demonstrated Success**
- 3. We are in the process of getting Performance Plus in place for a deeper dive into individualized student historical data**
- 4. We have implemented IXL for getting a pre- and post-course annual assessment of learning data in Math and Literacy**
- 5. We are implementing a pre- and post- grade annual writing prompt to assess student writing growth**
- 6. We are implementing a 6th and 7th grade math lab so that each of these students will have focused math remediation opportunities in addition to their core grade level math classes.**
- 7. We have implemented a 6-9th grade Seminar that will provide students in each of these grades ongoing opportunities for writing, discussion, academic support, executive functioning support, and additional support for projects and ongoing academic work**
- 8. Preparing targeted enrichment and remediation programming via ESSER II and III funding for addressing learner support and remediation 2021-22, 2022-23, and 2023-24. This will target opportunities for school-year and summer support.**

- b. What progress has the school made toward its programmatic goals? List the goals and describe the progress.

Response:

Goal II. Programmatic/Academic--Increase opportunities for student agency at GBCS and increase student engagement in personalizing his/her learning through: the development and review of his/her personalized learning plan (PLP), articulation of non-traditional curricular opportunities, articulation of advisory curriculum, access to technology, implementation of Universal Design for Learning (UDL) and refinement of the GBCS support/enrichment program.

Action Plan:

1. Develop, implement, and refine adjustments to the GBCS support/ enrichment program—ongoing—review in June, 2021

Progress: The School has implemented its daily support/enrichment program for the last three school years. Over this time, we have experimented with variations off the daily standard practice of an advisor-based daily support block. We have had formal practices in which students needing extra help were pulled at the teacher request and could self-select/sign up with teachers based on need. It also became an important opportunity for students with IEPs needing supports to access both paraprofessional and special educator-based support in the day.

As most of the Spring of 2020 and most of the 20-21 school year were somewhat disrupted by COVID-related scheduling (hybrid and/or remote access), the block was important opportunities for students to access supports in their day.

Going forward, we would still like to explore ways to formalize formal assignments for supporting demonstrated academic weakness and social/emotional needs. We would also like to formalize more enrichment opportunities for students who are performing as expected, but would benefit from enrichment opportunities.

2. Provide more formalized access to students in the selection of electives and personalized learning options—May, 2021

Progress: For the last several years, GBCS has performed a multiple transcript reviews for each Senior to ensure requirements are being met, elective interests are noted, and to assist in the building of the students' program as they approach graduation.

During Spring of 2020 and 2021, conferencing was held with rising Seniors in anticipation of course needs based on these transcript reviews. We have done a more efficient job of incorporating the end-of-year transcript review, determining elective options, and scheduling, particularly for rising Juniors and Seniors. This gives our students more input into their schedule

leading into the summer preceding the next school year and facilitates the various curricular needs as we build a master schedule.

Our ninth and tenth grade students have a schedule more dominated by core classes. Their few elective options are largely driven by availability of slots after 11th and 12th graders are scheduled.

3. Promote and implement a formal organizational approach to the use of Internships and Extended Learning Opportunities (ELOs) at GBCS. At least 30% of all graduates will have participated in at least one ELO or internship-- by June, 2021, 60% by 2022, and 100% by 2023

Progress: With COVID-19, there was little chance to meet this goal, particularly regarding internships. We have, however, encouraged students to think outside-the-box to access ELOs, including non-traditional credit-earning opportunities, online programs, and college courses. Two students in our graduating class of 29 took college courses, several other students took VLACS electives, and several others participated in Individualized Learning Plans (ILPs) throughout the 2020-2021 school year.

4. Plan and implement a 1:1 technology initiative to ensure that every GBCS student has access to a personal, portable device.

Progress: During the 2020-2021 school year, each GBCS student, whether in-person, remote, or hybrid, had access to a personal keyboard-based device. In some cases, they used a personal device, but in most they borrowed one from the school.

5. Engage in professional discussions and begin to formalize the implementation of UDL principles in lesson planning, design and implementation ensuring the accessibility of all students—ongoing, review June, 2021

Progress: This was the second year of participation in the UDL implementation initiative. Our teachers were very much in alignment with the focus on anticipating and removing barriers to learning by providing multiple opportunities for demonstrating work via varied artifact choices. We did not formally implement UDL lesson design templates as our teachers have been using a long-used project template (Seven Element Assignment) from the Collins Writing Program. This structure ensures that focus correction areas (FCAs) are identified and artifact options are articulated.

- c. What progress has the school made toward its organizational goals? List the goals and describe the progress.

Response:

Goal III. Non-Academic Organizational: Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program.

Action Plan:

1. Review, develop, and implement procedures to maximize the recruitment and retention of GBCS students resulting in an enrollment at or about the maximum capacity: 150 students by September 2020, 160 by September 2021, and 170 by September 2022.

Progress:

In short, COVID-19 has created a new set of circumstances and huge impacts on our former enrollment trends. While we are still the same program with the same potential pool of potential enrollees, a totally new set of influences were introduced. Parents seeking potential options adjusted the timing of their searches, made decisions based on scheduling, hesitated or switched schools based on status/plans for remote learning, and simply weighed options differently than they had previously.

We gained some students in 2020-21 specifically because we were a desirable, in-person option if their local district(s) were remote. On the other hand, we lost students we would have previously enrolled in typical years, due to the increased turmoil of transportation, parents not being able to juggle multiple schedules at home, or other factors beyond our control.

Our enrollment was a disappointing 128 at opening on September 1, 2020, but increased over the year with a more typical 145 by year end. Planning for this increased capacity was certainly a challenge for us and this will continue as long as factors outside of our control, particularly COVID-19, influence parents' educational decisions.

Budgetary decisions based upon predicting enrollments (i.e. revenue) will continue to be a challenge as long as the impacts of the pandemic are felt. Our 2021-22 budget was approved based on revenue projections from 138 students. As of August 26, we have 146 students enrolled after a busy summer of meeting prospective new students and families.

2. Seek and/or develop relationships that result in additional resources (revenue, internships, educational resources, etc.) from GBCS community, area businesses, and local communities where our students reside--ongoing, by June 30, 2021

Progress:

Little substantive action or progress was made in business and community connections as the impacts of the pandemic were felt by everyone. GBCS did apply for and was granted a \$232,400 forgivable PPP loan for maintaining our employee positions. We further leveraged COVID-related funding (ESSER I, II, SPSRF, and flexibilities within Titles IIa and IVa for important improvements to our 1:1 technology capacity, remote learning support, and in-house technology infrastructure.

3. Seek a potential pathway to a long-term, sustainable agreement with the Exeter Region Cooperative School District related to facility, food service, avenues for collaboration, financial support, and GBCS support of the Adult Education program. Ongoing, by June 30, 2021

Progress: Work continues in this area. During the spring of 2020, ERCSD proposed a budget cut in its previous funding support in the 2021-2022 budget from \$280,000 to \$162,500. This was the result of a move to formulate a more enrollment-based decision to support only the ERCSD students at GBCS. Based on the number of students enrolled at GBCS when the budget number was formulated, support for ERCSD resident students enrolled at GBCS now stands at approximately \$2500 per student, approximately the shortfall between our revenue and demonstrated cost per pupil.

GBCS personnel presented a program overview to the ERCSD Curriculum and Philosophy subcommittee in May, 2021 and plans to invite ERCSD Board members to a breakfast forum at our school in the Fall. The school was also actively involved in working with GBCS parents and the District regarding IEP Services for 2021-22.

2. Is the charter school responsibly using public funds?

- a. Has the school completed timely quarterly financial reports that comply with accepted standards of public school accounting and are shared publicly?

Response:

Quarterly financial reports are completed and available

- b. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Response:

Per our audit review, GBCS purchasing and billing practices meet the acceptable standards for public school accounting.

- c. Has the school provided an annual external audit for the past 4 years with no material defects? (From FY 2020 completed using GASB auditing standards?)

Response:

GBCS has been audited each year since 2012 by Plodzick and Sanderson. Prior to 2012 our school was audited by Plodzick and Sanderson as part of the Exeter Region Cooperative School District audit process.

- d. Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?

Response:

School Board minutes indicate clear communication of accurate information related to the school's financial condition. Minutes are approved by Board vote and posted on the school's website.

e. Please provide a balance sheet setting forth the school's assets, liabilities, and fund balances or equities.

Response:

See attached file as of September 21, 2021 (latest balance sheet presented at most recent Trustees meeting)

f. Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process? *(For School District authorized schools only)*

Response:

Not applicable; however, two Trustees have been voluntary participants on the Exeter Region Cooperative School District (ERCSD) budget advisory committee.

g. Please describe the transportation services currently available and how the school assists families with transportation options.

Response:

Local bus route transportation within SAU 16 to and from Exeter High School (morning and afternoon), shuttle bus between Tuck Learning Campus and EHS.

3. Is the charter school promoting student attainment of expected knowledge and skills?

a. Are students meeting proficiency standards as measured by state assessments? If not, please provide justification:

Response:

As stated previously, our school continues to be challenged by NH SAS and SAT test results. Several of our students perform at or above proficiency expectations for their grade levels, but many others do not. Analysis of Performance Plus data indicates that many of our students performing below grade level on standardized testing were also doing so at their previous schools. Students performing at or above grade level continue to do so at GBCS.

Accessing Performance Plus has allowed us to dig deeper into the data to see prior assessment results. We have also implemented IXL Math and ELA beginning-of-school year assessments to look for gaps, inconsistencies in assessments, and begin a gap-focused remediation program using the program and supported by our math lab.

We have also analyzed and explored any curricular gaps to ensure that our students are instructed according the grade level standards. The school is currently working with Demonstrated Success to develop more formalized data collection opportunities using local assessments like school-based writing prompts from the Collins Writing Program (argument, compare-contrast, and summarizing informational text). This will allow students to demonstrate and the school to report learning across multiple sources.

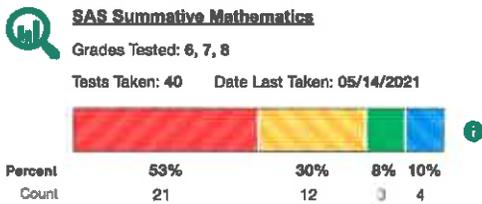
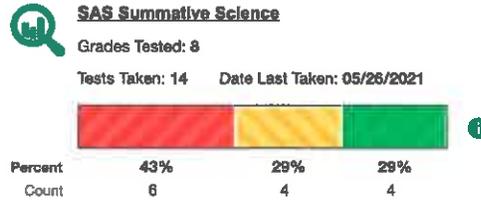
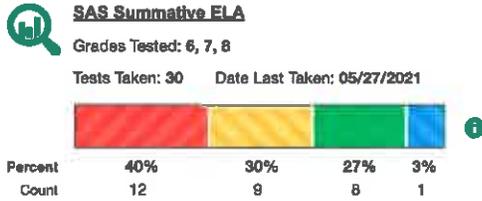
The charts below indicate NH SAS results from spring, 2021. Each of our targeted activities as previously outlined are being done to transition the students from the red/yellow categories to the green/blue categories.

NH Assessment Results 2021

The charts below indicate the overall total of students in Grades 6-8 in each proficiency category.

Performance Distribution, By Test Group: Great Bay Charter School, 2020-2021

Filtered By **Test Reasons:** All Test Reasons | **Reporting Time Period:** 06/19/2021 | **Sorted By:** Date Last Taken



ELA by Grade

Average Score and Performance Distribution for **Summative: ELA Grade 6 (Spring 2021 (SAS Summative))**, by School and Reporting Category: Great Bay Charter School, 2020-2021

Filtered By **School:** All Schools | **Test Reasons:** Spring 2021 (SAS Summative) |

School	Total											
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient								
District	8	610 ± 12	<table border="1"> <thead> <tr> <th>Percent</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>4</td> </tr> <tr> <td>38%</td> <td>3</td> </tr> <tr> <td>11%</td> <td>1</td> </tr> </tbody> </table>	Percent	Count	50%	4	38%	3	11%	1	13%
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Percent	Count											
50%	4											
38%	3											
11%	1											

Average Score and Performance Distribution for Summative: ELA Grade 7 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By **School:** All Schools | **Test Reasons:** Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	9	636 ± 14	<p>Percent Count: 33% 3, 22% 2, 44% 4</p>	44%
Great Bay Charter School (M)	9	636 ± 14	<p>Percent Count: 33% 3, 22% 2, 44% 4</p>	44%

Average Score and Performance Distribution for Summative: ELA Grade 8 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By **School:** All Schools | **Test Reasons:** Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	13	642 ± 16	<p>Percent Count: 38% 5, 31% 4, 23% 3, 8% 1</p>	31%
Great Bay Charter School (M)	13	642 ± 16	<p>Percent Count: 38% 5, 31% 4, 23% 3, 8% 1</p>	31%

Math by Grade

Average Score and Performance Distribution for Summative: Math Grade 6 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By **School:** All Schools | **Test Reasons:** Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	12	456 ± 9	<p>Percent Count: 83% 10, 8% 1, 8% 1</p>	8%
Great Bay Charter School (M)	12	456 ± 9	<p>Percent Count: 83% 10, 8% 1, 8% 1</p>	8%

Average Score and Performance Distribution for Summative: Math Grade 7 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By School: All Schools | Test Reasons: Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	14	527 ± 12	<p>Percent Count: 38% 5, 43% 6, 7% 1, 14% 2</p>	21%
Great Bay Charter School (M)	14	527 ± 12	<p>Percent Count: 38% 5, 43% 6, 7% 1, 14% 2</p>	21%

Average Score and Performance Distribution for Summative: Math Grade 8 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By School: All Schools | Test Reasons: Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	14	550 ± 18	<p>Percent Count: 43% 6, 36% 5, 7% 1, 14% 2</p>	21%
Great Bay Charter School (M)	14	550 ± 18	<p>Percent Count: 43% 6, 36% 5, 7% 1, 14% 2</p>	21%

Science

Average Score and Performance Distribution for Summative: Science Grade 8 (Spring 2021 (SAS Summative)), by School and Reporting Category: Great Bay Charter School, 2020-2021
 Filtered By School: All Schools | Test Reasons: Spring 2021 (SAS Summative) |

School	Total			
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	14	845 ± 4	<p>Percent Count: 43% 6, 29% 4, 29% 4</p>	29%
Great Bay Charter School (M)	14	845 ± 4	<p>Percent Count: 43% 6, 29% 4, 29% 4</p>	29%

SAT School Day March 2021 - May 2021, 11th grade - Scores & Benchmarks

Total Score/Section Scores

Group	Number of Test Takers	Total Score 400-1600	ERW Score 200-800	Math Score 200-800
School	16	862	450	412
State	10,599	1027	518	510

Students with IEPs

During 2020-21 students with IEPs made up 43% (six students) of grade six, 28% (five students) of grade seven, 22% (four students) of grade eight, and 33% (eight students) of grade eleven.

- b. Are students making academic growth toward meeting state proficiency standards? Please provide data to support your response.

Response:

GBCS students in each grade produce many evidentiary artifacts throughout the academic year to demonstrate competencies in each of their classes. Class competencies are based upon the appropriate subject or grade-level curriculum standards in the Common Core (Math and ELA) and as well as other subject-specific curriculum framework documents (Next Generation Science, NH Social Studies, Art, Wellness, etc.) upon which these course proficiencies are derived.

In addition, students also demonstrate proficiency in our school's cross-curricular competencies in advisory which serves as an organizing structure for exhibition projects and our required Senior Capstone Project.

High school students not meeting subject-specific competencies are either required to recover them during summer school or, if necessary, repeat classes in order to earn competency unit credit. Lower school students struggling with competencies and requiring academic interventions are supported on the team or by support personnel. Quantity and types of artifacts can be and often are modified when necessary.

c. How is the school meeting the needs of students identified for additional support?

Response:

Generally, all GBCS students have access to classroom teacher support, extra support during a 30-minute support block each day, and various structures (advisory monitoring, team monitoring, and grade/credit reviews) to respond if necessary. During support block, students may either seek help from their teachers, from their advisor, or work on current artifacts.

All GBCS teachers are required to post their ongoing assignments in Google classroom along with any lesson supports so students (and parents) can have access in the event of absence or a missing assignment. Advisories are expected to check in with student progress weekly and students, parents, and advisors can monitor progress in PowerSchool. PowerSchool is updated at least bi-weekly and students and parents can monitor any missing work, artifacts that might be re-submitted, or address any issues.

The school provides access to a 1:1 device (Chromebook) for any student needing one and these devices can access Wi-fi both inside and outside of school. The students are given Google access in which they can access email, Classroom, Drive, plus a number of educational applications.

The school ensures that any student needing academic supplies can access them. These are received by donation and supplemented as necessary by staff and school.

The school also participates in *End 68 Hours of Hunger*, a local program in which bagged supplementary food supplies are available for students to take home each weekend. Through local and school efforts, many students also receive food baskets and supplementary gift cards at the holiday periods. In 2019-2020 we distributed approximately 33 holiday baskets and in 2020-2021, due to COVID, our efforts transitioned more toward gift cards distributing approximately \$4000 in gift cards.

Response to all that are applicable:

1. Educationally disadvantaged/at risk: The GBCS programs are designed to meet the broadest needs of a group that is essentially entering our school at-risk. Students arrive at different times and at multiple entry points in our grade range. As previously stated our student body is diverse in students' strengths, weaknesses, interests, and ability to persevere. Many of our students have previous inconsistencies creating academic challenges, while others face challenges socially or emotionally. They come from traditional school systems, charter schools, home schools, or online programs, but each are seeking a fresh start and ability to be part of a school community.
2. Students with Special Education needs: GBCS works with over twenty different school districts to meet the needs of its students with IEPs. Approximately one-third of our 147 students are from SAU 16 communities with about 50% of these having IEPs. This district sends a special educator from both the middle and high school staffs for approximately ½ day x 5 per week. Another district sends a support paraprofessional to work with its resident students several days per week. GBCS employs 2.6 paraprofessionals who are scheduled to work with students requiring specific supports and their apportioned time is billed to the districts. One of our teachers has taken on

the role of Support Services Liaison (supplemental stipend) coordinating with the various school districts in which our students reside.

- 3. Federal Title Programs: GBCS is currently developing a plan for using available Title I funds in support of students with math and literacy needs. The school also accesses Title IVa funds to supplement school programming each year.**
- 4. Homeless: The school monitors and supports its homeless students/families as much as possible. We are actively involved with regional programs and religious support organizations to help homeless students get rides to appointments, get clothing and living supplies, and ensure that students can participate in our programs. Over the past several years, we have arranged transportation, provided gift cards, referred families to other organizations, and provided temporary housing (local lodging) for families in need.**
- 5. Neglected/Delinquent: n/a**
- 6. ELL: n/a**
- 7. Migrant/Refugee: n/a**

- d. Are students making progress toward any personally established goals set by students or non-academic goals established in the Charter?**

Response:

Great Bay Charter School is an outstanding community of hardworking caring educators, and thoughtful appreciative students and families. It is sometimes hard to quantify the qualitative anecdotal measures of our success.

We are often told that attending graduation gives the best view of GBCS. The ceremony encapsulates the energy, caring, and appreciation that students and families have for their school. Each student is invited to speak if he/she/they wish and typically 3 or 4 students from our graduating class give speeches during the ceremony. They speak of the connections, the support, and their growth from a deeply personal view. Rarely can one make it through the ceremony without shedding tears (multiple times). They speak from the heart and with meaning, not because of some rank in class or academic prize. They do so because they feel they have something to share and that needs to be said.

On several occasions over many years, the Executive Director has been pulled aside and told by parents, grandparents, and friends: "This school saves lives!" "I don't know what we would have done or where we'd be if we hadn't found GBCS." "Thank you for everything you've done, (my student) would not have graduated without this school!"

These statements are not exaggerated to deflect from any review of our program. They are heart-felt, appreciative words that we hear over and over, year after year. Great Bay Charter School has now graduated over 400 students since our first graduating class in 2008. Our alumni have gone on to earn post-graduate certificates, undergraduate degrees, and graduate degrees and have done so at a myriad of post-secondary programs ranging from trade schools, community colleges, four-year colleges and universities, and the armed services. Our students have gone on to become consultants, biologists, heavy equipment mechanics, photojournalists, artists, yoga instructors, automotive

technicians, nurses, teachers, gaming programmers, landscapers, graphic artists, published authors, and a host of other professions.

Our current students will talk about their school as a family. This is not solicited, it is the way they see and experience it. Each year they adapt to new community members, welcoming new friends and adjusting to those with whom they might not agree or share much in common. They recognize that this is the way it is here; people care about each other or at least allow individuals to be themselves. Without realizing the impact or depth of its meaning on those who work with them on a daily basis, 'we are a family' is perhaps the best complement that educators can hear from their students.

Great Bay Charter School is truly a family with all the challenges and baggage that family brings. Each day we bring about 160 students and staff together to work and learn. Some days family members don't get along, other days, there is nothing more satisfying than feeling a part of something bigger. We care about our students as people and help them to explore and maximize their strengths, minimize their weaknesses, and take advantage of the flexibility and structure that we provide. As educators we get invested personally and emotionally in their struggles and successes each block, each day, each week and each year.

Each student is encouraged and given a chance to figuratively 'break the rear-view mirror' when they come through our door. In other words, don't look back, look ahead. Leave your past baggage behind and start fresh. We accept you for who you are and will help you move forward from here.

e. Describe the community services opportunities available to the students.

Response:

GBCS leases spaces from Exeter Region Cooperative School District (ERCSD) sharing educational facilities (gym, cafeteria, outside fields, parking, etc.) on campus with other entities. Various community events occur on campus (Exeter voting, youth sports (fields), recreational sports (gymnasium), Boy Scouts (cafeteria) farmers' market, etc.) occur on campus under the supervision of ERCSD.

Exeter Area YMCA is approximately 200 yards down the street and has afterschool programs for students and daily programs for adults. Prior to COVID-19, GBCS has used the YMCA for contracted Physical Education programming.

Exeter Adult Education is located on the floor below our area and runs daily programming for adult education and HiSET. GBCS allows Adult Education to use its classroom spaces for night school enrichment programming in the fall and spring semesters.

f. Describe the Data Management System currently used to track and report on student data.

Response:

GBCS uses PowerSchool as its Student Information System (SIS) paying SAU 16 an annual fee based on our site enrollment. We are a separate school with our own administrative access within the SAU's license, but are subject to the broader district-level administrative oversight within the whole system.

The school has also purchased a subscription to Performance Plus and will be using this as a significant support for State and local data.

4. Is the school sustainable?

- a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations?

Response:

The school's Board of Trustees functions effectively and in accordance with public meeting laws and regulations. Generally, the Board meets monthly on the 3rd Tuesday of each month except during July. Agendas and meeting notices are posted in the building and on our website.

- b. Has the school established systems to manage school operations efficiently?

Response:

The school has established systems to manage school operations efficiently and in a cost-effective manner. The school operates its educational programs, food service program, business office, and all other operation tasks with the dedication and hard work of one administrator, 1.6 administrative support professionals, teacher leaders with stipend-based, supplemental compensation, and a faculty whose members are willing to pitch in and help out whenever help is needed.

The school has developed partnerships with the local school district (ERCSD/SAU 16) related to its lease/facility, food service, Adult Education, and various paid ancillary services (PowerSchool, School Messenger, postal meter use, etc.)

GBCS contracts with a business consultant to assist with IRS, audit, and year-end tasks, but most business services (accounts payable and receivable, payroll, banking, etc.) are handled in house.

This year parent volunteers have assisted with transportation of our lunches that are prepared at Exeter High School and must be picked up and delivered to our campus each day. Parents pick up two days, our staff picks up three.

- c. Are there systems in place to assure instructional quality?

Response:

Instructional quality is assessed via the current evaluation plan which combines teacher self-assessment using Rubrics (Kim Marshall, 2015), self-reflection, and administrative review. Staff members are asked to develop a minimum to two annual professional goals tied to the goals of the school which tie both professional development and evaluation together.

The school's instructional staff participate in regular professional development based on initiatives that have been prioritized for the school year. Currently, these are attending to social-emotional well-being of students and personalized learning.

GBCS implements an annual, goals-driven Personalized Learning Plan (PLP) for each student. The school philosophically aligns with and implements the principles of Universal Design for Learning (UDL) to differentiate, create flexible options, and remove barriers to the demonstration of learning.

d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Response:

This has been addressed in multiple questions, however the following is noted:

GBCS has had a long-standing relationship with SAU 16/ERCSD but that district has recently shifted its approach to supporting students at GBCS. Where previously they had paraprofessionals and more itinerant staff supporting the students, the current desire is to have our school provide these services and bill the district. We are working to accommodate this transition with limited resources and a shortage of candidates. Several other school districts also prefer this approach to supporting their students.

Other districts prefer a more hands-on approach to student support. They send itinerant staff or have made arrangements for students to receive services in other ways.

Our school is adapting to the increasing demands on organizing and employing special education staff and is doing so at a challenging time. While it is our hope that this will ultimately make supporting students more streamlined, having to take on more employees, and develop/implement a special education support infrastructure has been an additional significant challenge.

e. Have Criminal Records Checks been completed for all school staff and volunteers?

Response:

All staff have had criminal records checks done either as employees of the Exeter Region Cooperative School District (pre-2012 hires) or new hires (post-2012). New staff are required to have a criminal records check upon being hired. These are conducted using the LiveScan system through the NH DMV facilities with the confidential results returned to the Executive Director

f. Are physical facilities safe, clean and suitable for the purposes of the school?

Response:

The physical facilities are safe, clean, and very suitable for the purposes of the school. As previously stated, GBCS operates within the Tuck Learning Campus (former site of Exeter High School). Our

classrooms, offices, and other facilities (gym, café, and outdoor areas) are well suited for our program, maintained, and clean.

g. Is the school emotionally safe for children and adults, free from bullying?

Response:

Given our school culture, bullying is not an insidious problem, but potential reports of bullying and harassment are taken seriously, investigated and responded to swiftly. The school has policies in place and follows these.

Each year GBCS typically investigates a small number 3-5 reports of bullying/harassment across grades 6-12, most of which are one-time incidents or conflicts that are quite easily addressed. Others tend to be more related to ‘bad breakups’ in which friends, former students or peers from other communities get involved via social media.

Whenever necessary, GBCS reports and seek the advice of law enforcement and has communicated with administrations of other schools to assist in resolving these types of situations when they arise, but these incidents are very rare.

h. Does the school have a viable financial plan to support its program?

Response:

GBCS has viable plan for maintaining a balanced annual budget. The school is able to meet its expenses while operating on modest reserves at times that revenues are not coming in (late spring and summer). The school has taken only one loan PPP (forgiven) thus owes no moneys toward short or long-term debt.

There have been many adjustments we have been forced to make regarding reduced district support and have taken/will take advantage of many COVID-related supplemental programs (PPP, ESSER I-III, SPSRF, flexibilities within Title IIa and IVa, Food and Nutrition waiver, etc.) The school’s involvement in these programs will continue as long as project funds are eligible to be used.

i. (For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired.

Response: n/a

j. Are there sufficient indications of continuing enrollment to sustain the school’s program and meet its plans for growth?

Response:

Enrollment at GBCS has been relatively stable exclusive of fluctuations due to COVID-19 and the uncertainty of districts’ uses of remote vs. in-person learning. After the 2019-2020 school year, we lost the typical graduates plus some other non-graduates, but had difficulty replacing them for the beginning of the 2020-2021 school year. During 2020-21 GBCS benefitted in the short term gaining several students wanting an in-person program, thus the enrollment grew throughout the year. We

did lose several at year-end and during the year as they went back to in-person learning at their district schools, apparently as was planned, not seeking GBCS as a long-term option.

2021-2022 gives a great indication that GBCS enrollment will be stable or continue to grow as we are currently at 147 students with significant potential to gain more students as effects of remote learning, difficult social-emotional transitions, and increased anxiety about school lead them to seek other alternatives.

k. Does the school employ teachers who meet state requirements for experience and/or certification?

Response:

Administration

- **1.0 Executive Director: 15th year at GBCS + GBeCS Trustee and pre-charter planning committee for Great Bay eLearning Charter School origin in 2004-2006. 33rd year in Public education--science teaching and building and district administration * (Experienced Educator--Superintendent, Principal, Life Science gr 9-12 and Middle School Science gr 5-8)**

Teachers

- **1.0 English Teacher/stipend for Asst. Director 13th year at GBCS ***
- **1.0 Math Teacher/stipend for Student Support Liaison 13th year at GBCS ***
- **1.0 Math Teacher 16th year at GBCS ***
- **1.0 Social Studies Teacher 9th year at GBCS ****
- **1.0 Social Studies Teacher 8th year (L.o.A. for 21-22) ***
- **1.0 Science Teacher 3rd year at GBCS ***
- **1.0 Science Teacher 3rd year at GBCS ****
- **1.0 English Teacher 2nd year *****
- **1.0 ELA Teacher 3rd year *****
- **0.8 Social Studies Teacher 1st year at GBCS (for L.o.A.) ***
- **0.4 Social Studies Teacher +student support *****
- **1.0 Wellness/Science Teacher (new position) ***
- **1.0 English Teacher 1st year at GBCS ***
- **1.0 Art Teacher 1st year at GBCS ***

Student Support

- **1.0 Paraprofessional 5th year at GBCS**
- **0.6 Paraprofessional 7th year at GBCS**
- **1.0 Paraprofessional 1st year at GBCS ***

Administrative/School Support

- **1.0 Admin Support 15th year at GBCS**
- **0.6 Admin Support 3rd year at GBCS**

Key to Certification Status and

- *holds valid teaching credential in NH
- ** greater than 8 years teaching experience
- ***holds SOE, working toward certification

1. Does the school demonstrate an ability to retain skilled and qualified staff?

Response:

The school has retained skilled and qualified staff and has offered unique opportunities to new staff coming into education from varied pathways. Our school tries to maintain competitiveness with employee salaries and benefits with other school districts in our area and is able to do so, particularly at entry. Without the stability of growing revenue, the school has generally been able to maintain 2% annual increases while at the same time maintaining medical, dental, life, short-term and long-term disability insurance for its employees.

Our overall staffing has generally been quite stable, but entering this year, we experienced an usual situation with two teachers leaving and other taking a year leave of absence. We hired three teachers for these positions and were also able to hire two additional individuals for a combination support and teaching roles. We also hired an additional paraprofessional whose time will be billed to multiple school districts for IEP support.

The following staffing changes were observed:

End of 2020-21

- Resignation-- Reason for leaving: transitioning into private business
- Resignation—Reason for leaving: returning to a graduate school program full time
- Leave Request-- Granted one year leave of absence

End of 2017-18

- 1) Non-renewal
- 2) Resignation--hired in larger district
- 3) Resignation—sought position closer to residence

End of 2016-17

- Resignation—relocation out of State

m. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

Response:

On September 27, 2021, a four-question electronic survey was sent to all GBCS parents/guardians to specifically get responses to this question. The first three questions were based on a five point Likert Scale (Strongly Disagree (1), to Neutral (3) to Strongly Agree (5) As of October 1, fifty-three parents (36%) had responded as follows:

- I am satisfied with Great Bay Charter School's academic programming.
Average response value: 4.70
- I am satisfied with school-to-family interactions at Great Bay Charter School.
Average response value: 4.83
- I am satisfied with Great Bay Charter School's timely and accurate communications.
Average response value: 4.79

A fourth open response question was added:

If you felt you could not agree/strongly agree with any of the statements above, we would appreciate any feedback you can provide about how to improve in these areas. Thank you.

The following responses were received:

- I feel that teachers should communicate with the parents about children's progress before grades close and make sure there is no missing assignments and make sure parents understand how the teachers grade the kids assignments...meaning what does 1 mean or 2 or 3 or 4 or 5...
- Very happy with the school for all 3 kids!
- I would like to see some of the academics be more rigorous and continue to guide my child to think more deeply about topics even when it might not be a strong interest area. More writing with critical thinking and stronger feedback on form and content.
- GBCS has been a great experience for us my daughter has excelled here
- The open house notification was sent on Monday, which gave us no time to clear our schedule to attend on Wednesday night. A week's notice would have great. Everything has been excellent!
- My daughter's first day at GBECS was 9/28/2021, so I have not had enough interaction to answer these questions fully.
- N/A
- Awesome school and staff
- Would love to see languages offered but otherwise, GBCS far exceeds the public SAU!!!
- We are extremely grateful for such a supportive school for our child.

While this data represents a little over 1/3 of GBCS parents, we appreciate and are glad to share their feedback.

- n. Describe what the school intends to do to ensure it remains active in dissemination of successful and best practices?

Response:

GBCS teachers have regularly presented at both NH Charter Alliance and Great Schools Partnership/NESSC conferences. Some have maintained connections with colleagues in former schools and have maintained professional PLG relationships in which information about our school is shared.

The Executive Director has long participated in NH Charter Leader and NH Alliance Meetings and has offered strategies to new and assistance-seeking colleagues. He has also assisted with multiple DOE committees for newly proposed and renewing charter schools.

Both the Executive Director and Assistant Director have recently presented to local school board subcommittees (ERCSD). We have presented on history of financial support and curriculum and philosophy-related topics.

- o. Describe the School's communication processes.

Response:

Generally, GBCS communication is multi-layered depending on audience and purpose. The school now does minimal whole-school U.S.P.S. mailing with the summer information forms packet and final grade reports typically the only whole-school mailing done.

Most general updates for the entire school community are sent by the *School Messenger system* with a written (email) and/or phone call formats. The email updates are typically posted on our Facebook page.

Information regarding classes and student grades/progress are accessed electronically via PowerSchool or Google Classroom. Students each have accounts; parents are invited to Classroom via teacher emails or the school (for PowerSchool). Parents can request separate accounts for PowerSchool and are encouraged to do so.

GBCS grades are cumulative over the semester or entire year. Quarterly and ongoing progress updates are available through PowerSchool. The school prints midterm progress reports/end-of-semester one grades and makes them available to students and parents in print and electronically. End-of-year grade reports are mailed.

Advisors send regular communications via email to their advisory parents and teachers reach out whenever necessary to discuss progress or other issues. The school holds one fall informational open house with staff for all parents and two student-led Personalized Learning Plan (PLP) conferences for each student at the beginning and end of each year.

During the pandemic, most meetings and public events were modified to Zoom formats. Currently,

5. Current Status of the Board of Trustees Ed 318.16(a)

- a. Have there been any changes in the membership of the Board of Trustees?

Response:

Bill DiGiau resigned; Cheryl McDonough added in Spring, 2021

b. Have there been any changes in the Board of Trustees' methods of operation or amendments to the by-laws?

Response:

No changes

c. Have there been any recusals made by members of the Board of Trustees?

Response:

No recusals

d. Describe the skills and responsibilities of the members of the Board of Trustees. Include the committees they serve on and the expectations for their participation in fundraising and community and school events.

Response:

- **Roy Morrisette (Chair) 30+ year locally elected Board member, lifelong member of community, GBCS Trustee since 2005**
Committee: (ERCSD Budget Advisory, Local District Support, Policy Review)
- **Lucy Cushman (Vice Chair) Multi-year locally elected Board member, lifelong member of community. GBCS Trustee since 2005**
(Committee: (ERCSD Budget Advisory, Local District Support))
- **Sarah Bedingfield (Member) Post-secondary School Affiliation,**
- **Geri Denton (Member) GBCS Parent, Interim Treasurer**
Committee: Local District Support
- **Kim Casey (Member) GBCS alumni parent, former State Legislator**
- **Lisa Gillis (Member) GBCS alumni parent**
- **Cheryl McDonough (Member) GBCS alumni parent, former GBCS Co-Principal (retired), Attorney**
Committee: Policy Review
- **Bill Perkins (Member) Local district middle school administrator, long-time member of community**

6. Student Data

a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?

Response:

98% graduated or promoted. Three students were retained, one at grade 12, two grade 9

b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?

Response:

88.6% in 2020-21 This is atypically low for GBCS, but included attendance for both in-person and remote learners throughout a COVID-19 influenced year that had students in-person only, remote only, and hybrid (mixed) Our remote learning attendance may have been reported a bit lower than actual as students were marked absent if they did not sign into advisory for daily attendance.

We know that some students participated in classes after advisory attendance was

recorded on some school days and we tried to correct this as applicable. As a result, there were some students who were actually present in remote classes who were marked absent for school-day attendance.

d. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement?

Response:

Zero incidents in 2020-21 required law enforcement intervention.

e. What is the number of incident reports prepared under RSA 126 U:7. Child restraints notice and record keeping requirements (see attached excerpt from NH Education Laws)

Response:

Zero incidents

f. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6?

Response:

Two incidents of bullying were substantiated in 2020-21.

Part 4: Policy Development and Forms

Policy Development (Check the policies that have been developed):

	Records Retention pursuant to RSA 189:29-a
	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29
	Sexual Harassment, as detailed in ED 303.02 (j) and (k)
	Pupil Safety and Violence Protection, pursuant to RSA 193-F
	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI
	Due Process, pursuant to RSA 194-B:8
	Suicide Prevention Education in Schools, pursuant to RSA 193-J Technical Advisory
	Duty to Report (Misconduct against a credential holder in the school) pursuant to Ed 510 Technical Advisory
	School Employee and Designated School Volunteer Criminal History Records Check Technical Advisory

Required Updated Forms (Please provide dates the following forms were last updated)

Dates	Forms ED 318.13(b)(6)
September 27, 2021	Certificate of Occupancy

September, 2021	Fire Inspection Certificate
	Building Safety Inspection
In process	Health Inspection
Submitted to DOE	Insurance Certificate
FY 2021 (and back)	Financial Audit

Part 5: SIGNATURES	
Please complete the following section:	
Name of Head of School	Peter E. Stackhouse
Signature of Head of School	
Date	October 4, 2021
Name of Board Chair	Roy E. Morrisette
Signature of Chairman of the Board	
Date	October 4, 2021

Submit to:
New Hampshire Department of Education
Attention: Commissioner Frank Edelblut
101 Pleasant Street
Concord, NH 03301-3494

Email to: Frank.Edelblut@doe.nh.gov
and
Jane.Waterhouse@doe.nh.gov

Great Bay Charter School Renewal Application
Appendix

Table of Contents

Part 2 Goals

Page 6 Question 8 Five-year Budget--Attached

Part 3 Affirmative Evidence (We will share a folder with all electronic documents.)

Page 17 Question 2 a. Quarterly reports (available electronically for review)
c. Audit Reports available (available for review)
d. Minutes and Agendas (all electronically available and
posted on website)
e. Balance Sheet--Attached

Page 18 Question 3 a. More detailed NHSAS reports (available electronically)

Page 26 Question 4 c. Teacher evaluation document (available electronically)

Part 4 Policy Development

All policies (available electronically and posted on website)

Forms

Forms will be shared electronically

Other

Charter School Accountability Plan—attached

Great Bay Charter School
2021-2022 Approved Budget and Five-year Projection

Ordinary Income/Expense

Income

	Approved Budget 21-22	Projected 22-23	Projected 24	Projected 25	Projected 26
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40200 - District Support

Proceeds from PPP Forgiven Loan

40300 - Grants-Temp Restricted

Promising Futures for NH Carryover

Title I

Title Iia

Title Iva

CRR/ESSER II

ARP ESSER III (est allocation)

41000 - Fundraising

41001 - Fundraising-General Donations & Other

41002 - Fundraising-Great Lakes

41003 - Fundraising-Retail Income

41004 - Fundraising-A La Carte Income

41011 - Student Lunch Income

Student Lunch Income FRL Reimburse

41000 - Fundraising - Family Donations

Total 41000 - Fundraising

41311 - Adequacy Aid Grant - St of NH

41312 - Disparity Aid Based on FRL Qual

41311 - Adequacy Aid Grant - St of NH - Other

Total 41311 - Adequacy Aid Grant - St of NH

41314 - Tuition Summer School

41400 - Special Ed Revenue

41500 - STD/LTD Revenue

49000 - Interest Income

Total Income

Gross Profit

Expense

1000 - Instruction

Reimburse Expense Account

1100110 - Teachers Salaries

1100211 - Health Insurance

1100212 - Dental Insurance

628,077.45

137,675.50

7,382.00

162,500.00	162,500.00	162,500.00	162,500.00	162,500.00	162,500.00
47,488.00	38,888.00	-	51,100.00	21,050.00	-
20,000.00	-	-	-	-	-
89,226.19	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00
9,511.05	9,511.05	9,511.05	9,511.05	9,511.05	9,511.05
10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
124,337.33	-	-	-	-	-
89,300.00	89,300.00	89,300.00	89,300.00	89,300.00	89,300.00
10,000.00	20,000.00	30,000.00	35,000.00	35,000.00	35,000.00
5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
16,875.00	16,875.00	16,875.00	16,875.00	16,875.00	16,875.00
16,875.00	16,875.00	16,875.00	16,875.00	16,875.00	16,875.00
100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00
151,250.00	161,250.00	171,250.00	176,250.00	176,250.00	176,250.00
83,000.00	83,000.00	83,000.00	83,000.00	83,000.00	83,000.00
1,012,773.72	1,050,000.00	1,102,000.00	1,116,500.00	1,116,500.00	1,170,000.00
1,095,773.72	1,133,000.00	1,185,000.00	1,199,500.00	1,253,000.00	1,253,000.00
1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00
54,530.00	55,620.80	56,733.01	57,867.67	59,025.03	59,025.03
5,000.00	-	-	-	-	-
700.00	700.00	700.00	700.00	700.00	700.00
1,771,716.29	1,697,169.65	1,721,394.06	1,703,828.72	1,728,436.08	1,728,436.08

1,771,716.29	1,697,169.65	1,721,394.06	1,703,828.72	1,728,436.08	1,728,436.08
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628,077.45	640,639.00	653,451.78	666,520.81	679,851.23	679,851.23
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137,675.50	144,559.28	144,559.28	151,787.24	151,787.24	151,787.24
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7,382.00	7,961.10	7,961.10	8,359.16	8,359.16	8,359.16
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Great Bay Charter School
2021-2022 Approved Budget and Five-Year Projection

	Approved Budget 21-22	Projected 22-23	Projected 24	Projected 23-	Projected 25	Projected 24-	Projected 25-26
1100213 · Life Insurance	1,010.00	1,010.00	1,010.00	1,010.00	1,010.00	1,010.00	1,010.00
1100214 · Short Term Disability Ins	3,514.16	3,514.16	3,514.16	3,514.16	3,514.16	3,514.16	3,514.16
1100215 · Long Term Disability Ins	1,249.00	1,249.00	1,249.00	1,249.00	1,249.00	1,249.00	1,249.00
1100220 · FICA	48,047.92	48,008.88	48,989.06	50,988.84	52,008.62	52,008.62	52,008.62
1100232 · Retirement-Certified	85,702.11	89,626.75	89,626.75	94,108.09	94,108.09	94,108.09	94,108.09
1100250 · Unemployment Compensation	1,850.00	1,850.00	1,850.00	1,850.00	1,850.00	1,850.00	1,850.00
1100260 · Workers Compensation	1,963.00	1,963.00	1,963.00	1,963.00	1,963.00	1,963.00	1,963.00
1100610 · General Teaching Supplies	10,000.00	9,973.00	9,946.00	9,919.00	9,919.00	9,892.00	9,892.00
1100641 · Books & Other Printed Media	3,500.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
1100733 · New Furniture & Fixtures	2,000.00	-	-	-	-	-	-
Title I/II Program	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Total 1000 · Instruction	942,171.14	962,354.17	976,120.13	1,002,289.30	1,016,592.49	1,016,592.49	1,016,592.49
1200 · Special Education							
1200118 · Salaries of S.E. Aides	54,530.00	55,620.60	56,733.01	57,867.67	59,025.03	59,025.03	59,025.03
1200 · Special Education - Other							
Total 1200 · Special Education	54,530.00	55,620.60	56,733.01	57,867.67	59,025.03	59,025.03	59,025.03
1400 · Other Instructional Programs							
1411110 · Co-Curricular Salaries	2,958.00	2,958.00	2,958.00	2,958.00	2,958.00	2,958.00	2,958.00
1411320 · Co-Curric Contracted Services	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
1411610 · Co-Curricular Supplies	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
1430110 · Summer School Salaries	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00
1400 · Other Instructional Programs - Title I	89,228.19	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00
Total 1400 · Other Instructional Programs	109,584.19	52,358.00	52,358.00	52,358.00	52,358.00	52,358.00	52,358.00
2120 · Guidance Services							
2120110 · Guidance Services	500.00	500.00	500.00	500.00	500.00	500.00	500.00
2120610 · General Supplies for Guidance	500.00	500.00	500.00	500.00	500.00	500.00	500.00
2120 Student Support Project (ESSER 3)	53,233.33	53,250.00	54,000.00	-	-	-	-
2120 · Guidance Services - Other	53,233.33	53,250.00	54,000.00	-	-	-	-
Total 2120 · Guidance Services	53,733.33	53,750.00	54,500.00	500.00	500.00	500.00	500.00
2130 · Health Services							
2130110 · Nurse Salary	58,140.00	59,302.80	60,488.86	61,698.63	62,932.61	62,932.61	62,932.61
2130211 · Health Insurance	21,146.48	22,203.81	22,203.81	23,314.00	23,314.00	23,314.00	23,314.00
2130212 · Dental Insurance	1,115.00	1,170.75	1,170.75	1,229.29	1,229.29	1,229.29	1,229.29
2130213 · Life Insurance	92.00	92.00	92.00	92.00	92.00	92.00	92.00
2130214 · Short Term Disability Ins	362.96	362.96	362.96	362.96	362.96	362.96	362.96
2130215 · Long Term Disability Ins	119.00	119.00	119.00	119.00	119.00	119.00	119.00
2130220 · FICA	4,447.71	4,536.66	4,627.40	4,719.95	4,814.34	4,814.34	4,814.34

Great Bay Charter School
2021-2022 Approved Budget and Five-year Projection

	Approved Budget 21-22	Projected 22-23	Projected 24	23- Projected	25- Projected	24- Projected	25-26 Projected
2130232 · Retirement-Certifed	12,221.03	12,453.59	12,702.66	12,956.71	13,215.85	13,474.90	13,733.95
2130250 · Unemployment Compensation	203.00	203.00	203.00	203.00	203.00	203.00	203.00
2130260 · Workers Compensation	218.00	218.00	218.00	218.00	218.00	218.00	218.00
2130610 · General Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2130739 · Equipment - Health Sys	300.00	300.00	300.00	300.00	300.00	300.00	300.00
2130 · Health Services - Other	-	-	-	-	-	-	-
Total 2130 · Health Services	99,365.18	101,962.57	103,488.43	106,213.53	107,801.04	109,387.00	110,968.00
2210 · Improvement of Instruction							
2210100 · Stipend for Teacher Conference	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
2210110 · Stipends for Teachers (Summer)	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
2210322 · Prof Sys/Reg Instr - Conferences	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
2210640 · Books and Info Resources	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2210 · Improvement of Instruction - Other	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
Total 2210 · Improvement of Instruction	29,000.00	29,000.00	29,000.00	29,000.00	29,000.00	29,000.00	29,000.00
2225 · Computer Assisted Instruction							
2225320 · Tech Contracted Services	28,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00
2225532 · Data Communications/Internet	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00
2225610 · Computer Supplies	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
2225650 · Computer Software	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
2225732 · Chromebook Purchases	-	-	-	-	-	-	-
2225734 · Computer, commun., Network Equi	3,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2225 · Computer Assisted Instruction - Other	3,500.00	-	850.00	-	-	-	-
Total 2225 · Computer Assisted Instruction	40,600.00	21,100.00	21,950.00	21,100.00	21,100.00	21,100.00	21,100.00
2310 · Support Services-School Board							
2310610 · Administration Supplies	300.00	300.00	300.00	300.00	300.00	300.00	300.00
2312110 · Secretary / Clerk Services	2,100.00	2,100.00	2,100.00	2,100.00	2,100.00	2,100.00	2,100.00
2313321 · Business Services	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
2317321 · Audit Services	17,000.00	17,000.00	17,000.00	17,000.00	17,000.00	17,000.00	17,000.00
2318321 · Legal Services	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2319319 · Trustees Expenses	150.00	150.00	150.00	150.00	150.00	150.00	150.00
2310 · Support Services-School Board - Other	-	-	-	-	-	-	-
Total 2310 · Support Services-School Board	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00	22,550.00

Great Bay Charter School
2021-2022 Approved Budget and Five-year Projection

	Approved Budget 21-22	Projected 22-23	Projected 24	Projected 23-25	Projected 24-26	Projected 25-28
2400 · Support Services-School Admin.						
2400320 · Contracted Services - Grad	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
2400610 · Administration Supplies - Grad	600.00	600.00	600.00	600.00	600.00	600.00
2410110 · Adm In Exec Dir/Asst Dir Salary	133,476.18	136,145.70	138,868.62	141,645.99	144,478.91	147,312.83
2410115 · Admin Assistant School Salary	49,287.42	50,273.17	51,278.63	52,304.20	53,350.29	54,416.51
2410121 · Student Services Liaison Stipend	3,125.00	3,187.50	3,251.25	3,316.28	3,382.60	3,450.50
2410211 · Health Insurance	35,403.80	37,173.99	37,173.99	39,032.69	39,032.69	39,032.69
2410212 · Dental Insurance	2,564.00	2,692.20	2,826.81	2,968.15	3,116.56	3,274.56
2410213 · Life Insurance	321.00	321.00	321.00	321.00	321.00	321.00
2410214 · Short Term Disability Ins	1,341.60	1,341.60	1,341.60	1,341.60	1,341.60	1,341.60
2410215 · Long Term Disability Ins	519.00	519.00	519.00	519.00	519.00	519.00
2410220 · FICA	14,220.48	14,504.89	14,794.99	15,090.88	15,392.70	15,700.17
2410232 · Retirement Certified	26,085.50	26,590.60	29,162.41	29,745.66	30,340.57	30,945.48
2410250 · Unemployment Compensation	582.00	582.00	582.00	582.00	582.00	582.00
2410260 · Workers Compensation	626.00	626.00	626.00	626.00	626.00	626.00
2410320 · Contracted Services	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
2410430 · Repairs and Maintenance	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
2410534 · Postage Fees	800.00	800.00	800.00	800.00	800.00	800.00
2410560 · Marketing Retail	1,000.00	-	-	-	-	-
2410590 · Travel	920.00	920.00	920.00	920.00	920.00	920.00
2410610 · General Supplies	5,000.00	3,000.00	2,980.00	2,000.00	3,000.00	3,000.00
2410650 · Software / Lic Fees	2,500.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2410733 · Leased Equipment						
2410739 · Equipment	500.00	500.00	500.00	500.00	500.00	500.00
2410810 · Dues & Memberships	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
2400 · Support Services-School Admin. - Other						
Total 2400 · Support Services-School Admin.	287,371.98	291,277.65	296,046.30	301,813.46	307,803.92	313,812.41
2500 · Support Services-Fiscal Service						
2510115 · Admin Assistant Business Salary	23,337.00	23,803.74	24,279.81	24,765.41	25,260.72	25,765.41
2510211 · Health Insurance	16,340.52	17,157.55	18,015.42	18,916.19	19,862.00	20,802.00
2510212 · Dental Insurance	1,329.00	1,395.45	1,465.22	1,538.48	1,615.41	1,694.41
2510213 · Life Insurance	67.00	67.00	67.00	67.00	67.00	67.00
2510214 · Short Term Disability Ins	426.40	426.40	426.40	426.40	426.40	426.40
2510215 · Long Term Disability Ins	158.00	158.00	158.00	158.00	158.00	158.00
2510220 · FICA	1,786.28	1,820.99	1,857.41	1,894.55	1,932.45	1,971.45
2510250 · Unemployment Compensation	152.00	152.00	152.00	152.00	152.00	152.00

Great Bay Charter School
2021-2022 Approved Budget and Five-Year Projection

	Approved Budget 21-22	Projected 22-23	Projected 24	Projected 23-25	Projected 24-25	Projected 25-26
2510260 · Workers Compensation	164.00	164.00	164.00	164.00	164.00	164.00
2510650 · Software / Lic Fees	500.00	500.00	500.00	500.00	500.00	500.00
2520860 · Merchant Fees	500.00	500.00	500.00	500.00	500.00	500.00
2520870 · Payroll Service Fees	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00
2520890 · Bank Service Charges	-	-	-	-	-	-
2500 · Support Services-Fiscal Service - Other	-	-	-	-	-	-
Total 2500 · Support Services-Fiscal Service	45,859.20	47,245.12	48,695.27	50,182.04	51,737.98	
2600 · Operations of Plant	33,750.00	33,750.00	33,750.00	33,750.00	33,750.00	33,750.00
2610321 · Food Service	-	-	-	-	-	-
2610400 · Student Lunch Expense	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
2620450 · Space Rental	3,701.58	3,701.58	3,701.58	3,701.58	3,701.58	3,701.58
2620521 · Comp Liability Insurance	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
2620610 · Food Service Supplies	-	-	-	-	-	-
2620720 · Food Svc. Equip.	1,000.00	-	-	-	-	-
2600 · Operations of Plant - Other	89,951.58	89,951.58	89,951.58	89,951.58	89,951.58	89,951.58
Total 2600 · Operations of Plant	89,951.58	89,951.58	89,951.58	89,951.58	89,951.58	89,951.58
2700 · Student Transportation Services	-	-	-	-	-	-
2725519 · Field Trips	-	-	-	-	-	-
2700 · Student Transportation Services - Other	0.00	0.00	0.00	0.00	0.00	0.00
Total 2700 · Student Transportation Services	0.00	0.00	0.00	0.00	0.00	0.00
Total Expense	1,771,716.61	1,697,169.69	1,721,382.71	1,703,805.58	1,728,420.04	
Net Ordinary Income	-0.32	-0.04	11.35	23.14	16.04	
Net Income	-0.32	-0.04	11.35	23.14	16.04	

Great Bay Charter School
Balance Sheet

As of September 21, 2021

Sep 21, 21

ASSETS

Current Assets

Checking/Savings

10101 · People's-Operating-0328	3,354.52
10105 · Peoples Scholarship-0336	998.00
10120 · The Provident Operating 4261	320,861.29
10121 · The Provident Investment -4360	401,285.78
10122 · The Provident Merchant -4302	1,224.05
10123 · The Provident Student -4310	2,930.51
10124 · The Provident Food Svc -4328	3,284.26

Total Checking/Savings 733,938.41

Total Current Assets 733,938.41

Fixed Assets

15000 · Furniture and Equipment	29,855.15
15900 · Accumulated Depreciation	-27,207.36

Total Fixed Assets 2,647.79

Other Assets

16010 · Prepaid Insurance	265.32
18700 · Security Deposits Asset	50.00

Total Other Assets 315.32

TOTAL ASSETS 736,901.52

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

20000 · Accounts Payable	<u>76.32</u>
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Total Accounts Payable 76.32

Other Current Liabilities

20120 · Scholarship Fund	1,425.00
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22100 · Payroll Liabilities	
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22400 · Retirement Certified	17,008.87
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22700 · LegalShield	-14.88
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Total 22100 · Payroll Liabilities 16,993.99

Total Other Current Liabilities 18,418.99

Total Current Liabilities 18,495.31

Total Liabilities 18,495.31

Equity

32000 · Unrestricted Net Assets	663,671.97
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Net Income	<u>54,734.24</u>
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Total Equity 718,406.21

TOTAL LIABILITIES & EQUITY 736,901.52

CHARTER SCHOOL ACCOUNTABILITY PLAN
Goals and Objectives 2021-2022

School Name: Great Bay Charter School

Date: September 2021

Accountability Plan Information:

Once a charter school development team has created a vision and mission for the school, the goals, objectives, and action plans can be developed to activate the school's mission and achieve its vision.

A Charter School Accountability Plan is required by RSA 194-B:3,II(dd)

An accountability plan serves as a roadmap for continuous school improvement. It ensures that progress towards the school's organizational, programmatic and academic goals and objectives are developed, implemented and continuously monitored for success.

Definitions:

Goals are strategic, long-term, broad outcomes that the school wants to achieve; they are the direction the school wants to take.

Objectives are short-term, precise strategies for accomplishing a specific task that can be achieved in a limited period of time and lead to the achievement of a long-term goal. Objectives identify the pathways taken to accomplish the goal. They are specific, measurable and time-bound, with defined completion dates.

Measurement: Criteria used to measure progress towards the accomplishment of the goal.

Timeframe: A clearly defined period of time to accomplish a goal or objective, including a start date and a target completion date.

Progress Checks: Periodic reviews to determine progress made towards accomplishment of goals.

Outcome: A description of the benefit gained from achieving a goal.

Types of Goals for the Accountability Plan:

Organizational Goals focus on a school's long-range intentions for school operations and overall business philosophy; the foundation of the school as identified in the school's charter. They help define the school's purpose, assist its growth and achieve its financial objectives.

Programmatic Goals are designed to improve educational practices in, for example, curriculum, professional development and the criteria and standards identified in programs of study.

Academic Goals focus on the educational outcomes a school sets for itself, for example, student performance goals and the competencies, skills, and attributes that students should achieve upon completion of a course, program or grade level.

The following template can be revised to meet the focus and needs of your school. Please adjust as needed.

Organizational Goals

1. Goal and Description:

Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program. —Enrollment and Sustainable Practices including staff recruitment and retention

Who is responsible: Leadership Team

Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective 01.1: Review, develop, and implement procedures to maximize the recruitment and retention of GBCS students resulting in an enrollment at or about the maximum capacity:</p>	<p>Targeted enrollment: 150 students by Sept 30 2021 155 by Sept 30 2022 160 by Sept 30, 2023</p>	<p>BOY, AOY, Beginning of Year vs. EOY</p>	<p>BOY, AOY (Sem I end), EOY</p>	<p>Grow revenue through maximizing enrollment vs. capacity</p>
<p>Objective 01.2: Seek and/or develop relationships that result in additional resources (revenue, internships, educational resources, etc.) from GBCS community, area businesses, and local communities where our students reside--ongoing, by June 30, 2022</p>	<p>Have two partnerships in place for 2022-23 school year</p>	<p>Beginning of school, 2023</p>	<p>Sem I end, End of School</p>	<p>Partnerships will strengthen the school's ability to access different resources.</p>
<p>Objective 01.3: Review salary/benefit-related expenses, looking at other charter schools and local school districts to seek cost-effective, sustainable options. May, 2022</p>	<p>Spreadsheet of salary and benefit expenses for charters and comparable SE districts</p>	<p>June 30, 2022</p>	<p>January, 2022</p>	<p>Salary and benefit information will aid in budget formation and HR decisions</p>
<p>Objective 01.4 Modify and enhance a staff mentor/induction program to help transition and support new staff</p>	<p>Modified/developed induction program</p>	<p>For Fall, 2022</p>	<p>Mid-year 21-22 and end of year, 2022</p>	<p>Induction program will help facilitate and support new staff</p>

2. Goal and Description:

Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program.—Charter School/School District Relationships

Who is responsible: Executive Director, Trustees

Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective O2.1: Develop and enhance sustainable agreements with the Exeter Region Cooperative School District related to facility, food service, avenues for collaboration, financial support, and GBCS support of the Adult Education program.</p>	<p>Renew: Lease agreement Food Service Agreement Clarify//Articulate: Support agreement</p>	<p>Ongoing activities by June 30, 2022</p>	<p>Nov 1, 2021, Feb 1, 2022</p>	<p>Sustainable use of facility, food service, and programmatic support</p>
<p>Objective O2.2: Seek pathways to supportive relationships with other school districts using the formula-based system with ERCS D</p>	<p>Communication with other districts to promote and potentially receive support</p>	<p>Ongoing, 2021-22</p>	<p>January, 2022</p>	<p>Communication and support from other school districts for students at GBCS</p>

3. Goal and Description: *Develop and enhance procedures and practices to ensure that Great Bay Charter School delivers its programmatic mission with a financially viable, sustainable program.--Fundraising*

Who is responsible: Leadership Team, Boosters, Grant Advisory Team

Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective 03.1: Increase the participation in fundraising activities and initiatives involving students and families of the CBCS community</p>	<p>Advisory minimum participatory fundraising-- \$1000 per advisory for each fundraiser totaling \$15,000 or more</p> <p>Family pledge-- \$1000 per family totaling \$100,000</p> <p>School-based Fundraising (two raffle calendars in October 2021 and March, 2022</p> <p>\$20,000 Community/Social Events with fundraising components: \$5000</p>	<p>Ongoing, by year end</p>	<p>End of Quarter 1, 2, 3, 4</p>	<ul style="list-style-type: none"> Greater student and family participation in raising revenue Outside opportunities for funding are explored
<p>Objective 03.2: Seek grant opportunities for new avenues to program support that support and enhance current programs</p>	<p>Apply for one new grant during 2021-2022 school year</p>	<p>Sem I end</p>	<p>Apply by year end 2022 or summer of 2022</p>	<p>New funding sources are explored and utilized</p>

Programmatic Goals

1. Goal and Description:

The Great Bay Charter School community will enhance its programs to ensure that it 'lives' the school's mission, core values and beliefs, and school-wide learning expectations by integrating competencies and learning targets into a purposefully designed system of instruction and assessment for all students grades 6-12.

Who is responsible: Asst Director, Teachers, Promising Futures Grant Team, Exec. Director, Admin. Asst. School

Objectives	Measurement	Timeline	Progress Checks	Outcome
Objective P1.1: Compile and catalog all subject area competencies with learning targets for all new and existing courses	Course competencies are formalized; collected in centralized location accessible to all	by October 15, 2021	End of Sept, 21	All grades/course competencies are available for review
Objective P1.2: Publish course description/program of studies for use during course selection during Spring, Summer, 2022	Program of Studies Document	by March 30, 2022	November, 2021	Program of Studies Document available
Objective P1.3: Incorporate standards (<i>competencies and learning targets</i>) in each course with integration into Gradebook for reporting. Ongoing, 2021-2022, review in June, 2022	Gradebook review for consistency and integration Evidence in course syllabi	November 15, 2021	End of August, Sept, Oct, 2021	Consistent, integration of competencies and learning targets into assessment reporting
Objective P1.4 Enhance the advisory curriculum to include broader, grade-level expectations for the <i>Choose Love</i> Program.	Advisory logs of implementation	June, 2022	Review Logs at end of Quarter 1, 2, 3, 4	Greater consistency and expansion of <i>Choose Love</i> into Advisory curriculum

<p>Objective P1.5 Continue and enhance the implementation of school's 1:1 technology plan to ensure that every GBCS student has access to a personal, portable device.</p>	<p>Ensure all students have access day one at GBCS Plan for 22-23 and 23-24</p>	<p>Aug 30, ongoing throughout year</p>	<p>Ongoing review and planning</p>	<p>Further enhancement of 1:1 technology with greater student accountability for equipment and more clear organizational logistics</p>
<p>2. Goal and Description: <i>Increase opportunities for student agency at GBCS and increase students' engagement in personalizing their academic and social-emotional learning through: the development and review of his/her personalized learning plan (PLP), articulation of non-traditional curricular opportunities, articulation and implementation of advisory curriculum, implementation of Universal Design for Learning (UDL), refinement of the GBCS support/enrichment program, and increased awareness social-emotional well-being.</i></p>				
<p>Who is responsible: Leadership Team, Asst. Director</p>				
<p>Objectives</p> <p>1. Objective P2.1: Develop, implement, and refine adjustments to the GBCS support/ enrichment program—ongoing—review at year end June, 2022</p>	<p>Measurement</p> <p>Further enhancement of existing program with adjustments to maximize student support and enrichment opportunities</p>	<p>Timeline</p> <p>June, 2022</p>	<p>Progress Checks</p> <p>Sept 30, 2021, End of Quarters 2, 3</p>	<p>Outcome</p> <p>Greater clarity for the potential use of the program, with potential modifications if necessary for Fall, 2022</p>
<p>2. Objective P2.2: Provide more formalized access to students in the selection of electives and personalized learning options—December, 2021 and May, 2022</p>	<p>Measurement</p> <p>Course selection guide, student course selection, and master scheduling clarity for Fall, 22</p>	<p>Timeline</p> <p>June, 2022</p>	<p>Progress Checks</p> <p>Sept 30, 2021, End of Quarters 2, 3</p>	<p>Outcome</p> <p>Junior and Senior Students have access to course descriptions, course selection options are made, and school has better clarity for master scheduling</p>

<p>3. Objective P2.3: Promote and implement a formal organizational approach to the use of Extended Learning Opportunities (ELOs) at GBCS.</p>	<p>At least 10% of all graduates will have participated in at least one ELO by June, 2022, 30% by 2023, and 50% by 2024.</p>	<p>As described in measurement</p>	<p>Quarter 2, End of Year—2022, 2023, 2024</p>	<p>Enhances personalization of students' programs</p>
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3.Goal and Description:
The school will increase the consistency of use of the Collins Writing Program, principles of Universal Design for Learning (UDL), and Choose Love by all teachers across all grade levels and all subjects.

<p>Who is responsible: Data Strategies Team, Leadership Team, GBCS Teachers</p>				
Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective P3.1: Establish and confirm implementation of expectations for number and Collins writing type in each curriculum area</p>	<p>Develop one writing sample, with rubric to be used at each grade</p>	<p>by April, 2022</p>	<p>Q1, 2 end</p>	<p>One school-wide writing sample implemented across all grades by April, 2022</p>
<p>Objective P3.2: Incorporate flexible assessment options (artifacts) and other UDL planning ideas in projects and lesson implementation</p>	<p>Evidence visible in Projects and lessons</p>	<p>Shared folders set up by October 1</p>	<p>Folders reviewed by December 15, 2021</p>	<p>All students will have access to personalized options for assessment of their learning</p>
<p>Objective P3.3: All advisories will be implementing weekly Choose Love lesson activities</p>	<p>Activities are implemented (Advisory Logs)</p>	<p>Shared folders set up by October 1</p>	<p>Folders reviewed by December 15, 2021</p>	<p>Consistency and enhancement of Advisory Curriculum</p>

Academic Goals

1. Goal and Description:
Maximize Great Bay Charter School students' potential to demonstrate grade level proficiency on the NH SAS and SAT mandated testing

Who is responsible: Data Strategies Team, Leadership Team, GBCS Teachers

Objectives	Measurement	Timeline	Progress Checks	Outcome
<p>Objective AI.1: Increase the performance of GBCS students on mandated standardized assessments (SAS and SAT) in grades 6-8 and 11. –overall student grade level proficiency</p>	<p>Increase number of students at targeted level of grade level proficiency by 30% across each grade during 2021-2022 school year.</p>	<p>After 21-22 Assessment</p>	<p>After Modular and/interim assessments; End of year, post-assessment</p>	<p>Students will have the maximum potential for demonstrating growth on required tests</p>
<p>Objective AI.2: Increase the performance of GBCS students on mandated standardized assessments (SAS and SAT) in grades 6-8 and 11. –improvement student proficiency level at each grade</p>	<p>Improve previous year proficiency assessment level for individual students: Move 50% of students one category or more, to at least targeted level of proficient.</p>	<p>After 21-22 Assessment</p>	<p>After Modular and/interim assessments; End of year, post-assessment</p>	<p>Students will have the maximum potential for demonstrating growth on required tests</p>

2. Goal and Description:

Great Bay Charter School will strategically review student learning data, implement support strategies for closing gaps where appropriate, and ensure that it can communicate all data to indicate program effectiveness

Who is responsible: Data Strategies Team, Leadership Team, GBCS Teachers

Objectives	Measurement	Timeline	Progress Checks	Outcome
Objective A2.1: Develop a school-wide approach to data review that integrates individual review, team review, committee review and Leadership Team Review	Develop data strategies plan	By November 30, 2021		Data Strategies plan can drive review of assessment data and
Objective A2.2: Use available data through Performance PLUS and local assessments to better understand student achievement gaps, implement potential remediation approaches, and assess project results	All staff have access and review student data	By October 15, 2021	End of Q2	School will have clearer picture of new and continuing students data picture
Objective A2.3: Seek out and implement local assessments to be incorporated into the portfolio of student learning data	Implement at least two assessments and incorporate into Performance PLUS	Ongoing, by May, 2022	End of Q2	School will have greater capacity to report additional assessment data in addition to NH SAS and SAT



New Hampshire

Department of Education

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

GREAT BAY PUBLIC CHARTERED SCHOOL

Charter Renewal and Visitation Report



Great Bay
CHARTER SCHOOL

**30 Linden Street
Exeter, NH**

**Date of Report: November 29, 2021
Date of School Visitation: October 25, 2021**

**CHARTER SCHOOL RENEWAL
VISITATION REPORT**

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

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

II. SCHOOL PROFILE

The Great Bay Chartered Public School is an open enrollment public charter school, serving students in grades 6 through 12, with an average annual enrollment of 150 students each school year. As a public chartered school, Great Bay Charter School is open to student applicants from any New Hampshire community.

On the 18th of February, 2004, the New Hampshire State Board of Education granted a charter to Great Bay Charter School. The school opened to students on the 3rd of January, 2005. It operates with oversight by a Board of Trustees and the New Hampshire Department of Education.

Great Bay Charter School provides an alternative approach for educating students by emphasizing project-based learning in a smaller, flexible, supportive learning environment. A strong emphasis on writing across the curriculum and deliberate interdisciplinary connections among curriculum areas allow students to make logical connections and transfer knowledge among disciplines.

Great Bay Charter School utilizes a strong faculty advisory program to ensure that all students have a significant adult monitoring their progress in addition to their teachers. The school emphasizes an active classroom-based environment, a strong school community, and connections of students with their school through meaningful interactions among students and between students and their teachers.

School Mission Statement

The Great Bay Charter School provides an engaging, respectful learning environment enriched with flexible options to support students on a personalized path to college and career readiness, participatory citizenship, and service to others.

The school's mission outlines the collective focus on initiatives related to ensuring a positive school culture of respect and flexibility, supporting students with their academic and social-emotional growth and providing personalized options so that students can be prepared for college and/or careers after high school.

Statement of Core Values and Beliefs

We, the Great Bay Charter School Learning Community, believe that students and teachers benefit most from a respectful, diverse, project-based learning environment. Our program is based on the strong conviction that every student can learn. We further believe that all learners teach and all teachers learn. We are committed to sharing our experiences about teaching and learning with other schools, as well as individual educators and students from outside of our school. Above all, we value open minds, acceptance, healthy relationships, active cognitive engagement, student voice, integrity, and social responsibility.

III. RENEWAL ON-SITE VISITATION

On October 25, 2021, the renewal on-site visitation for the Great Bay Charter School was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school. The peer review team reviewed the school's renewal application prior to the visit. The school's executive director, Peter Stackhouse organized the visit schedule and the interview focus groups.

The On-site Visiting Team: Jennifer Siegfried, Talmage Bayer, Jane Waterhouse

The visiting team conducted interviews, classroom observations, and reviewed documents with a focus on the following:

- Implementation of the charter school's mission;
- Effectiveness of the charter school in terms of cost accounting and financial reporting;

- Implementation and effectiveness of the curriculum and defined measures of competencies;
- Indicators that the charter school and the board of trustees function effectively;
- Systems in place for school sustainability.

The following school documents were reviewed:

- Application for Renewal of Charter
- Board Meeting Minutes
- Financial Reports
- School Curriculum
- Academic Achievement Data
- Report Cards
- Class Schedules and Faculty List with Certifications
- Student and Staff Handbooks
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

IV. SUMMARY OF RENEWAL APPLICATION REVIEW

Student Achievement

At Great Bay Charter School (GBCS), students are recognized for the following:

- Scholarship
- Leadership
- Participation
- Service

GBCS students are able to demonstrate their understanding of knowledge and skills attained through a common core aligned curriculum and course competencies that are set up in students' personalized learning plans, with goals which are tailored to match their unique learning styles and interests. Teacher and student-led advisories help students with reviewing strengths and weaknesses, setting goals and planning and tracking their progress. Teachers work in teams to support students and ensure that each student achieves success.

Great Bay Charter School uses multiple methods to assess the work of students and to monitor progress. Ongoing formative and summative assessments from curriculum resources and teacher generated assessments are consistent throughout all core subject areas. IXL diagnostics and NH SAS assessments provide cumulative and comparative data that measures student growth and proficiency. Student portfolios, Quick Fire Challenges, recognition programs, and student learning exhibitions are also used to measure progress.

GBCS’s proficiency levels have been lower than the school’s expectations over the past few years. The school attributes these levels to:

- 30 – 35% of students new to the school each year, coming from 30 different NH communities, and having diverse needs;
- New students who have not experienced much academic success where they came from and who may have other learning challenges as well, such as social emotional reasons for changing schools;
- 31 % of students having a disability and requiring special education services;
- Challenges students faced during the pandemic, including social emotional and economic disadvantages;
- As we see in many of the New Hampshire charter high schools that have a high population of at-risk students, academic data by grade level or whole school can be distorted, disproportionally influenced by a small number of underperforming students, when class sizes have low enrollment numbers.

The school has acknowledged that there is work to be done to increase student growth and proficiency as is evidenced by the NH SAS results. They have identified the areas that need additional focus and are currently undergoing research to understand the reason for the gaps in student achievement and have undertaken steps to further explore and address the issues.

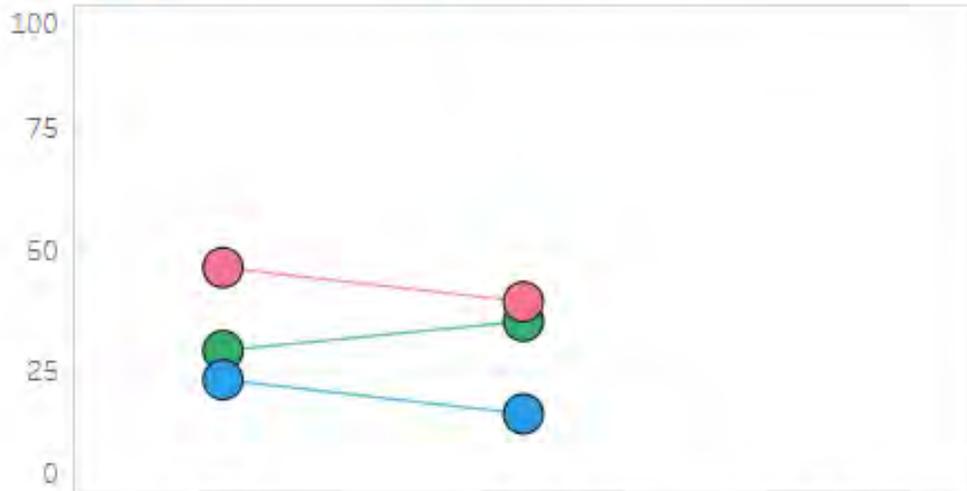
It is important to understand that once in the GBCS program, students experience a culture of respect and flexibility that permeates the entire program, and a multi-layered system of support enabling them to thrive. From the students’, parents’, teachers’ and administrative team’s perspective, students are making great academic progress and growth. GBCS’s educational model improves students’ confidence and motivation, and when they begin to experience success, they are able to increase their participation, progress through competencies, take on leadership roles, and give their service to the community.

The tracking of assessments showing student proficiency, growth, SAT results and graduation rates over the past 3 years can be seen below in the following graphs.



Assessment Proficiency Over Time

■ ELA Proficiency
 ■ Math Proficiency
 ■ Science Proficiency



		2018	2019	2020
ELA Proficiency	District	46%	39%	*COVID
	State	58%	56%	*COVID
Math Proficiency	District	23%	16%	*COVID
	State	48%	48%	*COVID
Science Proficiency	District	29%	35%	*COVID
	State	41%	39%	*COVID

Entity Comparison | All Indicators for Past 3 Years

		Great Bay Charter School		Kreiva Academy Public Charter ..	
		2019	2020	2019	2020
Academic Growth	Student Growth - ELA	39.00	*COVID	42.00	*COVID
	Student Growth - Math	29.00	*COVID	21.00	*COVID
Achievement	Proficiency - ELA (%)	39.00%	*COVID	34.00%	*COVID
	Proficiency - Math (%)	16.00%	*COVID	14.00%	*COVID
	Proficiency - Math & ELA (%)	27.30%	*COVID	24.00%	*COVID
College and Career Readiness	Dropout Rate (%)	4.72%	1.72%	0.00%	4.55%
	Graduation Rate - 4YR (%)	79.41%	97.14%	*N	*N
	Graduation Rate - 5YR (%)	72.97%	82.35%	NA	*N
	Post-secondary Enrollment Rate (%)	53.57%	15.63%	NA	*N

Student Admissions

The student admissions process includes a review of each student’s submitted application materials and a student/parent interview. This interview helps to determine the following:

- potential for success at the Great Bay Charter School,
- potential to contribute positively to the learning community,
- whether the school’s programs and the student’s individual academic needs are aligned.

If there are more applicants than available spaces, the school implements a lottery process.

The student application and lottery process are available on the school website.

Once students are admitted to the school, they go through a student-led school orientation.

The NH State Board approved enrollment is capped at 170 students.

Enrollment Projection for School Years 2022 – 2026

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Current: 156	147-157	150-160	152-162	154-164

Governance/Leadership

The insight of the founders of Great Bay Charter School continues to be clearly articulated in the tenets of the mission statement, which describes the intent to provide a respectful and engaging learning environment, personalized, project-based learning with flexible options to prepare students for college and careers after high school.

A very active and committed eight-member Board of Trustees is responsible for the governance of the school and the oversight of the school operations in accordance with the charter, the mission, the board bylaws and the budget established annually by the executive director and the Board.

The Board of Trustees is comprised of a diverse group of long standing members, including the following:

- A current school administrator,
- A member with post-secondary school affiliation,
- An alumni parent,
- An alumni parent who was a former State Legislator,
- One current GBCS parent,
- Two community members, with many years of Board experience, GBCS trustees since 2005,
- An attorney – also an alumni parent.

Recruitment of an additional parent for the board is currently in progress.

Monthly meetings are held and are open to the public, and meeting minutes are recorded and published on the school’s website. The trustees currently oversee the work of three committees, each of which has specific goals and responsibilities. Board members are also expected to participate in school and community events and in school activities whenever possible. Several of the student clubs are initiated and overseen by board members.

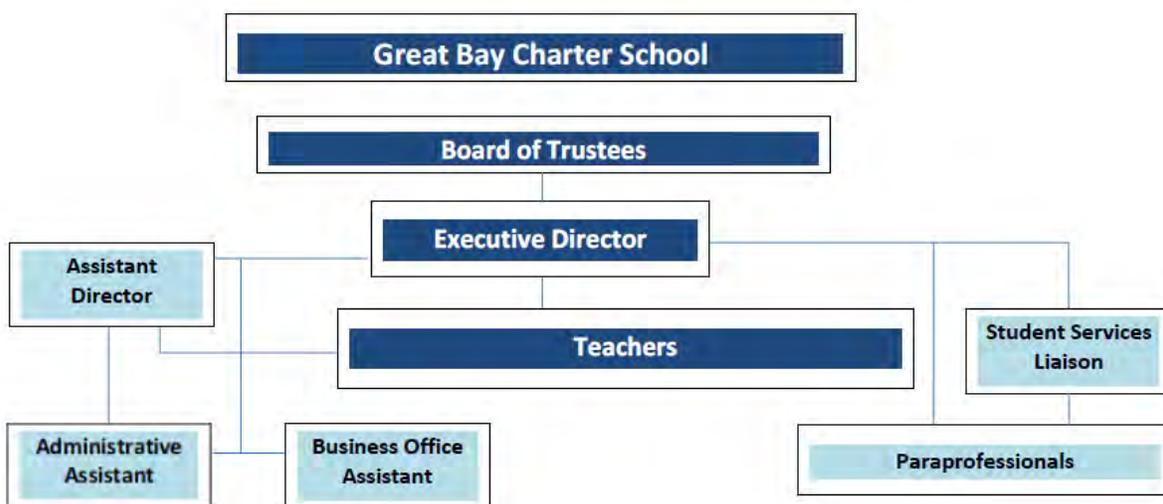
2021-2022 Committees

- Policy Review
- Budget Advisory
- Local District Support

Great Bay Charter School has thrived under the highly skilled management practices, education experiences and vision of the school principal, Peter Stackhouse, who has built a strong collaborative support system where students, parents, teachers and staff feel valued and respected and that their voice matters. The leadership hierarchy at the school has clearly identified roles.

Great Bay Charter School Organizational Chart

2021-2022 School Year



Staffing

Great Bay Charter School has a staff of 13 full and part-time individuals. Eight teachers are certified, two uncertified teachers have more than three years of experience, and three teachers have Statements of Eligibility and are currently in the process of developing their plans.

Teacher retention is high, in part due to a comprehensive and competitive benefits package and a professional development plan, and also the opportunity for teacher voice, and the respect, gratitude and support demonstrated by the Board, the administration, the students and their parents. The teachers feel valued and they see daily how their commitment and work has a positive impact and makes a difference to lives of their students.

The following list identifies the current teaching roles, the credentials, the FTEs and the length of service at GBCS:

Administration

- **1.0 Executive Director: 15th year at GBCS + GBeCS Trustee and pre-charter planning committee for Great Bay eLearning Charter School origin in 2004-2006. 33rd year in Public education--science teaching and building and district administration * (Experienced Educator--Superintendent, Principal, Life Science gr 9-12 and Middle School Science gr 5-8)**

Teachers

- **1.0 English Teacher/stipend for Asst. Director 13th year at GBCS ***
- **1.0 Math Teacher/stipend for Student Support Liaison 13th year at GBCS ***
- **1.0 Math Teacher 16th year at GBCS ***
- **1.0 Social Studies Teacher 9th year at GBCS ****
- **1.0 Social Studies Teacher 8th year (L.o.A. for 21-22) ***
- **1.0 Science Teacher 3rd year at GBCS ***
- **1.0 Science Teacher 3rd year at GBCS ****
- **1.0 English Teacher 2nd year *****
- **1.0 ELA Teacher 3rd year *****
- **0.8 Social Studies Teacher 1st year at GBCS (for L.o.A.) ***
- **0.4 Social Studies Teacher +student support *****
- **1.0 Wellness/Science Teacher (new position) ***
- **1.0 English Teacher 1st year at GBCS ***
- **1.0 Art Teacher 1st year at GBCS ***

Student Support

- **1.0 Paraprofessional 5th year at GBCS**
- **0.6 Paraprofessional 7th year at GBCS**
- **1.0 Paraprofessional 1st year at GBCS ***

Administrative/School Support

- **1.0 Admin Support 15th year at GBCS**
- **0.6 Admin Support 3rd year at GBCS**

Key to Certification Status and

- ***holds valid teaching credential in NH**
- **** greater than 8 years teaching experience**
- *****holds SOE, working toward certification**

Stakeholder Involvement

Great Bay Charter School has a long-established program for parent involvement called the Booster Group. This is led by a steering committee of parents, staff and current students. It is an excellent vehicle for access to parent feedback and ideas. They take responsibility for organizing

activities related to contact with the school community and are a source for fundraising within the areas that the school services. This group assists the school in numerous ways, such as meal transport, special education matters, staff appreciation activities, and participation in the funding advisory group. Outreach to the community at large does not appear to be a major focus of the school and it may benefit them to review how developing relationships with the local business community could be of benefit to them. A further understanding of how the school manages its relationships with its sending SAU's and the DOE would have been of assistance. In conclusion the school's relationship with its parents is excellent; however, a considered strategy for expanding its outreach to a wider spectrum of stakeholders may be of benefit to all parties.

Great Bay has partnered with several community businesses and organizations for students to participate in ELOs, internships, career explorations, and community services activities, for example, the YMCA, local food pantries, church organizations, and Seacoast School of Technology.

Funding

As with all public charter schools, Great Bay Charter School's primary source of income is from New Hampshire State adequacy funding. This is illustrated in the report below of the school's profit and loss accounts to June 1, 2021, which identifies the various sources of funding that the school generates and how it aligned with their projected budget for the same period. The report shows the extent of the funds raised over and above the State Adequacy income.

It can be seen that Great Bay Charter School has developed a diverse range of income streams ranging from straightforward donations to student lunch income. The total fundraising amount raised represented 84% of the annual budgeted fundraising income. This figure is impressive when the impact of the pandemic restrictions is taken into account. Subsequently, over the years, the school has developed a wide range of external avenues for additional income streams. GBCS is committed to continuous review of its fundraising program and is confident of its continuing contribution to the schools financial strength.

A major funding challenge for Great Bay Charter School is the reduction of the Exeter School District's financial support each year. For FY 2021-2022 this most recent reduction totaled \$117,000. The forgiveness of a \$50,000 PPP loan and an increase in student enrollment in 2021-2020 by 10 will help to offset this shortfall by an adding an additional \$73,000 to the income line of the budget. The school is acutely aware of the financial impact student numbers have on the financial stability of Charter Schools and sustaining the current student roll of 156 will provide Great Bay with a solid platform financially despite continued reductions from associated programs such as school lunches. However, a strategic fundraising plan and/or several budgetary cuts may be required in the future to overcome this continuing challenge.

**Great Bay Charter School
Profit & Loss Budget vs. Actual
July 1 2020 through June 30, 2021**

	Jul '20 - Jun 21	Budget	Over/Under Budget
Ordinary Income/Expense			
Income			
40200 - District Support	280,000.00	280,000.00	0.00
40300 - Grants-Temp Restricted	64,795.08	34,000.00	30,795.08
40301 - Grants-Supplemental SPSRF COVID 19 Grant	31,200.00	0.00	31,200.00
40500 - STD Claim Revenue	11,078.08	0.00	11,078.08
40500 - Health Insurance Adj Employee Pd	5,606.00	0.00	5,606.00
41000 - Fundraising			
41001 - Fundraising-Donations & Other	14,431.96	10,000.00	4,431.96
41002 - Fundraising-Great Lakes	1,064.20	6,000.00	-4,935.80
41003 - Fundraising-Retail Income	444.84	1,000.00	-555.36
41004 - Lunch-A La Carte Income	314.00	1,500.00	-1,186.00
41005 - Fundraising-Chromebook Donations	4,544.25	6,000.00	-1,455.75
41006 - ECRSD Lunch Reimburse Revenue	234.75	0.00	234.75
41007 - Scholarship Revenue	1,750.00	0.00	1,750.00
41010 - Summer School Tuition	1,460.00	0.00	1,460.00
41011 - Student Lunch Income	22,872.08	31,500.00	-8,627.94
Total 41000 - Fundraising	47,115.86	96,000.00	-8,884.14
41311 - Adequacy Aid Grant - St of NH			
41312 - Supplemental Aid Based on FRL Qualif	87,608.51	76,000.00	9,608.51
41311 - Adequacy Aid Grant - St of NH - Other	1,027,063.32	1,076,200.00	-51,106.68
Total 41311 - Adequacy Aid Grant - St of NH	1,114,701.83	1,156,200.00	-41,498.17
41313 - NHRS Refund	10,347.93	0.00	10,347.93
41314 - Tuition Summer School	0.00	2,000.00	-2,000.00
41315 - HealthTrust Return of Surplus	11,485.25	0.00	11,485.25
41400 - Special Ed Revenue	24,501.28	3,400.00	21,101.28
49000 - Interest Income	1,165.41	700.00	465.41
Total Income	1,601,994.72	1,532,300.00	69,694.72
Gross Profit	1,601,994.72	1,532,300.00	69,694.72
Expense			
1000 - Instruction			
1100110 - Teachers Salaries	627,381.14	561,400.00	65,981.14
1100121 - Instructional Assistant	42,977.92	0.00	42,977.92
1100211 - Health Insurance	111,806.01	119,277.00	-7,671.99
1100212 - Dental Insurance	6,520.14	7,582.00	-1,061.86
1100213 - Life Insurance	1,080.75	1,010.00	70.75
1100214 - Short Term Disability Ins	3,977.21	3,379.00	598.21
1100215 - Long Term Disability Ins	1,254.07	1,149.00	105.07
1100220 - FICA	50,943.34	42,947.00	7,996.34
1100232 - Retirement-Certified	84,799.08	96,929.00	-15,129.92
1100250 - Unemployment Compensation	282.00	1,624.00	-1,541.40
1100260 - Workers Compensation	1,743.67	1,963.00	-219.13
1100320 - Professional Svs For Curr Dev	0.00	0.00	0.00
1100610 - General Teaching Supplies	1,397.48	10,000.00	-8,602.52
1100641 - Books & Other Printed Media	1,512.34	3,500.00	-1,987.66

Transportation

Currently, students who reside in the town of Exeter have access to the local bus routes for transportation to the high school, and then they take a shuttle bus to Great Bay Charter School. For students who reside outside of the Exeter Regional Cooperative School District, private vehicles and carpooling efforts are the methods by which students are transported daily.

V. SUMMARY OF FOCUS GROUP INTERVIEWS

The Great Bay Charter School made arrangements for parents, members of the Board of Trustees, students, and staff members to participate in virtual focus group interviews on the day of the visit. The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

Board of Trustees

Five members of the Board of Trustees participated in the interview. All board members take their role of governing and oversight of the school seriously; they were well informed about the mission of the school and are intent on doing their part to ensure that the school continues to grow, meet the needs of its students and be sustainable.

They are are impressed with the program's growth and systems that have been put in place by the executive director. Board members see the importance of this program meeting the needs of diverse learners, and see the following as some of the key components for the success of the school:

- Portfolio and self-evaluations for the staff and administration;
- The academic program is producing desired results. Board members cited that they are pleased by the fact that the school is not test-driven, and that student progress is competency-based. The Board is very satisfied with the academic reports given by the director, especially the high graduation rates;
- The school is a community where all stakeholders work together for the success of the school and the students. What Board members hear from teachers, students, and parents is very impressive. They are satisfied with all aspects of the educational program;
- Strong community support for the school;
- Support provided to the administration team whenever needed;
- Diverse and skilled board with experience in legal, school administration, teaching higher education, policy development, and extensive board experience;
- Board members substitute for administration when needed, review of documents as they are developed, run afterschool clubs for students, participate in community and school activities and events;
- The director is very experienced and skilled in his role. The board has complete confidence in his abilities. The director has carried the bulk of the load for 15 years. He has the ability to *magically take a small amount of funding and run a school with it!*

Challenges and Areas for Growth:

- The short and long-term uncertainty of continued funding.
- Recruiting one more parent for the board;

- Developing and setting up formal committees: Policy, Procedures, Long-Term Sustainability, Supervision, School Improvement, and Data. Currently, committees are set up on an as needed basis;
- Planning to look into a board evaluation process;

Administration Interviews

The peer review team interviewed two administrators, the executive director and the assistant director. In the peer review team's conversation with the administrative team, it was apparent that every student who attends Great Bay Charter School is valued and well-cared for by the staff. It is evident that the school works with each students who comes into the school, no matter how diverse the needs. The director shared that the ethos of the school is to *work with the students we have, not the ones we may wish we had*, and this is a commitment that is shared by every faculty member. The school leadership engages in a growth mindset that has a focus on the development whole student, *not for school but for life*, as the school's motto states.

The school has been very successful over the past five years and has made many improvements to their program, for example, developing learning expectations that cover the graduation requirements, and completing work on competencies and learning targets, which has provided a standardized pathway for students. As students approach 11th and 12 grade, the curriculum becomes much more electives driven, and the elective options have been developed and continue to be developed based upon student's interests and needs.

A more comprehensive and strategic fundraising plan has also been developed which was necessitated by reductions in district funding year on year. The school is contemplating shifting some of the burden of raising funds to families who are able to donate to an annual appeal. Expanding the school to include fifth grade is also under consideration, as the middle school program has been very successful, and this endeavor could potentially increase the enrollment to the approved cap of 170 students, subsequently increasing the school's state adequacy funding. This would benefit the school's financial sustainability.

One of the director's goals is to accommodate as many students as they can, to be flexible and provide a better opportunity for success in school and in the student's post high school lives.

According to the administrative team, a few areas for concern and improvement are:

- Completing the course catalogue, which is currently under construction;
- Navigating the district's responsibility to support the special education of resident students.

Great Bay Charter School staff has built trusting and respectful relationships with the students, and the students thrive in this environment. Where once there was once failure, fear and anxiety for students, there is now enthusiasm, excitement, joy and success for the students at Great Bay Charter School.

Staff Interviews

The visiting team met with eleven staff members to gain perspectives on school operations, successes and challenges. The school has a very high level of staff retention, creating a cohesive and secure environment for students.

Successes shared by the staff:

- Teachers feel that parent involvement is great, and that parents are very supportive which results in strong connections;
- Teachers report a strong sense of community, camaraderie and administrative support of colleagues;
- There are currently 14 after-school enrichment opportunities provided for students;
- PLPs are developed and tracked during student-led advisories, which are small group meetings. Students are the drivers and they implement their plan. Parents attend the PLP meetings;
- The built-in support block is extremely beneficial to students, as is the before and after school support;
- Interdisciplinary projects bring teachers together to collaborate on creative ideas for projects;
- Teachers have the autonomy to meet learning targets, which are used to guide the academic program;
- PD days help teachers reach their required PD hours for certification, and make sure that they are continuously improving their methods and strategies to ensure students have what they need academically, socially and emotionally.
- Oversight is present; however, it is informal. Staff does not need to turn in work for evaluation. Staff members are very comfortable with the quiet, unobtrusive and collegial manner in which the school director stays abreast of what is happening in the classrooms, with the teachers and with the students.

Challenges and suggestions for improvement:

- Teachers would like a system developed where they could check off the competencies that students have achieved, as it would be easier to keep track of what students have completed and what they need to do.
- Additional collaboration time would be appreciated.

Student Interviews

Eleven students were interviewed. Students were articulate and shared personal experiences and the impact that the school program has had on their personal and academic growth. It was clear to the evaluators that that students are happy and satisfied with their choice of school. The following are some of the reasons:

- Interdisciplinary projects that we design based on our interest. So engaging!

- Teachers get to know us so they can differentiate our learning. They love teaching and they care about every student. They build trust so students open up to them.
- GBCS is a safe place, like a big fun family. We have a culture of respect. Students feel secure and then they can make friends, support each other, and really learn, grow, gain confidence, and advocate for themselves. It takes a while for new students to acclimate but it happens and then they blossom.
- Rigor is directly related to our academic needs and interests.
- Personalized learning: teachers challenge us and then lighten the load as needed.
- The school provides everything we need to be successful – they have us covered!
- 100% choice. Students are involved as much as possible: electives, courses, extracurricular, community service, leadership roles, internships, job shadowing for career exploration, PLPs, ELOs, community service.
- Advisories: students take turns leading advisories – a way to learn and practice being a leader.
- Activity nights once a month!
- Friday Clubs, examples: photography, art, debate. Everyone has to choose a Friday Club.
- Performance tasks – we need to articulate and demonstrate what we learned.
- FCAs are focus on Correction Area with a 0-5 system for the level of work.

Areas for Improvement;

- We need a language teacher;
- A library with a larger selection of books would be nice;
- Sports so we can play competitively;
- Please bring back the assemblies that stopped when COVID arrived.

Parent Interviews

Seven parents attended the parent interviews. The purpose of these interviews was to gain insight from parents regarding their meaningful involvement in their child’s programming, and to gain insight into general satisfaction and the extent to which students are demonstrating successes. Parents were found to be very supportive of the school, the staff, administration, the schools approach to learning and the way in which the school motivates the students. They were grateful for this educational option that best meets their children’s needs, interests and enjoyment.

Parents attribute their children’s successes to the following:

- Building personal relationships with the staff, administration and their peers;
- Staff goes so far above and beyond their teaching responsibilities;
- Administration hold everything together;
- Learning application: the delivery approach is to weave academics into real world circumstances;
- Reduction of anxiety: structure of the lessons projects have clear expectations that can be

broken into smaller components when needed;

- A focus on community, both within the school and within their volunteer service to the community in which they live;
- A safe environment in which to grow and thrive uninhibited – students are accepted no matter who they are;
- Over time, students with IEPs need less and less support and interventions;
- Small class sizes;
- Interesting project-based learning that fully engages students and that encourages independence, cooperation and accountability – helps to build confidence;
- Competencies challenges students;
- Flexibility in learning;
- Individualized learning plans;
- Student blossomed with the strong academic, social and emotional growth;
- Lots of communication from staff – able to track students’ progress;
- Parent group is very active in support of teachers (monthly teacher recognitions) and the school. Lot of opportunities to be involved as much as we can; fundraising, volunteering for community and school activities and events, school meal deliveries, raising awareness of the school in the communities, advocating for the school budget, completing surveys, after school activities.

Concerns/Areas for improvement:

- Would like to be invited to participate in the evaluation of the school program;
- Funding – district funding cuts are massive – challenging to overcome \$100,000 dollars in lost revenue in one year. Suggest pulling everyone in to discuss options and how we can tackle this as a community;
- Number of new students needing services = increase in expenses. Resident schools need to support students in offering services;
- Have Budget Committee work on grant writing;
- Create a Fundraising Committee;
- School counselor needed as the nurse is the defacto counselor right now.

VI. SUMMARY OF PROGRESS

A. Progress Toward Meeting Mission

Great Bay Charter School has demonstrated adequate progress towards meeting its academic, programmatic and organizational goals as outlined in this document.

B. Responsible Use of Public Funds

Great Bay Charter School has demonstrated responsible use of public funds. The Board of Trustees has the ultimate financial oversight of school finances and acts with full regard to the required reporting strictures and protocols expected of a Chartered Public School in New Hampshire.

The most recent Independent Audit report, on file as of June 30, 2020, determines that the financial statements present fairly in all material aspects and contain no citing. The school's billing and purchasing practices meet acceptable standards.

Quarterly financial reports were made available for this review, and are available to the public by request. They comply with accepted standards of public school accounting. Reasonable and prudent planning is evident in the financial reports and the annual budgets.

C. Indicators of School Sustainability

There are several areas that stand out when reviewing Great bay Charter School for sustainability:

- The Board of Trustees has operated effectively during this 5-year charter period;
- Students who may have struggled to fit in to large traditional public school settings are learning and thriving in the safe and supportive learning environment provided by the Great Bay Charter School;
- Staff retention – the executive director is in his 15th year and several teachers have been with the school from 13 – 16 years;
- Consistent student enrollment;
- Parent and student satisfaction: Parents strongly support the school's mission and acknowledge the often newly found success that students find at GBCS.
- GBCS offers an opportunity for an alternative learning program option that was not available in the local traditional public school setting;
- Parent volunteers engage in extracurricular activities, booster activities, teacher appreciation, fundraising and school events;
- A robust fundraising plan with future plans to increase annual goal amounts to compensate for reductions in district funding;
- A continuous process of school improvement, for example, mission revision, improvements to curriculum, instruction and assessments, course catalogue development, increased number of electives, development of a policy committee to write new and revise existing policies.

There will be a need to identify new funding sources such as annual appeals and grants to sustain the school in the event of further reductions in district funding. The future sustainability of the Great Bay Charter School model is evident, provided the financial supports continue, and the school can continue to maintain its student population.

D. Promoting Student Attainment of Expected Knowledge and Skills

“We learn, not for school but for life!” is the Great Bay Charter School motto. The school has demonstrated adequate progress in promoting student attainment of expected knowledge and skills for college and career readiness, as outlined in their mission and evidenced in this document. Student growth can be seen in scholarship, which is determined through the attainment of competencies, participation in classroom and school activities, leadership in committee work and advisories, and in the annual requirement of 20 hours of community service.

The school has acknowledged that proficiency is low in several areas; however, an improvement plan has been created to address these areas and steps are currently being taken to strengthen the program.

VII. COMMENDATIONS and RECOMMENDATIONS:

Commendations:

- The school has the benefit of a diverse and long-serving Board membership, focused upon the short, medium and long term growth and sustainability of the school. The school administration is fortunate to have this group of skilled individuals for support in all aspects of the educational program, whilst ensuring that school remains true to the mission, vision and core beliefs.
- The faculty and staff are commended for implementing a student-centered learning culture and climate within the school that is welcoming and supportive of student needs and interests. Included in this is the commitment to competency, project-based and personalized learning, and to meeting the educational and social emotional needs of students.
- Excellent relationship with parents and students as demonstrated by the feedback from surveys and the interviews with the peer review team. Parents and students report great satisfaction with academic programming, school-family interactions, timely and accurate communications, and that the school is an emotionally safe environment.
- Parents are to be commended for their often tireless support of the school, through the very active and successful Booster Group, volunteering for classroom school and community events and activities, staff recognitions and celebrations, and for the assistance they provide for the school lunch deliveries twice weekly.
- Strong history of stable enrollment and employee retention. Positive school climate is to be commended at GBCS and ensuring that teachers are compensated well for the work they do; annual salary increases, comprehensive benefit package, stipends for extra work, professional development...

- All stakeholders commented on the school operating like a family that takes care of one another. What a safe and wonderful climate to learn in every day!
- The school has had a faculty advisor for many years and continues to refine and build on this facet of school support with a focus on Personalized Learning plans, Universal Design for Learning and supporting students' emotional needs by using the Choose Love philosophy.

Recommendations:

- **Program of Studies:** Completion of the Program of Studies will provide clarity to students and families on what trajectory towards graduation means philosophically and logistically at GBCS and formally align courses and learning targets.
- **Board of Trustees:** Training for board members; develop process for onboarding new members, conduct board evaluations (could be self-evaluations), and conduct administrator evaluations.
- **Staff:** Develop a system where teachers check off the learning targets and competencies for easier tracking and reporting. Teachers could use more time for collaboration, especially with the multidisciplinary projects.
- **Special Education:** Develop a system where districts provide for the special education needs of students. Consider contracts and charging hourly rates.
- **Sustainability:**

- Funding: Develop a strategic fundraising plan and/or consider the possibility of future budgetary cuts to overcome budgetary shortfalls, should the reductions in district funding continue.

Approach other resident districts to develop partnerships and request financial support for resident students who not only attend GBCS, but also benefit greatly from this educational option.

- Student Recruitment: Continue to develop community outreach programming and marketing the successes of students with the local business community and community members at-large.

Recommend developing a student recruitment plan that will list all strategies, dates and action plans, with annual goal numbers and metrics for measuring success of each activity

- Partnerships: Consider how to formulate a plan for outreach to the wider community in which the school operates such as the business community for both fund raising opportunities and student recruitment.

VIII. OVERALL FINDINGS

In accordance with the criteria for Charter School Renewal, the Great Bay Charter School meets the requirements for: Progress Toward Meeting Mission; Responsible Use of Public Funds; Indicators of School Sustainability; and, Promoting Student Attainment of Expected Knowledge and Skills.

Great Bay Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

Renewal Evaluation Team

Lead Evaluators:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Co-Evaluators:

Jennifer Siegfried, Director of Operations and Services, Kreiva Academy Chartered Public School

Talmage Bayer, Charter School Grants and programs Administrator, New Hampshire Department of Education

Respectfully submitted,

Jane Waterhouse

Jane Waterhouse

Curriculum, Assessment Tools and Current Instructional Practices

School Name: Great Bay Charter School

Date: 2021-2022

Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
MATH	Elementary	n/a	n/a	n/a	n/a
	Middle	School developed, aligned to Common core	<ul style="list-style-type: none"> • Online Resources • Teacher texts • Common core • IXL suggested remedial exercises 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • IXL diagnostic • NH SAS Teacher-generated assessments
	High School	School developed courses, aligned to Common core	<ul style="list-style-type: none"> • Online Resources • Teacher texts • Common core • IXL suggested remedial exercises 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • IXL diagnostic • NH SAS Teacher-generated assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
ENGLISH LANGUAGE ARTS	Elementary	n/a	n/a	n/a	n/a
	Middle	School developed, aligned to Common core, Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts • Common core • IXL suggested remedial exercises 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • IXL diagnostic • NH SAS Teacher-generated assessments

	High School	School developed courses, aligned to Common core Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts • Common core IXL suggested remedial exercises 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • IXL diagnostic • NH SAS Teacher-generated assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
SCIENCE	Elementary	n/a	n/a	n/a	n/a
	Middle School	School developed, aligned to Next Generation Science Standards Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing- and Activity-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and summative project assessments • NH SAS (Gr 8) • Teacher-generated assessments
	High School	School developed courses, aligned to Next Generation Science Standards Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing- and Activity-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and summative project assessments • NH SAS (Gr 11) • Teacher-generated assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
SOCIAL STUDIES/ HUMANITIES	Elementary	n/a	n/a	n/a	n/a
		School developed, aligned to NH	<ul style="list-style-type: none"> • Online Resources • Teacher texts 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments

	Middle	Social Studies Frameworks, Common core, Competency-based		skinny) in all grade levels <ul style="list-style-type: none"> • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Teacher-generated assessments
	High School	School developed courses aligned to NH Social Studies Frameworks, Common core, Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher texts 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Ongoing formative and Summative Assessments • Teacher-generated assessments
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
TECHNOLOGY	Elementary	n/a	n/a	n/a	n/a
	Middle School	Integrated, competency-based	Online resources, project-based	<ul style="list-style-type: none"> • Integration of tech competencies into classes 	Student portfolio
	High School	Integrated, competency-based School-developed Individ Learning Plan (ILP) to ensure any missing competencies are met	Online resources, project-based	<ul style="list-style-type: none"> • Integration of tech competencies into classes 	Student portfolio
Subject	Grade Level	Curriculum	Resources	Instructional Practices	Assessment Tools
	Elementary	n/a	n/a	n/a	n/a

PHYSICAL EDUCATION	Middle School	School developed Wellness, Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher developed materials • Campus facility and YMCA 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	<ul style="list-style-type: none"> • Teacher-generated assessments
	High School	School developed Wellness, ELOs, ILPs and elective courses Competency-based	<ul style="list-style-type: none"> • Online Resources • Teacher developed materials • Campus facility and YMCA 	<ul style="list-style-type: none"> • Classes held 3 days a week (2 block +one skinny) in all grade levels • Writing-based Projects • Support providing for struggling students 	Teacher-generated assessments

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[JH](#) Student Absences and Excuses
[JH-R](#) Student Absences and Excuses-Rules
[JH-R3](#) GBCS Absences & Excuses-Rules
[JHB](#) Truancy

JHB-R	Truancy-Rev 1
JHC	Student Release Precautions
JI	Student Rights and Responsibilities
JICD	Student Conduct, Discipline and Due Process
JICD-R	Memorandum of Understanding
JICDD	Student Discipline Out-of-School Actions
JICE	Student Publications
JICFA	Hazing
JICH	Drug and Alcohol Use by Students
JICI	Dangerous Weapons on School Property
JICK	Pupil Safety and Violence Prevention
JIH	Student Searches and Their Property
JIH-R	Search of Students
JJF	Student Activities Fund Management
JKA	Use of Physical Restraint
JKD	Student Suspension
JKE	Long-Term Suspension or Expulsion
JKF	Student Engagement
JICG	Tobacco Ban, Use and Possession on School Grounds
JLC	Student Health Services
JLCB	Immunizations of Students
JLCB-R	Immunization Requirements
JLCD	Administering Medicine to Students
JLCE	Emergency Care and First Aid
JLCF	Student Wellness, Nutrition, and Physical Activity
JLDBB	Suicide Prevention
JLF	Reporting Child Abuse
JLIA	Supervision of Students
JQ	Care of School Property by Students
JRA	Student Records and Access

SECTION K: SCHOOL-COMMUNITY-HOME RELATIONS

KDC	Website Publishing Policy
KDC-R	Website Publishing Policy
KEB	Public Complaints about School Personnel
KEC	Public Complaints about Curriculum or Instructional Materials
KED	Public Complaints about Facilities or Services
KF	Use of School Facilities
KH	Solicitations in the School
KHB	Advertising in the School
KI	Visitors to the Schools

SECTION L: EDUCATION AGENCY RELATIONS

LEB

Dual Enrollment Programs

GREAT BAY CHARTER SCHOOL 2021-2022 CALENDAR

7.15.21
DRAFT

2021

JULY							Days
S	M	T	W	T	F	S	Student
				1	2	3	0
4	5	6	7	8	9	10	Staff
11	12	13	14	15	16	17	0
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

AUGUST							Days
S	M	T	W	T	F	S	Student
1	2	3	4	5	6	7	2
8	9	10	11	12	13	14	Staff
15	16	17	18	19	20	21	7
22	[23]	[24]	[25]	[26]	27	28	
29	30	31					

SEPTEMBER							Days
S	M	T	W	T	F	S	Student
			1	2	3	4	20
5	6	7	8	9	10	11	Staff
12	13	14	15	16	17	18	20
19	20	21	22	23	24	25	
26	27	28	29	30			

OCTOBER							Days
S	M	T	W	T	F	S	Student
					1	2	20
3	4	5	6	7	8	9	Staff
10	11	12	13	14	15	16	20
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

NOVEMBER							Days
S	M	T	W	T	F	S	Student
	1	[2]	3	4	5	6	17
7	8	9	10	11	12	13	Staff
14	15	16	17	18	19	20	18
21	22	23	24	25	26	27	
28	29	30					

DECEMBER							Days
S	M	T	W	T	F	S	Student
			1	2	3	4	17
5	6	7	8	9	10	11	Staff
12	13	14	15	16	17	18	17
19	20	21	22	<23>	24	25	
26	27	28	29	30	31		

2022

JANUARY							Days
S	M	T	W	T	F	S	Student
						1	20
2	3	4	5	6	7	8	Staff
9	10	11	12	13	14	15	20
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

FEBRUARY							Days
S	M	T	W	T	F	S	Student
			1	2	3	4	19
6	7	8	9	10	11	12	Staff
13	14	15	16	17	18	19	19
20	21	22	23	24	25	26	
27	28						

MARCH							Days
S	M	T	W	T	F	S	Student
		1	2	3	4	5	18
6	7	8	9	10	11	12	Staff
13	14	[15]	16	17	18	19	18
20	21	22	23	24	25	26	
27	28	29	30	31			

APRIL							Days
S	M	T	W	T	F	S	Student
					1	2	16
3	4	5	6	7	8	9	Staff
10	11	12	13	14	15	16	16
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

MAY							Days
S	M	T	W	T	F	S	Student
1	2	3	4	5	6	7	21
8	9	10	11	12	13	14	Staff
15	16	17	18	19	20	21	21
22	23	24	25	26	17	28	
29	30	31					

JUNE							Days
S	M	T	W	T	F	S	Student
			1	2	3	4	10
5	6	7	<8>	9	10	11	Staff
12	13	14**	[15]	16	17	18	11
19	20	21	22	23	24	25	
26	27	28	29	30			

Totals						
Student						
180						
Staff						
187						

**June 15, 16, 17 & 20 are snow
make-up days if needed

Important Dates

	<u>2021</u>		
		NS = No School	
August			
Teacher In-Service	NS		Aug 23-27
New Student Orientation 9 - 11 am			27-Aug
School Opens - All Students			Aug 30
September			
Labor Day	NS		Sept 3 & 6
October			
Columbus Day	NS		Oct 11
November			
Teacher In-Service	NS		Nov 2
Veteran's Day	NS		Nov 11
Thanksgiving Recess	NS		Nov 24-26
December			
Early Release			Dec 23
Holiday Break	NS		Dec 24-Jan 2
2022			
January			
Holiday Break Ends			Jan 3
MLK, Jr. Day	NS		Jan 17
February			
Winter Vacation Begins	NS		Feb 28
March			
Winter Vacation	NS		Mar 1-4
Winter Vacation Ends			Mar 7
Teacher In-Service	NS		Mar 15
April			
Spring Vacation	NS		Apr 25-30
May			
Spring Vacation Ends			May 2
Memorial Day	NS		May 30
June			
Early Release			June 8
Last Day of School for students			June 14**
Graduation -- Tentative			June 8

Symbol Key
 ○ No School / Holiday / Vacation
 <> Early Release
 [] Teacher in service



Chartered Public School Renewal Rubric

Name of Charter School: **Great Bay Chartered Public School**

Date: **11.29.2021**

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
✓	Intent to Renew Form	
✓	School Information Form	
✓	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	Thorough summary of goals and progress made towards goal achievement.
N/A	Executive Summary: Charter Amendments	Revised Mission Statement

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Grade Level Caps for Lottery are not included
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Changes made to curriculum and instruction consist of the following: <ul style="list-style-type: none"> • Articulation of competencies and learning targets, • Daily student academic support and enrichment program, • New high school electives, • Universal Design for Learning (UDL).
M	3. Technology Programs	<ul style="list-style-type: none"> • 1:1 laptop or Chromebook program, • Google Classroom, • Competency-based IT program for students, • Integrated technology course for all 9th graders, • Individual learning plan with portfolio to demonstrate competency achievement.

		<ul style="list-style-type: none"> • IXL online assessment and skill building program. • Portfolios used for assessments
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	<p>Many students are meeting or exceeding the NH state proficiency standards. For those who are not, the school offers their analysis of reasons students are not meeting. A work in progress to dig deeper into the data and develop strategies to improve student proficiency on state assessments. One of the reasons is that new students enter GBCS academically below grade level expectations in most areas, which is one of the main reasons students enroll in the school, because the district school was unable to meet their academic, social, and emotional needs. Once students become familiar with the program, they make great gains but it takes time to catch up. All parents agreed that GBCS has helped their children turn around their education experience and thrive.</p>
E	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	<p>GBCS has a very engaged parent community. They are active with a Booster Group, which is a conduit for parent feedback and engages in the following volunteer activities:</p> <ul style="list-style-type: none"> • Fundraising, • Transporting meals from district school to GBCS, • Advisory groups • Committee work • Student activities • School events • Running the library
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	<p>Fundraising plan submitted for 2021-2022. The school has already raised \$192,225 of a \$272,000 goal.</p> <p>The school receives support from the Exeter School District.</p> <p>Fundraising goals have had to steadily increase through the years when the district has made cuts to the school funding.</p>
M	7. NH Charter School Accountability Plan	<ul style="list-style-type: none"> • List of past goals and objectives and summary of progress made. • Very thoughtful and well-laid out plan for the next few years with academic, programmatic and organizational goals. • What is the benchmark for the academic goals? How will you know when you've reached the target % increase? What will you change or

		add to your current program to meet these goals? These should be in the objectives.
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative How the school will use public funds b. A detailed description of the specific school board's reasoning for allocating funds	Comprehensive and well-planned out budget. A line-by-line budget narrative would allow the peer review team (PRT) to evaluate the budget based on actuals rather than assumptions.
M	9. Sustainability Measures	The school has operated below its BOE approved enrollment cap of 170 students year on year. The average number of students over the past 5 years is approximately 150. There is a student recruitment goal in the accountability plan, but it does not identify what changes or new strategies will be implemented to achieve this goal. Other areas of sustainability: <ul style="list-style-type: none"> • Strong staff and student retention • Student, staff and parent satisfaction • Balanced Budgets • District Funding – which has the potential to decrease again, as it has in the past.
E	10. Efforts to disseminate successful/best practices	In the past 5 years, GBCS has shared best practices in the following ways: <ul style="list-style-type: none"> • Involvement in the League of Innovative Schools • Involvement in NH Charter Alliance • Involvement in NH Charter Leaders Group • Presentations to the local district school board and subcommittees • Presentations at Charter school conferences • Volunteer evaluator for new charter schools and charter school renewals.
	11. Successes	Successes include: Building of the GBCS's unique school culture in a small school environment where positive connections are a key to success, where respect for diversity and caring are core values and where flexibility in personalized learning plans ensures that students' needs and interests are met.

	12. Challenges	Challenges include: future funding – specifically concerning the continuation of district funds, test results, student recruitment, and district support for resident students in the provision of special education services.
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Impressive number of goals being worked on simultaneously with steady progress and achievement noted. Pandemic has slowed down the work, but the goals remain a priority. Different school committees tasked with some of this work is a great way to continue progress and eventual goal achievement.
M	a. Academic Goals	Progress: <ul style="list-style-type: none"> • Including competencies and learning targets for all project work • A work in progress – increase student performance on standardized tests. Considerable work has been done to improve student performance. Future assessments will identify the success of the work completed and focus areas for a process of continuous improvement.
M	b. Programmatic Goals	Progress: <ul style="list-style-type: none"> • Competencies are in place for all existing courses. • Math and literacy mapped to Common Core, Science to Next Generation Science, and Social Studies to NH Curriculum Frameworks for Social Studies • Other specialized courses aligned to DOE curriculum frameworks: wellness, Art, Careers • Progress made on course catalogue – including electives – will complete 2022 • Further develop opportunities to build student agency in the following areas: PLPs, ELOs, Internships
M	c. Organizational Goals	<ul style="list-style-type: none"> • Working with Exeter Regional Cooperative SD on a sustainable agreement for the following: <ul style="list-style-type: none"> ○ Facility

		<ul style="list-style-type: none"> ○ Foodservice ○ Collaboration ○ Financial support <ul style="list-style-type: none"> ● Building partnerships – planning to continue this work that was halted due to pandemic ● Increase student enrollment – due to pandemic, the enrollment numbers have fluctuated more than usual. Recommend developing a student recruitment plan that will list all strategies, dates and action plans, with annual goal amounts and metrics for measuring success of each.
M	2. Is the charter school responsibly using public funds?	Evidence can be seen in the annual financial audits and the quarterly reports. School Board minutes clearly communicate the budget and monthly expenditures approvals.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> ● Students create their own personalized learning plans and they are held to task in weekly advisory meetings led by other students and teachers. ● Each students has a PC or Chromebook. Assignments are submitted via google classroom. ● Students produce evidentiary artifacts to demonstrate attainment of competencies, which are aligned to NH CCRS. ● Students also demonstrate proficiency through the cross curricular/multidisciplinary projects. ● Students who struggle to meet their competencies are given additional time, retake the course, or complete them during summer vacation. ● Students have support when they need it during classes, at a 30 minutes block each day or they can take advantage of before and after school. ● Most of the special education services are provided by sending districts.
M	4. Is the school sustainable?	<ul style="list-style-type: none"> ● Very active and engaged board, meets monthly and posts agendas and meeting minutes on school website ● Relatively stable enrollment, until the pandemic, when the school lost several students, but they are now back up to their pre-pandemic enrollment numbers.

		<ul style="list-style-type: none"> Balanced budget and operate within this budget each year Very low staff turnover Comprehensive and competitive package for teachers, with health, dental, 2% annual salary increase, disability insurance, stipends for volunteer work Positive feedback from parent surveys
M	5. Current Status of the Board of Trustees	<ul style="list-style-type: none"> Long serving Board members due to deep commitment to the mission and success of the school, and no term limits. 8-member board currently recruiting a parent to join the board 3 committees, plus expectations to participate in fundraising and community and school events and activities
M	6. Student Data and Analysis	<ul style="list-style-type: none"> 98% graduation grade Attendance was atypically low for the pandemic years due to remote and hybrid classes. Behavior incidents are rare and usually resolved by administration.
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
-	Suicide Prevention	

Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	10.7.21
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	10.15.21
Part 5. Documentation, Materials Review ✓ Upon Review		
✓	Criteria	Comments
✓	Charter (approved by the SBE); Revised if amended	
✓	Renewal Application	
✓	School Organizational Chart	
✓	List of Board of Trustees	In application Page 33
-	Board of Trustees By-laws	
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	
✓	School Policies: List + Link or Hard Copies	
✓	Accountability Plan for Past 5 years	
✓	Accountability Plan for Next 5 Years	
✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
✓	Fundraising Plan	
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	In application page 29

✓	Criminal Records Check for all Staff Members	
✓	Professional Development Plan	PD Plan is that teachers identify 2 annual PD goals each year tied to the goals of the school. This becomes part of their annual evaluation. Regular PD is based on school's initiatives and current program, such as PD training for UDL, Promising Futures to support the social and emotional needs of students, staff mentorship to train and support new staff.
✓	Academic Year Calendars (4 - 5)	
✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	There is a section on Great Bay recruitment in a letter dated October 4, 2021, which identified goals of 2020-2021, Goal III. Also, in the school's accountability plan for the next few years, it is the first goal.
✓	Master Class Schedule	
-	Sample Report Card	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
-	Student Portfolios and/or Student Work Samples	Because it was a virtual meeting, we did not see any examples of student work.
✓	Student Performance/Assessment Data	
✓	Student Assessment Data Narrative	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
N/A	Inventory or equipment, furnishings and materials purchased with Federal funds (\$2500.00 and over)	

Part 6: Signatures



Check box to the right if Signature Page is complete.

II. Charter School Onsite Visit

Focus Group Interviews

a) Families, Parents, Guardians

Number present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Learning application: teachers weave academics into real world circumstances • Structure of the lessons and projects have clear expectations and the competency credits are broken into manageable components – reducing anxiety and stress • Personalized education plans – students are challenged when needed, which encourages independence, builds confidence and students thrive • Teachers make a point to connect to each student • Parents track student progress through PowerSchool portal • <u>Satisfied</u> with academic progress; <u>delighted</u> with students’ social emotional growth.
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Parents advocate for the school’s budget. • The school does an amazing job with the limited financial resources they have.

	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Student progress through competencies that are clearly laid out with clear pacing and expectations. • Students give presentations on their learning and skill acquisition and parents have opportunity to attend these.
M	4. Is the school sustainable?	<ul style="list-style-type: none"> • Parent group raises awareness of the school in the community, for example, they build a school float in the town’s annual Christmas parade. • Loss of funding is a big hit but under the expert governance and organizational skills of the board members and the school leader, it has had minimal impact on the students and the school program. • Parents are committed to the mission and ethos of the school, and most students remain for the duration of their education until graduation.
E	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> • Parent Voice: many opportunities to be heard by the administration, teachers and board members. Teachers appreciate feedback from parents as it helps them improve the program and better meet student needs. • Parents Group – Booster, constantly volunteering, filling in gaps, fundraising, attending deliberative sessions, monthly teacher recognitions, etc. • All-stakeholder effort to raise money for impoverished families and children – festival of trees. • New parent welcome and ongoing support provided by parent group.
b) School Leadership: Directors, Principals		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Course catalogue with program of studies currently under construction and should be complete in 2021/2022. • Respect and flexibility are woven into every aspect of the school program

		<ul style="list-style-type: none"> UDL and personalized learning plans ensure that students' academic and learning styles and needs are accommodated.
M	2. Is the charter school responsibly using public funds?	Evidence of this can be seen in the budgets, quarterly financial statement and balance sheets. There are many people involved in the budget decisions and oversight.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> Strategic macro-mapping for personalized learning plans to meet graduation requirements Learning targets and expectations cover all competency and graduation requirements Syllabi provided for all classes 8-10 competencies per course - written into proficiency levels
M	4. Is the school sustainable?	<ul style="list-style-type: none"> Considering adding a grade 5 class School is challenged by district responsibility in supporting students – per pupil funding and special education Fundraising efforts result in > \$150,000 per year. Fundraising plan created Enrollment is consistent year on year Board member, staff and student retention is high Parent student and staff report satisfaction with the school and educational program Multiple community partnerships
M	5. Does the Board of Trustees adequately support the school and the administration?	Board members participate as much as possible in school activities and events, and to support the director whenever support is needed. Director feels adequately supported by the Board.
c. Board of Trustees		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Much progress has been made by the director and staff in terms of curriculum, electives, instructional practices and evaluation tools. Director

		is engaged in continuous improvement of the school and the educational program.
M	2. Is the charter school responsibly using public funds?	Executive director works “magic” with stretching the small amount of funding to cover all the school’s financial needs.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	The board receives regular academic reports and curriculum updates from Executive Director. The board is very satisfied with academic results and graduation data.
M	4. Is the school sustainable?	<ul style="list-style-type: none"> • Robust fundraising plan, but looking to increase the fundraising activities by conducting research, implementing new activities and applying for grants; • Long term board membership; • Board member are actively engaged in the school and are very visible at school events and activities; • Plans are to create more committees to support the school; • Very active parent group; • Strong community support for the school.
M	5. Current Status of the Board of Trustees, roles and responsibilities.	<ul style="list-style-type: none"> • 7-member Board • Recruiting one parent member • Have representation at school district meetings and school district has representation at the Board of Trustees meetings. • 3 standing committees – looking to form more • Committees developed on an as-needed basis • New Board member applicants complete letters of interest - this way the board can ensure that they have diversity in the membership . • Do not provide training for board members but many of the members have board experience.
E	6. Does the Board of Trustees adequately support the school and the administration?	<ul style="list-style-type: none"> • Expectation of all board members that they participate as much as possible; • Substitute for director when needed; • Review school documents when requested; • Organize and run some of the clubs; • Attend school events and visit school as much as possible; • Available whenever support is needed by the school administration.

d. Students		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Students respect each other, the teachers and staff – like a tight family community. • Choose Love helps students grow socially and emotionally. • Students have opportunities to try new things outside of their comfort zone – lead advisories, lead planning sessions. • 100% choice • Extended learning opportunities • Challenging curriculum and competencies...students need to do the work but there is so much support and encouragement that success is achievable for everyone.
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Personalized learning – based on student interests and pace so each student can learn and grow to the best of their ability. • Show progress – Focus Correction Area (FCA) 0-5 system. • Project-based learning • High school: courses are rigorous and everyone is held accountable for doing the work, but we have support and guidance from the teachers whenever we need it. • Middle school: teachers are constantly challenging students but if it's too much, they adjust. • Performance tasks to articulate what we have learned.
E	3. Is the school sustainable?	<ul style="list-style-type: none"> • The school provides everything students need to be successful. • Students engaged in fundraising activities – generate ideas and students get involved as much as possible ex – Winter Carnival. • Many extracurricular activities • Activity nights are one a month: movies, bands, crafts • Fridays offer enrichment activities, extra academic support, clubs

		<ul style="list-style-type: none"> • New student give tours and share experiences with prospective students and families
e. Instructional Staff Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • High school curriculum and mapping of personalized learning plans prepare students for college and/or careers. • Challenging curriculum meets all NH State standards and competencies. • Always working to improve and strengthen what we have, what we deliver and how we evaluate student work. • 4 committees in which staff participate to ensure that students needs are met to ensure an optimal learning environment: <ul style="list-style-type: none"> ○ Data and Intervention ○ Leadership ○ Safety ○ Wellness
M	2. Is the charter school responsibly using public funds?	School is adequately resourced. Teachers say they have everything they need, and if there is something extra, it is provided.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Learning targets are all listed in Power School – tells teachers where students are in proficiency levels. • Systems are in place to manage individual learning targets • The data committee analyzes data to make decisions about instruction and individual student support and enrichment. • Interdisciplinary project work – teachers collaborate and everyone knows what the targets and competencies are for the multidisciplinary projects. • Students map out a plan to make sure they meet all the required learning targets with oversight from teachers. • A support block is built into the schedules before and after school support. Always have an opportunity to revisit the work completed if students are not satisfied with the results.

M	4. Is the school sustainable?	<ul style="list-style-type: none"> • Staff are very satisfied working at GBCS. • Students come from 30 towns. • The school offers a personalized learning plan, so those who are not doing well in their district schools thrive at GBCS, as they feel safe, respected and always successful. • School has a very supportive and active parent group. • School has an ELO program, and internship, job shadowing. • Abundant communications with families
E	5. Is the school meeting the professional needs of the instructional and support staff?	<ul style="list-style-type: none"> • Support for teachers from school director whenever needed • Individual PD plans – 2 goals each year for PD and several whole school PD days with multiple sessions • Teachers self-evaluate their work each year, director reviews evaluations, completes classroom observations and provides feedback. Teachers also engage in peer classroom observations • Onsite school counselor – a mental health professional - for students and staff

III. Final Components	
Written Comments from Invitation	3 Comments
Commendations	<ul style="list-style-type: none"> • Diverse and long-serving Board membership • Administration and faculty for implementing a student-centered learning culture and climate within the school that is welcoming and supportive of student needs and interests. • Commitment to competency, project-based and personalized learning, and to meeting the educational and social emotional needs of students. • Strong parent and community relationships • Parent volunteers • Meeting ambitious fundraising goals
Concerns	Sustainability: Most of the interview groups spoke about their concern for the continuation of the current funding contracts with the district schools.

Recommendations	<ul style="list-style-type: none"> • Board of Trustees: Training for all board members; develop process for onboarding new members, conduct board evaluations (self-evaluations), and conduct administrator evaluation. • Staff: develop a system where teachers check off the learning targets and competencies for easier tracking and reporting. Teachers could use more time for collaboration, especially with the multidisciplinary projects. • Work with district schools to developed a contact for the provision or payment of special education services. • Recommend developing a student recruitment plan that will list all strategies, dates and action plans, with annual goal amounts and metrics for measuring success of each.
Name of Reviewer	Jane Waterhouse
Contact Details	Jane.A.waterhouse@doe.nh.gov Office Phone: 603.271.6813

Chartered Public School Renewal Rubric

Name of Charter School: Great Bay Charter School

Date: 12/09/21

Evaluation Results	<u>Approved</u>	Approved with Conditions	Revoked
Recommendations			
School Details	<u>Complete</u>	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information		
Evaluation (E, M, P, N)	Criteria	Comments
????????	Intent to Renew Form	
M	School Information Form	
E	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	Very clearly articulated and thoroughly explained
M	Executive Summary: Charter Amendments	
Part 2: School Features		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Subject-based electives will support students meeting elective graduation requirements
M	3. Technology Programs	
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	

E	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	School embraces parent involvement and engages parents as collaborators to work through challenges and needs
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	
M	7. NH Charter School Accountability Plan	
M	8. Budget <i>Attach Proposed budget for the following year</i> <ul style="list-style-type: none"> Budget Narrative <i>How the school will use public funds</i> A detailed description of the specific school board's reasoning for allocating funds 	
M	9. Sustainability Measures	While enrollment is exceeding projection by 10 students this year, there is concern for the decrease in district support and less than expected from aid source
M	10. Efforts to disseminate successful/best practices	
M	11. Successes	School climate successes were evident during the visit
M	12. Challenges	Concerns around test results and needed supports align with challenges felt by other charters

Part 3: Affirmative Evidence

Evaluation (E, M, P, N)	Criteria	Comments
		1. Is the school making progress toward achieving its mission?
M	<ul style="list-style-type: none"> • Academic Goals 	<p>Competencies aligned to courses, program of studies is process. Wondering why GBCS does not hire its own special education staff and then bill sending districts? School improvement planning/comprehensive review process and then alignment of resources will support meeting academic goals. Effective use of IXL, math labs, pre and post assessments, and writing seminar all show intentionality and commitment to supporting student success.</p>
M	<ul style="list-style-type: none"> • Programmatic Goals 	
M	<ul style="list-style-type: none"> • Organizational Goals 	<p>Some concern for sufficient revenue after PPP and Covid-related funding sources are no longer viable due to decreasing funds from SAU16</p>
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees	

P	6. Student Data and Analysis	How is data being used from assessments apart from the rubrics teachers use? Is Demonstrated Success managing data analysis from standardized assessments? How are attendance and discipline data used to document trends and guide needs and supports? See a data strategies team referenced in the accountability document but not sure if this was in the application narrative. What is the focus of the data strategies team?
Part 4: Policy Development and Forms Upon Review		
	Policies	Comments
+	Records Retention pursuant to RSA 189:29-a	
+	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
+	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
+	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
+	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
+	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
+	Suicide Prevention	

Required Updated Forms		Upon Review	
		Forms	Comments
	+	Certificate for Occupancy	
	+	Fire Inspection Certificate	
	+	Building Safety Inspection	
	+	Health Inspection	
	+	Insurance Certificate	
	+	Safe and Healthy Schools Inspection	
Part 5. Documentation, Materials Review		Upon Review	
		Criteria	Comments
	+	Charter (approved by the SBE) Revised if amendments were made	
	+	Charter: Original or Current with Approved Amendments	
	+	Renewal Application	
	+	School Organizational Chart	
	+	List of Board of Trustees	On website
	+	Board of Trustees By-laws	
	+	Board of Trustees Meeting Minutes (Hard Copies or Link)	On website
	+	School Policies: List + Link or Hard Copies	
	+	Accountability Plan for Past 5 years	
	+	Accountability Plan for Next 5 Years	
	+	5 Year Budget	
	+	Yearly Independent Financial Audits 4 years	
	+	Quarterly Financial Reports (4 years)	

+	Fundraising Plan	
+	Employee Job Descriptions	
+	List of Staff Members, Qualifications, Roles	
+	Criminal Records Check for all Staff Members	
+	Professional Development Plan	Teachers identify 2 annual PD goals each year tied to the goals of the school. This becomes part of their annual evaluation. Regular PD is based on school's initiatives and current program, such as PD training for UDL, Promising Futures to support the social and emotional needs of students, staff mentorship to train and support new staff.
+	Academic Year Calendars (4 - 5)	
+	5-year Enrollment and Projected Growth of Students by Grade Level	
+	Student Recruitment Plan	
+	Master Class Schedule	
+	Sample Report Card	No GPA on transcript. Will your SIS system generate a competency-based GPA?
+	List of Curriculum, Assessments Tools and current Instructional Practices	IXL, Collins writing, PBL, Portfolios, rubrics
N/A	Student Portfolios and/or Student Work Samples	Since visit was virtual, no portfolios or work samples were shared
+	Student Performance/Assessment Data	

+	Student Assessment Data Narrative	Engagement with Demonstrated Success and Performance Plus subscription purchased to support data analysis and intervention
+	Annual Progress Reports: 4 years	
+	Parent/Student Handbook	
+	Staff Handbook	
+	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
+	Health Inspection	
N/A	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over)	No inventory over \$2500.00

Part 6: Signatures	
	Check box to the right if Signature Page is complete.

II. Charter School Onsite Visit
Focus Group Interviews

a) Families, Parents, Guardians

Number present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> -Parents are provided with weekly updates -Lots of communication ILP/PLP provide personalized and flexible pathways -Student voice is honored and encouraged
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> -School tries to not reach out and ask for too much from families, school handles much of financial burden using the funds it has -Families are very aware of funding model and budget
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> -Projects offer independence that honors individual aptitude -Classes offer options for voice in the conversation/engagement
M	4. Is the school sustainable?	<p>Many of the parents spoken with have a deep commitment to GBCS and their mission and dedication to the needs of students. They felt that GBCS offered a learning home for their students that they had not found elsewhere.</p>

M	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> -Parents have access to Powerschool/Google classrooms to stay aware of student work and progress -Boosters meet once a month and also highlight a teacher every month -Boosters hold fundraisers, raise awareness of the school, and participate in community events like the holiday parade -Asked for survey feedback -Open house -PLP conferences include parents -Teachers very receptive -Parents feel they are contacted when there are concerns
b) School Leadership: Directors, Principals Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments

<p style="text-align: center;">M</p>	<p>1. Is the school making progress toward achieving its mission?</p>	<ul style="list-style-type: none"> -School expectations cover graduation requirements (student/family handbook) -Personalized, flexible academic program that supports students from where they are at as individuals -Program of studies coming out in early 2022 which will further articulate academic program and expectations
<p style="text-align: center;">M</p>	<p>2. Is the charter school responsibly using public funds?</p>	<ul style="list-style-type: none"> -Significant resources towards staff salaries -Board said that Exec. Director works magic with using allocated monies towards needed resources
<p style="text-align: center;">M</p>	<p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<ul style="list-style-type: none"> -Course objectives and overview provided to all students and families at the beginning of each course -Have aligned 8-10 learning targets for each class -Learning targets being strategically tracked -Continuing to support students ownership and understanding of how they are being assessed -Continuing to work on strategies and support for increasing student assessment scores

M	4. Is the school sustainable?	<p>-School is going to be fundraising with their families and asking for contribution from each family</p> <p>-Calendar fundraiser brought in 18K when they only thought 10K. Seeking other community fundraising opportunities.</p>
M	5. Does the Board of Trustees adequately support the school and the administration?	<p>-Board provides support whenever needed are are visable</p> <p>-Committees formed when needed</p> <p>-3 existing committees provide support</p> <p>-Board members are club advisors</p>
<p>c. Board of Trustees</p> <p>Number Present:</p>		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<p>-Board receives data reports from executive director</p> <p>-Board provides evaluation and analysis of enrollment management to provide guidance</p> <p>-School reaches out for board support when needed to support progress</p>

<p style="text-align: center;">M</p>	<p>2. Is the charter school responsibly using public funds?</p>	<p>The executive director “magically” makes use of the funds that the school has access to gain needed resources -Lines of communication very open between school and board -When executive director needs the board, they are there</p>
<p style="text-align: center;">M</p>	<p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<p>-Support administrative team support students whenever needed -Graduation numbers very positive -Committees created as need to provide support</p>
<p style="text-align: center;">M</p>	<p>4. Is the school sustainable?</p>	<p>-Board is visible and providing support and assistance when needed -“Magical” use of funds by exec. dir. -Academic reports from Peter -Committees developed on an as need basis -Great community support -Very pleased with Peter’s performance as Exec. Director</p>

M	5. Current Status of the Board of Trustees, roles and responsibilities.	<p>-Provides support when needed/ asked</p> <p>-From policies- The Board of Trustees exercise all the powers and duties prescribed to them by applicable state and federal laws and rules of the State Board of Education.</p> <p>-Co-curricular involvement including advising clubs, want to be visible</p> <p>-Reviews documents</p>
M	6. Does the Board of Trustees adequately support the school and the administration?	<p>-Provides support when needed/ asked</p> <p>-In the process of forming more committees. Right now form on demand.</p> <p>-Currently have policy committee, school improvement committee, supervision/evaluation committee</p> <p>-Board has varied backgrounds that help inform decisions including community college, school administrator, school board members, legal, SAU16 employees, and parents</p>
<p>d. Students</p> <p>Number Present:</p>		
Evaluation (E, M, P, N)	Criteria	Comments

<p style="text-align: center;">M</p>	<p>1. Is the school making progress toward achieving its mission?</p>	<ul style="list-style-type: none"> -Offers projects that add interests and make learning fun -Engage in tasks in meaningful ways, “be a scientist” -Open, helpful, flexible, accepting, like a family, fun -Personalized learning -Interest-driven to help students learn to the best of their abilities -respectful climate -Teachers care and like teaching -Almost all said that they have a connection with a trusted adult
<p style="text-align: center;">M</p>	<p>2. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<ul style="list-style-type: none"> -Advisory provides support -Family like climate provides connection and support for learning and personalized pathways -Cross-curricular projects -Teach love program supports compassion, gratitude and respect -Real world connections made through course content -“If you learn differently they give you tools to meet how you learn” -Climate is safe for asking questions -Learning is personalized and if you want more challenge then teachers will offer it to you

M	3. Is the school sustainable?	<p>-The overwhelming positivity and support of the school climate will continue to attract students who have not felt accepted or successful at other schools.</p> <p>-ILP/PLP and advisory models all provide personalized supports to student to promote success</p>
<p>e. Instructional Staff</p> <p>Number Present:</p>		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<p>-ILP's capture student voice and are 100% student led</p> <p>-Students who don't meet ILP's self-advocate for needs on PLP and then advisory teachers mentor and revisit PLP to see what needs continued support</p> <p>-Both teachers are students have choices (teachers can choose whether or not they want prep and are compensated if they choose not to have prep)</p> <p>-Data committee has been formed to analyze local and state test scores to guide instruction</p> <p>-Cross curricular units of study are being offered</p>

M	2. Is the charter school responsibly using public funds?	-Staff has the resources they need -Staff receive annual professional development
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<p>M</p>	<p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<p>Data committee has been formed to analyze local and state test scores to guide instruction</p> <ul style="list-style-type: none">-Cross curricular units of study are being offered-Real world connections through course topics are supporting engagement of students-ILP's capture student voice and are 100% student led and capture students individualized learning plans and goals-Students who don't meet ILP's self-advocate for needs on PLP and then advisory teachers mentor and revisit PLP to see what needs continued support-Provide a personalized education to students and help make students more self-aware as people. Provide skills for students to become great self-advocates, empowerment of students, help students understand them selves as learners-Tracking student targets on google sheets and through Powerschool-Built in support blocks 4 days a week provide students opportunities to see teachers for help
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<p style="text-align: center;">M</p>	<p>4. Is the school sustainable?</p>	<ul style="list-style-type: none"> -Strong communication amongst staff -School counselor and case manager needed -After school programming and sports are not currently offered but are wanted by students/families -Open-door policy of administrators. “Well-worn path to talk to admins as resources -Professional development opportunities are supporting staff to be successful -Administration is supportive of staff and understand the needs of the school because they have been teachers, Very compassionate, flexible, family first.
<p style="text-align: center;">M</p>	<p>5. Is the school meeting the professional needs of the instructional and support staff?</p>	<ul style="list-style-type: none"> -Staff asked to be on 1 of 4 school committees that meet 2 times a month -Professional development days offer support ad time to collaborate with other staff. Received training on the Collins writing program at the beginning of the year to help create common language for their students work and writing guidance -Teachers send executive director work samples as well as have him spend time in their classes and exec. director provides feedback

III. Final Components

Written Comments from Invitation	
Commendations	Positive school climate is to be commended at GBCS. All stakeholders commented on the commitment to the school running like a family that takes care of one another. What a safe and wonderful climate to learn in every day.
Concerns	Mild concern for sustainability of funding after Covid related funds were not available as funding from ERCSD continues to decline.
Recommendations	Completion of the Program of Studies will provide clarity to students and families on what trajectory towards graduation means philosophically and logistically at GBCS and formally align courses and learning targets.
Name of Reviewer	Dr. Jennifer Siegfried, Kreiva Academy Head of School
Contact Details	704-594-0614



Chartered Public School Renewal Rubric

Name of Charter School: **Great Bayer**

Date: 1/3/2022

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

M	Criteria	Comments
M	Intent to Renew Form	
M	School Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	Mission has been revised with community input. Focus remains on individual paths to college and career readiness
M	Executive Summary: Charter Amendments	

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Enrollment projections appear consistent, realistic and stable
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Minor changes noted to increase flexibility and increase student choice.
M	3. Technology Programs	Tech programs are pretty basic. Tech competencies are completed through previous schooling, ILP's or an integrated tech course.
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	Minimal information provided.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	Parent involvement in Booster Group and SPED related issues. Parents on Board and PTO?
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	Efforts listed: SCRIP, Savers, Raffles. These seem are all examples that could be managed by Boosters/Parent groups. Are there any efforts

		focused on grants and philanthropic support from the surrounding community beyond the Promising Futures grant?
M	7. NH Charter School Accountability Plan	
M	8. Budget <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	
M	9. Sustainability Measures	
M	10. Efforts to disseminate successful/best practices	
M	11. Successes	Maintaining small school culture. Stable enrollment despite pandemic. Engaging students with PLP's
M	12. Challenges	Students from 30 different sending districts. How to best track and demonstrate student progress.
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
M	a. Academic Goals	Well laid out goals, timelines and outcomes progress is being made. Lots of goals to accomplish, perhaps a bit much.
M	b. Programmatic Goals	
M	c. Organizational Goals	
M	2. Is the charter school responsibly using public funds?	
	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	As demonstrated by enrollment, yearly financial audits, stability in staffing, PD and required reporting the school appears sustainable
M	5. Current Status of the Board of Trustees	

M	6. Student Data and Analysis	
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
	Suicide Prevention	
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Safe and Healthy Schools Inspection	

Part 5: Signatures

✓	Check box to the right if Signature Page is complete.
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II. Charter School Onsite Visit		
<i>Part 1. Documentation, Materials Review</i>		✓ Upon Review
✓	Criteria	Comments
✓	Charter (approved by the SBE); Revised if amended	
✓	Renewal Application	
✓	School Organizational Chart	
✓	List of Board of Trustees	
X	Board of Trustees By-laws	
✓	Board of Trustees Meeting Minutes (Hard Copies or Link)	
✓	School Policies: List + Link or Hard Copies	
✓	Accountability Plan for Past 5 years	
✓	Accountability Plan for Next 5 Years	
✓	5 Year Budget	
✓	Yearly Independent Financial Audits 4 years	
✓	Quarterly Financial Reports (4 years)	
✓	Fundraising Plan	
✓	Employee Job Descriptions	
✓	List of Staff Members, Qualifications, Roles	
✓	Criminal Records Check for all Staff Members	
✓	Professional Development Plan	
✓	Academic Year Calendars (4 - 5)	

✓	5-year Enrollment and Projected Growth of Students by Grade Level	
✓	Student Recruitment Plan	
✓	Master Class Schedule	
X	Sample Report Card	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
X	Student Portfolios and/or Student Work Samples	None included. Site visit virtual so no examples of student work
✓	Student Performance/Assessment Data	
✓	Student Assessment Data Narrative	
✓	Annual Progress Reports: 4 years	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Annual Accountability: i4see reports, ESS Surveys, DOE-25, Audits and CPS Reports – Up to Date or List of Outstanding Requirements	
N/A	Inventory or equipment, furnishings and materials purchased with Federal funds (\$2500.00 and over)	

Part 2. Focus Group Interviews

a) Families, Parents, Guardians

Number present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Parent/Family/Community Involvement	

b) School Leadership: Directors, Principals

Number Present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Does the Board of Trustees adequately support the school and the administration?	

c. Board of Trustees

Number Present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees, roles and responsibilities.	
M	6. Does the Board of Trustees adequately support the school and the administration?	

d. Students

Number Present:

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Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	
M	3. Is the school sustainable?	

e. Instructional Staff

Number Present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	School is sustainable as evidenced by stability of school
M	5. Is the school meeting the professional needs of the instructional and support staff?	Staff feel supported and believe in school

III. Final Components

Invitation for Written Comments	
Commendations	Strong history of stable enrollment and employee retention. Students, staff and families strongly support the school mission and values
Concerns	No concerns
Recommendations	Renewal
Name of Reviewer	Tal Bayer

Contact Details	Talmage.h.bayer@doe.nh.gov
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WHITE MOUNTAINS REGIONAL SCHOOL DISTRICT

MOTION TO RECONSIDER

The school board of the White Mountains Regional School District (“WMRSD”) asks the state board to reconsider its November 10 decision recommending the Town of Carroll withdrawal plan included with the Town of Carroll Minority Report (“Minority Report”), because the plan does not meet the requirements for a withdrawal plan in RSA 195:26; the state board did not consider the report filed by the Carroll Withdrawal Feasibility Study Committee (“Study Committee”) which recommended against withdrawal, even though the Study Committee was required by RSA 195:25, II, to submit its findings to the state board; the school board of the WMRSD was not given an opportunity to state its objections to the Minority Report and withdrawal plan because it was not notified of the date for the state board hearing on the Minority Report withdrawal plan, nor did the state board meet with the WMRSD to review the Study Committee Report.

The withdrawal plan does not meet the requirements for a withdrawal plan in RSA 195:26. Although approval of a withdrawal plan does not necessarily mean the state board agrees with the wisdom of the plan, the state board review is supposed to determine whether or not the withdrawal plan meets the requirements of the statute. RSA 195:26, III, requires a withdrawal plan to include “[t]he method of apportioning the operating and capital expenses among the members of the cooperative school district if a change is to be proposed in conjunction with the withdrawal procedure.” The purpose of this requirement is to allow the state board, in reviewing the plan, to assess the financial impact of withdrawal on the withdrawing town and the towns remaining in the cooperative school district. A change in the method of apportioning the operating and capital expenses among the remaining members of the WMRSD will be required, as a result of Carroll’s withdrawal. Carroll’s Minority Report does not address this issue; it simply says that it expects that the remaining towns in the WMRSD will work this out. That does not address the financial impact on the towns remaining within the WMRSD which is one of the reasons for the requirement to include the method of apportionment.

In addition, some of the figures in the Minority Report are inaccurate. The tuition agreements the Town of Carroll believes it will be able to enter include tuition costs ranging between \$19,780 to \$27,335 per student. The tuition costs in the withdrawal plan do not include transportation, which is included in the WMRSD budget and covered by Carroll's share of the apportionment formula, or special education costs. See page 43 of the Study Committee Report.

The Minority Report does not adequately address the education of Carroll students after withdrawal. A majority of the parents of those students responded to a survey from the Study Committee saying they do not want their children to leave WMRSD schools. Study Committee Report p. 5. See also p. 36-39. The withdrawal plan does not include an agreement with the WMRSD school board to allow the Carroll students to remain after the withdrawal, because there is no such agreement. At the state board hearing, the Carroll representative said that Carroll believes that Carroll students who do not wish to change schools will be allowed by WMRSD to remain at WMRSD schools until they graduate. WMRSD has not agreed to allow this. In fact, Carroll has not even asked the WMRSD board this question while at the same time telling the state board that students will not be forced to change schools.

2. The state board failed to consider the Study Committee Report. There was not a single mention of the Study Committee Report at the November 10, 2021, hearing. In fact, the superintendent was notified by the DOE that there was no need to submit that report. She submitted it anyway. See: page 4 of the Study Committee Report.

RSA 195:25, II, reads,

Within 180 days after the committee's first meeting, the committee shall report its findings to the state board of education. The committee shall submit a report to the school board of the cooperative school district. The report shall indicate whether the withdrawal of one or more towns from the cooperative school district is recommended, not recommended, or whether more time and information are needed to make a determination.

It makes no sense that the legislature would enact a law requiring a feasibility study committee to submit its findings to the state board if it did not intend that the state board should review those findings.

RSA 195:25, III reads,

If the committee finds that the withdrawal of one or more towns from the cooperative school district is recommended, the committee shall develop a withdrawal plan in accordance with RSA 195:26. The plan shall be submitted to the state board of education no later than November 1.

Members of the committee who voted against recommending withdrawal may file a Minority Report with the state board of education no later than November 1.

It also makes no sense to think that when a feasibility study committee recommends withdrawal, those who voted against withdrawal may file a minority report with the state board, while at the same time, when a feasibility study committee does not recommend withdrawal and a minority report does recommend withdrawal, there would be no opportunity for the state board to consider the findings of the feasibility study committee, or for the school board of the cooperative school district to meet with the state board on those findings, before the state board acts upon a minority report. In this case the state board did not consider the Study Report before recommending the withdrawal plan.

The findings of the Study Committee were not addressed by either the proponents of the Minority Report or the state board. The entire focus was on the per pupil cost paid by the Town of Carroll with no discussion about the fact that the local school tax burden on the citizens of Carroll is lower than the local school tax burden on the residents of the other towns in the WMRSD. Study Committee Report, page 44.

The report entirely ignores the fact that a reduction in Carroll's costs will significantly increase the tax burden on the remaining towns in the WMRSD. See Study Committee Report, pages 51 and 52. The summary of tax data for 2020 in the Study Committee Report shows that the Town of Carroll is not unfairly taxed under the existing apportionment formula. See pages 44 and 45. The financial impact on the remaining towns in the WMRSD if Carroll withdraws is shown on pages 51 and 52 of the Study Committee Report, under the heading Carroll Withdrawal Scenarios. Carroll's local education tax will go down \$4.73, while the rates of the remaining towns will go up between \$3.52 and \$4.30. Carroll's argument ignores the fact that the New Hampshire real estate property tax is based on property value. A homeowner's tax bill is not based on the number of children from that household who attend public school, but on the value

of the real estate. The apportionment formulas authorized in RSA 195:7 are consistent with that understanding of the basis for a homeowner's tax bill.

RSA 195:7 applies to cooperative school district such as WMRSD that were organized before July 1, 1963. There are three formulas in the statute. The first two formulas require that the costs be apportioned either partly or entirely on the basis of the ratio that equalized valuation of each pre-existing district bears to that of the cooperative school district. The third is "some other formula offered by the cooperative school board and adopted by the school board and approved by the State Board of Education." Thus, under the statutory scheme of RSA 195, no cooperative school districts were expected to be formed with each town's share being based solely on per pupil cost, yet that is the entire focus of the Town of Carroll's withdrawal report. The undersigned counsel is not aware of any cooperative school district in New Hampshire whose apportionment formula is based entirely on average daily membership, yet that is obviously what Carroll wants.

Carroll's withdrawal will leave the schools in the district, which were constructed in order to accommodate all students, including those residing in the Town of Carroll, with empty seats, thereby increasing the per pupil cost for the remaining towns in the district.

The withdrawal plan assumes, again without addressing in any detail, that the WMRSD will be able to reduce costs to offset the loss of income from Carroll. A reduction in the number of children attending a school does not necessarily result in a proportionate reduction in operating costs. The majority of operating costs for school districts are salaries and benefits for personnel. The primary way to reduce operating costs is to eliminate staff. Carroll's withdrawal will not allow significant staff reductions because the number of Carroll students in any single classroom is small enough so that withdrawal will not eliminate the need for a teacher or a classroom. According to the withdrawal plan there are 31 Carroll students in elementary school, 11 in the middle school and 17 in the high school. When only a few children are removed from each grade, the teacher and the room are still needed to provide instruction to the rest. It is only when the student numbers are much bigger, for example, in a large suburban or city

school district, that a school district may be able to eliminate one or more staff members by grouping the remaining students into a smaller number of classrooms.

The state board's failure to notify the WMRSD of the date of the hearing on the Minority Report was unfair to the WMRSD and means that the state board relied on one-sided and inaccurate information in making its decision. Although the WMRSD superintendent was sent a copy of the Minority Report when it was submitted to the state board, she was not notified by either the state board or the withdrawal committee of the date of the state board hearing on the report. Although RSA 195:25 does not expressly say that the state board must notify the cooperative school district of the date of the state board hearing on a Minority Report, fundamental fairness required notice to the WMRSD as a party whose interests are directly involved. The result is that the state board has made a decision based on one-sided, incomplete and inaccurate information.

Many of the claims made during the presentation on behalf of the withdrawal study are contradicted by statements in the Study Committee Report. For example, on page 5 of the report, the results of a survey of responses from 21 parents representing 30 of the 53 Carroll children, found that the majority of parents were not in favor of moving their children out of SAU #36 (WMRSD), were satisfied with the education their children receive and do not want to uproot them. When asked by a member of the state board about the wishes of the parents, the proponents of the Carroll Minority Report avoided answering the question saying only that a large percentage of the voters in Carroll were in favor because it would lower their taxes and that Carroll expects that WMRSD will allow students who do not want to change schools to remain in WMRSD schools. As noted above, WMRSD has not agreed to allow this.

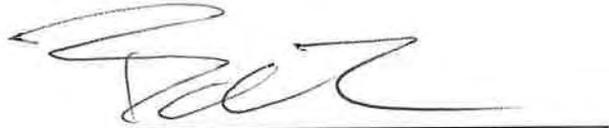
The state board also did not consider that on January 11, 2021, representatives from Carroll asked the WMRSD school board to put an article in the warrant for the 2022 annual school district meeting proposing to re-negotiate the apportionment formula to 80/20 over the next five years, but refused to give the WMRSD school board the time needed to consider such a change. WMRSD is a so-called Senate Bill 2 district. That means that the deadline for posting the warrant for the 2021 annual meeting was January 25, 2021. The 80/20 formula is not one of those listed in the statute, but would be "some other formula" offered and adopted by the cooperative school board under RSA 195:7, I (c). Given the

time required to review this, the school board asked for time to research and inform the communities of the implications of the requested apportionment change. The Carroll team rejected that request and on March 9, 2021, passed a warrant article to initiate review of a unilateral withdrawal. Study Committee Report. p. 1

Conclusion: For the reasons set forth above, the school board of the WMRSD asks the state board to reconsider its decision and grant the WMRSD the opportunity to make a presentation to the state board regarding the Study Committee Report, the defects of the withdrawal plan and the significant financial impact a withdrawal by the Town of Carroll will have on the remaining towns in the cooperative school district.

Respectfully Submitted,
White Mountains Regional School District
by its attorneys,
Soule, Leslie, Kidder, Sayward & Loughman

DATE: 2/6/21



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cc: Marion Anastasia, Superintendent, WMRSD
Dean Eggert, Attorney for the Town of Carroll

January 13, 2021

EXECUTIVE SUMMARY

Approval of New Charter School Application
Coastal Waters Public Chartered School

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter application for *Coastal Waters Public Chartered School*.

B. COASTAL WATERS PUBLIC CHARTERED SCHOOL

Application submitted by:
William Libby, Board Chair, The Friends of Coastal Waters

C. RATIONALE FOR ACTION

RSA 194-B:3-a, Chartered Public School Approval by State Board of Education, gives the State Board of Education the authority to approve chartered public schools.

D. EFFECTS OF THIS ACTION

In the fall of 2022, the *Coastal Waters Public Chartered School* plans to open with 320 students in kindergarten through grade twelve.

E. POSSIBLE MOTION

I move that the State Board of Education approves the *Coastal Waters Public Chartered School's* charter application. The school may now move forward with its approved plan to open a New Hampshire chartered public school.

OR:

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

Coastal Waters Chartered Public School

Application

Sponsored by The Friends of Coastal Waters

Contact: Bill Libby

27 Trailview Drive Gilford, NH 03249

E-mail: blibby@cwschool.org /
etaylor@cwschool.org

Phone: [\(603\) 316-6951](tel:(603)316-6951) / [\(207\) 671-7610](tel:(207)671-7610)

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	<u>25</u>	25	25	25	25
12	<u>25</u>	<u>25</u>	25	25	25
TOTAL	<u>320</u>	<u>320</u>	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.

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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,

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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

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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

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2/15/2022	Enrollment Enquiry deadline: Enquiries reviewed by the enrollment panel and lottery held on February 18th, 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

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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

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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.

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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

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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.nhfpi.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.

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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, Coheco 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.

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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:

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- 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.

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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.

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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.

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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.

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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</p> <p>Finance: Monitors finances and reports to the full board</p> <p>Governance: Recruit & orient new board members, ensures board and committees are working effectively, maintains climate to promote effective work and morale within the Board</p> <p>Development and Fundraising: Creates development plan; plans and facilitates outreach events w/ Enrollment, Development and Admin. support</p> <p>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</p> <p>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>
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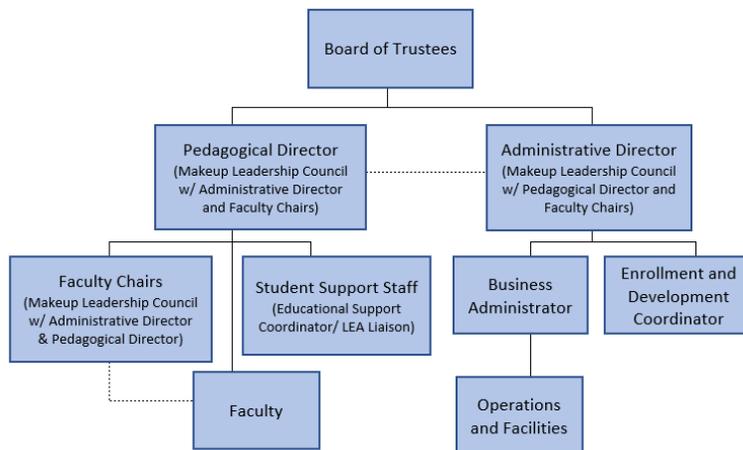
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Coastal Waters Organizational Chart



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.

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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 Coastal Waters Charter Application

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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.

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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

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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.

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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.

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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.

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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.

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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.

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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

Deleted: Specific test results for a second school, the Desert Marigold School in Phoenix, AZ, are not available for general inquiry. However, according to the school's website, students in grades 3-12 participate in Arizona's standardized testing program and the school currently meets or exceeds state standards. The following statement from the school's website aligns with the approach to testing to be used at Coastal Waters:¶
As a publicly funded school, DMS participates in the required [state] standardized testing, but sees it as only one facet of assessing a student's development. The focus of those tests is limited to academics, only one aspect of a child's development. Nevertheless, these tests can be a useful tool to the school, when viewed in light of our multi-faceted approach to assessment. We will never strive to "boost" results by "teaching to the test" as our curriculum prepares children sufficiently to "succeed." Currently, students in grades 3 through high school are being tested per Arizona Department of Education guidelines. ¶

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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.

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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.

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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.

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- 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.

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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.

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 <#>By the end of grade 7, we expect that students at Coastal Waters will be reading and performing math at or above the state average as assessed by NH SAS tests: ELA and Math.¶
 <#>By the end of grade 8, we expect that students will exhibit grade level or higher scientific reasoning as assessed by state science testing.¶

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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.**

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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.

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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.

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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.

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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.

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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	MAIN LESSON	MAIN LESSON	MAIN LESSON	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.

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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

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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

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<#>If the number of students meeting any of the criteria a) - d) above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to fill available spots.¶

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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.

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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.

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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.

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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.

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Dynamic individual who is passionate about the school’s mission and knowledgeable about Waldorf philosophy and practices.¶
Exceptional organizational and multitasking skills.¶
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Relevant Grant writing experience.¶
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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 <u>10.5</u> / S <u>100</u> Ratio 1:9.5	T <u>10.5</u> / S <u>100</u> 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

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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.

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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.

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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.

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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.

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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

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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,

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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.

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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(11)

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

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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.

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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.

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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.

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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.

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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.

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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.

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Deleted: Representatives serve a one-year term. Representatives may serve more than a one-year term if it is approved by their class families. Representatives are also expected to serve the Association in some capacity, either as an officer (Chair, Vice-Chair, Secretary, or Treasurer) or as a liaison to one of the committees overseen by the Association. Additional members may be asked to serve on ad hoc committees.

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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.

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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

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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.

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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

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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

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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.

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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.

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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.

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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

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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)

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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).

1. 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.

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 <#>Business Administrator, Administrative Assistant, and Development Coordinator are hired.¶
 <#>Jan 20th: Student Application Deadline.¶

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- 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.

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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).

Charter Application Revisions

Charter Applicant: Coastal Waters Chartered Public School

Date: 12/2/2021

The following revisions to the charter application are based on the Legal Review and Peer Review Evaluation Rubrics

Application Section	Evaluation Comments	Revision Page # or Comment
Section III, F Target population	I recommend providing more detail on how this will be met. What will those special efforts be?	Specified that we will reach out to community agencies which support disadvantaged students
Section III, A A. General description and proposed or potential location	Legal Review The application does not include any specifications for a potentially suitable facility, such as square footage requirements based on projected enrollment.:	Provided in Section 11: Facilities (p.47)
Section III, G Measurable Goals and Objectives for school opening and a timeline	This timeline should be revised to reflect the potential charter approval. The school will not be approved by 1.1.22 so that cannot be the application deadline. Dates need to be revised as timeline lists recruitment starting 10/1/21, and applications due before state board approval. Lottery for Feb 1 is too early - not giving enough time for application process	Timeline dates are revised to reflect later approval
Section IV, A Governing Board: roles, responsibilities, qualifications, skill set, experience	The administration structure lacks clarity. This is a very large administration for this size school.	This is a typical administrative model for a Waldorf school, where the focus is on the pedagogy and collaborative leadership – ok'd by 2 out of 3 reviewers who are familiar with this approach
Section IV, C Board of Trustees By-Laws	Public notice and board minutes publicly needs to be included. Notice of Board meetings RSA 91-A:2, II II. Except in an emergency or when there is a meeting of a legislative committee, a notice of the time and place of each such meeting, including a nonpublic session, shall be posted in 2 appropriate places one of which may be the public body's Internet website, if such exists, or shall be printed in a newspaper of general circulation in the city or town at least	Added statement that the meeting schedule and approved minutes will be added to the school website

	<p>24 hours, excluding Sundays and legal holidays, prior to such meetings.</p> <p>II-b. (a) If a public body maintains an Internet website or contracts with a third party to maintain an Internet website on its behalf, it shall either post its approved minutes in a consistent and reasonably accessible location on the website or post and maintain a notice on the website stating where the minutes may be reviewed and copies requested.</p>	
<p>Section IV, D Organizational Structure and Growth Plan</p>	<p>There is not much detail on the growth of the school and how the organizational structure will evolve.</p> <p>Again, this is a very large administration. Additionally, I recommend there be one point person in the building who is at the top of the org chart and reports directly to the board. This will help with communication and oversight of day to day operations.</p> <p>Which administrative positions will oversee student assessment and reports, student behavior, discipline, parent complaints/concerns</p> <p>Needs to include who is responsible for assessments and reports, student discipline and parent complaints</p>	<p>Given the recent expansion of our charter to include grades 11 &12 in the first year to accommodate area school closures, our school does not have significant growth or structural change beyond the first year</p> <p>See previous comment on justification of administration structure</p> <p>Added assessments/reports, behavior/discipline, and complaints to Pedagogical Director description</p>
<p>Section IV, E Fundraising Plan</p>	<p>These events lack detail on how the income will total \$90,000. The total amount from fundraising is a high goal, more detail on how each event would bring in this money would be helpful.</p>	<p>Details are in Appendix N</p>
<p>Section IV, F Grievance/Complaints Process or Policy</p>	<p>When using of the term LEA” do they mean a students “sending district”? in the section “Disputes Between the LEA and Coastal Waters” the process seems to dictate what the Sending District will do as part of the process. Not sure this makes sense as the sending district may have a process that is different.</p> <ol style="list-style-type: none"> 1. Written form to administration instead of a discussion first – documentation is important 2. Directly to Board chair if admin is unavailable – board chair should not be involved until a formal appeal above the school director is made. 3. Which subcommittee? – they should review Ed 204 for when an appeal is brought to the board chair. <p>Making assumptions that LEAs will follow their process. Cannot make decisions for an LEA. Cannot make decisions about how the districts will manage this.</p>	<p>Clarified wording to replace LEA with sending district</p> <p>Made changes to reflect numbered feedback and include ED 204</p> <p>Edited to say, “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”</p>
<p>Section V, A Curriculum and Instruction</p>	<p>The standards must meet or exceed state standards for each grade level.</p> <p>I think the overall idea of the curriculum and delivery of instruction is very good.</p>	<p>Added the statement that we meet or exceed standards</p>

	<p>Curriculum standards are mostly aligned to state standards with slight differences in timing and implementation. Missing quite a few details with regard to several subject areas taught.</p> <p>Curriculum Alignment Common core Next Gen Science Standards Most of the KG standards are not taught until 2,3,4th grade, and digital tools not until grade 7. No alignment to NH computer science, physical education, health, social studies, world languages, or high school English, and math curriculum standards. What are your instructional materials/resources that you'll use for each subject taught at each grade level? Some standards – w2, w9, w10, L3 no description</p>	<p>Added a specific bullet point for each subject area, and either explained how we met/exceeded them, or pointed to Appendix P where alignment charts can be found (Common Core/NGSS/ NH social studies)</p> <p>Technology skills taught in alignment with NH standards, but they are not used for daily curriculum instruction until middle school</p> <p>Added Math and ELA curriculum that will be used</p> <p>Did not see the missing standards, some were left blank and mentioned what grade they could be found under</p>
<p>Section V, B Current research for selecting curriculum</p>	<p>This is not researched based curriculum- this is research about the Waldorf method.</p> <p>Much of the research of Waldorf curriculum is focused on elementary years. While there is limited HS research there what is provided is supportive.</p> <p>Research-based curriculum with evidence of effectiveness in high school grades limited.</p> <p>How can the test results for a public school not be available?</p>	<p>The Waldorf method is not separate from the curriculum</p> <p>There are currently two public Waldorf high schools, this is relatively new, and we look forward to helping to fill in the gap and provide data for those coming after us</p>
<p>Section V, D Measurable Academic Learning Goals and Objectives</p>	<p>There are no measurement indicators in this section. The goals need to be measurable to meet the SMART goal requirement.</p> <p>Goals in Sections K and L are for measuring individual student performance. What is needed is school wide/grade level goals and objectives</p> <p>Example: 80 % of students in K-8 will be reading at grade level by the end of each school year. This is a goal that is time sensitive and measurable. These academic goals need to be measured each year and the school is accountable for reaching these targets and reported them in the annual progress reports. I can't see that you will report on each of learning goals you have listed in this section each year for all grade levels and be able to</p>	<p>SMART goals were added for Grades 5, 8, and high school.</p>

	<p>track progress year on year with all this data. Renewals need 5 years of historical data.</p>	
<p>Section VI, A Admissions Procedures</p>	<p>Be mindful of extra requirements that may provide a barrier, such as attending an open house. It must be clear that these are suggestions.</p> <p>What does “good standing” mean and how is this determined? There should not be a grade requirement for students to be re-enrolled.</p> <p>Concerns with language in the admissions process instituting barriers to open enrollment. While there is language addressing inclusionary and open admissions practices, the combination of an admissions panel, a “statement of interest” requirement and a “Materials fee” could create potential barriers and opportunities for exclusion. While it says statement of interest “are not used as a basis for selection” by the admissions review panel. What are they used for? What is the purpose of the “admissions panel”?</p> <p>Admissions hierarchy needs requirement (C) Students residing in New Hampshire shall receive priority over out-of-state students. It would seem this needs to be moved up in the hierarchy to the top of the list ahead of priorities of siblings and school staff, board etc. What is the</p> <p>Section 5) “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. If families are able to pay the voluntary materials fee, this would also be collected at this time.” How is it determined if a family can pay a “voluntary” fee? How much is the fee? Is this fee for instruction related materials?</p> <p>1) Add application deadline date and lottery date for this year as these will be different than the January 20th and February 1st for future years due to state board meeting on January 13. 2) If a student does not submit an essay, a video, a drawing, other means of expression, this student will still be eligible for enrollment? Should this be a request then, rather than a requirement of the application? 4a) For instate students. Out of state students do not receive priority enrollment. 5) Is the voluntary materials and supplies fees a set amount or are parents asked to contribute what they can afford, if anything, for materials and supplies? 6) Yes...good: “Once enrolled...”</p>	<p>These were removed after comments from the legal review – there are no extra requirements for enrollment, and “good standing” was removed</p> <p>The wording of the lottery process was clarified</p> <p>The voluntary fee is actually part of the Annual Appeal, which was asked for to support start-up costs, so the wording was changed to reflect this, rather than how it was previously described as a materials fee</p> <p>Dates changed to reflect application process</p>

	<p>What does “good standing” consist of and what happens if a student is not in “good standing”? This statement implies that a student not in “good standing” would not be reenrolled.</p> <p>Legal Review: Need to adequately describe how the school will conduct its lottery selection as required by RSA 194-B:9,I(c) to account for its hierarchy for admission priority. The application does not indicate whether every applicant will be counted as one entry or if applicants with higher priority will be counted as more than one entry.</p>	
Section VI, G Personnel Compensation Plan	<p>Legal Review: The applicant does not provide personnel salary ranges that correspond to the budget.</p>	Provide an average salary in the budget narrative and details in the Budget, Appendix D
Section VI, L Age appropriate due process procedures	No mention of a hearing if parents request one.	This was added in the procedure
Section VII, A Special Education: Method of coordinating with a pupil’s LEA	<p>There are several models districts use to provide special ed services. This description is a good start but the specific models are not defined.</p> <p>1-6: Not Articulated – Needs articulation – Language in statute is cooperate and coordinate.</p>	<p>Changed wording to reflect statute</p> <p>Referenced Ed 1104 for more procedural detail, but we currently have families interested from 15 different sending districts, so we are in the process of establishing relationships with each of them to determine the process for each</p>
Section VII, D Federal Title Programs	<p>Student eligibility for Title I services can only be based on academic need. Demographics and poverty indicators cannot be used in determining eligibility. All students who meet the criteria for Title I support are eligible for services, as long as they have written permission from parents. Please revise this section. Poverty indicators and demographics are used by the state only, to determine a school’s Title I allocation.</p>	Wording changed to reflect that allocation is determined by the state
Section VIII, A Method of Administering Fiscal Accounts and Reporting	<p>Also need to complete quarterly reports and these need to be available to the public. Quarterly reports will be reviewed during the first year program audit and at 5 year renewals.</p>	Quarterly reports added
Section VIII, B Annual Budget	<p>Several Budgetary Concerns</p> <ul style="list-style-type: none"> • Why will rent and taxes go down after the start up? • The PD budget is very high • The special education budget seems very low- Founders special ed budget is over \$100,000. You may want to relook at this. • How were title funds estimated? • SPED cost seems low, tax and workers comp questions. 	<p>These items were all addressed in the updated budget and corresponding budget narrative.</p> <ul style="list-style-type: none"> - The Special Ed budget was updated based on the average of 12% of students in the region

	<p>Should have a line by line budget narrative that provide details about the budget..</p> <ul style="list-style-type: none"> • What is the Development Grant? • \$94,500 for Supplies fees? Cannot add voluntary supplies fees, as you can ask for parents to pay fees but you cannot require them for any part of the academic program, and this must be clearly stated up front. • Special education reimbursement – assuming resident districts will decide to contract with the school, and if they do, this line amount will come extremely short. Check the % of special education students in schools in the region. Chances are that you will have a higher %. • Are the Title grant projection amounts derived from conversations with the DOE consultants? • Lease aid is 30% of lease amount capped at \$30,000, and has been prorated each year due to funding being less that what is required to fully fund the program. • Workers Comp? • McKinney Vento comes out of title I funds. Projected funds are \$500 short of services costs each year. • Property taxes less the 2nd year that the first? <p>What is the development – fundraising events expenses?</p>	<p>receive special ed services.</p> <ul style="list-style-type: none"> - Development grants are from foundations and individuals. - We changed the supplies fees to be an ask of families with our Annual Appeal fundraising. - Other calculations are updated in the budget and budget narrative - Fundraising/development expenses are costs for putting on fundraising events – auctions, fairs, etc.
Section VIII, C Budget Narrative	<p>More detail is needed to explain each line item.</p> <p>Detail provided was general, no detail and must go line by line</p> <p>Budget Summary included but not a Budget Narrative.</p>	<p>The budget narrative has been updated to provide information on how some significant items were calculated.</p>
Section IX, A School Environment: culturally inclusive	<p>Links to websites will not work for the reviewers and the state board members. If there is information on these websites that you feel would be advantageous for the reviewers and board members to know, please add it directly into the application.</p>	<p>Websites removed and added to references, replaced with brief descriptions</p>
Section X, A Philosophy of Parent (Family) Involvement and related plans and procedures	<p>Be careful with the role of the School Community Association. It should be very clear what kinds of concerns go to this committee. This could become a vehicle for inappropriate conversation about school personnel or student issues.</p>	<p>Clarified language to indicate that the SCA does not play an advisory role</p>
Section XIV, F A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district	<p>Needs revision</p> <p>Most district schools will only allow students who reside in the district's catchment area to participate in extracurricular activities at the district schools. Students need to go to their own resident districts if they want to participate in extracurricular activities. Please see RSA 193:1-c Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils</p> <p>Only students in the sending district will have access to those extra curricular activities.</p>	<p>Wording updated to reflect student participation in resident district activities</p>
Section XIV,G Statements that the school will develop, prior to opening, policies	<p>May want to include Restraint training, Suicide prevention and civil rights.</p>	<p>Included these in the list</p>

<p>Section XIV, J A plan for the education of the school's pupils after the charter school may cease operation.</p>	<p>There are several processes and reports to be completed when a school closes down. Recommend including in this statement that someone from the school or the board will remain engaged as well as the board treasurer to assist with all closing activities.</p> <p>Student records are sent directly to the student's new school and if you don't have this information, they are sent to the resident school district.</p>	<p>Both statements were added to the application</p>
<p>Section XVI, A Complete Application</p>	<p>Application needs revision in several areas</p>	<p>Revisions have been made throughout the application based on the legal and peer reviews.</p>

Coastal Waters Chartered Public School

Application

Sponsored by The Friends of Coastal Waters

Contact: Bill Libby

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Phone: (603) 316-6951 / (207) 671-7610

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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blibby@cwschool.org

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.

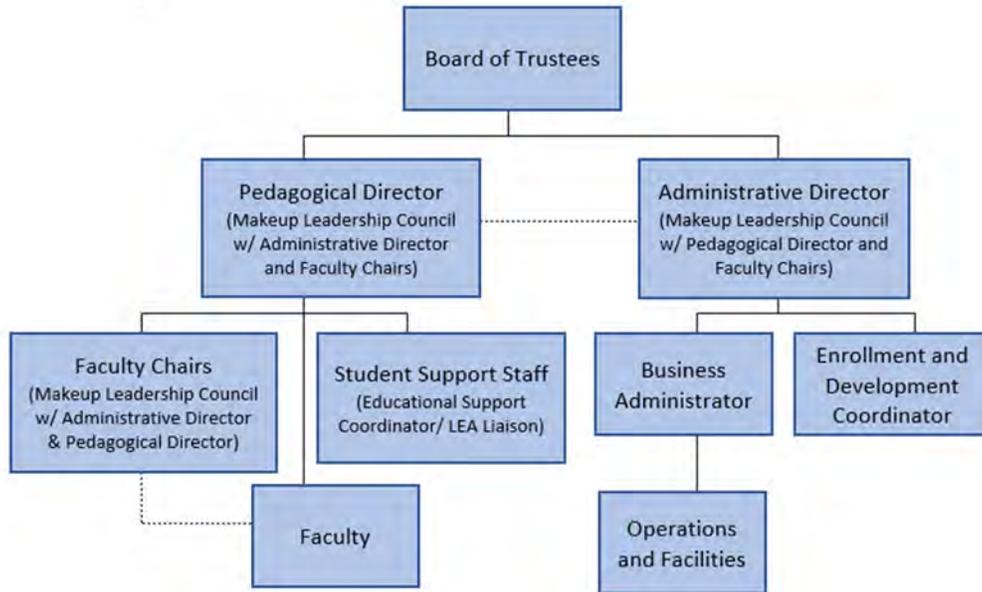
Board of Trustees

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
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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

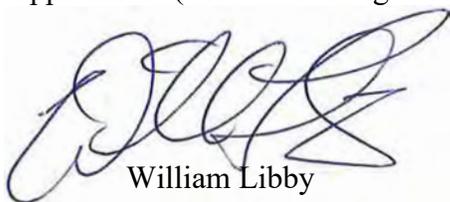
Our proposed timeline for implementation is as follows:

- 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.

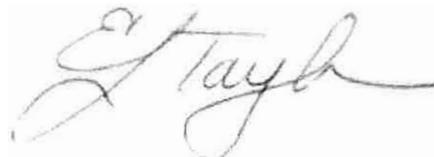
- The Board approves school location & lease agreement executed.
- The Board begins to gather estimates for location build-out.
- February 18th: Enrollment lottery held, if needed.
- Board completes policy development, see section 14g.
- During March 2022
 - The Board continues oversight of all necessary 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

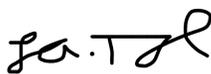
I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will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

Appendix A: Letters of Support

Angela Hanscom
Barrington, NH 03825

May 3, 2021

To Whom it May Concern,

I'm very excited to hear about the potential of Coastal Waters Charter School coming to the Seacoast Area. There is great interest in this region to have a school that values learning through play, movement, and time in nature.

Children learn best in schools that respect child development and provide rich and stimulating learning environments. Waldorf education does both!

There will be a high demand for this school once it opens since it will also be accessible to children who may not be able to afford private Waldorf education.

I am in full support of the development of this Waldorf charter school.

Sincerely,
Angela Hanscom,
Pediatric Occupational Therapist
Founder of TimberNook
Author of "Balanced and Barefoot"

Molly Wilson
Training Wheels Occupational Therapy
1360 South Street Portsmouth NH 03801
www.trainingwheelsnh.com

March 23, 2021

To Whom It May Concern

I write this letter in support of a Waldorf charter school in NH. As a parent of former students at a local private Waldorf School, and pediatric occupational therapist on the seacoast, I am excited about this opportunity for local NH children to receive a Waldorf education.

Professionally, I see the benefits to the beautiful, hands-on, slower-paced and organic environment that Waldorf affords its students. For children with sensory needs, fine motor delays and social differences, this is an ideal opportunity. In a busy world of technology and competition, Waldorf focuses on the outdoors and individual talents of children. I have had occupational therapy clients thrive in this setting.

Personally, I have been fortunate to send my own children to Waldorf for their early childhood years. Their small class sizes, establishment of a “home” environment and daily family-based chores was a wonderful foundation for their learning. They learned important, developmentally appropriate life skills like folding laundry, chopping vegetables and tidying up their toys. Waldorf inspires creative play with their open-ended, simple toys and loose parts, storytelling and puppets. This education and outdoor focus helped my children build resiliency through the changing seasons of New England. It was a beautiful building block to higher level social and academic skills for my children.

It would be incredibly welcomed in NH to make Waldorf education available to all learners, regardless of their background and resources.

I am in full support of seeing this charter come to life.

Best,

Molly Shaw Wilson MS OTR/L BCP

Occupational Therapist, Pediatric Board Certified



May 20, 2021

To Whom it May Concern,

My name is Lisa Flynn and I'm the founder and CEO of Yoga 4 Classrooms (and founder and former owner of ChildLight Yoga), a nationally-acclaimed organization with a mission to empower youth with the skills they need to be healthy, happy and resilient at school, at home and throughout their lives. Our training and products support the integration of simple, impactful "mindful moments" throughout the school day to enrich the daily teaching and learning experience while promoting social, emotional and physical well-being, academic success, and a culture of care. Y4C provides students with a "toolbox for resiliency"- coping skills and mindful habits that will enable them to become self-aware, responsible, compassionate adults who will thrive in an ever-changing world.

With a wonderfully aligned mission, I'd like to express tremendous support for the Coastal Waters Charter School initiative. A charter school using a Waldorf based curriculum would be an incredible asset to the NH Seacoast!

There are so many benefits to a Waldorf education, but several reasons it would be so enthusiastically welcomed include:

- A Waldorf charter school would be free of charge, which would allow families who value Waldorf Education to access it, without the financial barriers of a private school.
- Waldorf education understands, respects, and teaches in a developmentally appropriate way. The curriculum is in alignment with how a child's brain develops.
- A school that values learning through play, movement, and time in nature will be in high demand in this area.
- The Waldorf curriculum includes art, literature, movement, thoughtful analysis and self reflection into daily lessons.
- Movement is important for physical and mental health, as well as for academic success. Waldorf education knows the value of ample amounts of movement throughout the day.
- Waldorf graduates often possess creativity, healthy self esteem, reverence for the beauty of the natural world around them, the ability to connect with others on a deep level, kindness, resilience, and the ability to think critically and creatively.
- Colleges are eager to have Waldorf grads for the depth of character and creativity they bring to their classes.
- Employers are eager to hire Waldorf grads as their ability to think outside the box and take initiative is what the world needs more of.

- Waldorf focuses on time in nature, creating resilience and a deep respect for the natural world.
- Waldorf early childhood programs are slow paced, and honor open ended play, imagination and joyful child led exploration as a part of the healthy development of a child.
- The beautiful, calm classrooms of a Waldorf school soothe the senses, and create a low stress classroom experience.

Thank you so much for your support of this amazing initiative in our community. Our youth will benefit immensely from having this educational opportunity available on the Seacoast!

Sincerely,

Lisa Flynn

Founder/CEO: [Yoga 4 Classrooms](#)

Author: [Yoga 4 Classrooms Activity Card Deck](#)

[Yoga for Children: 200+ Yoga Poses, Breathing Exercises, and Meditations for Healthier, Happier, More Resilient Children](#)

[Yoga for Children – Yoga Cards: 50+ Yoga and Mindfulness Activities for Kids](#)

Contributor: [Best Practices for Yoga in Schools](#)

[Stories of School Yoga: Narratives from the Field](#)

Research: [Effects of a classroom-based yoga intervention...](#)

Yoga 4 Classrooms

2 Punkintown Rd, Suite 341

South Berwick, ME 03908

P: 603-766-4483, x1

March 28, 2021

To Whom it May Concern,

I am writing in support of The Coastal Waters Charter School application. I am an experienced N.H. educator employed by the Oyster River Cooperative School District for 27 years. I work as a special education case manager and have my M. Ed in Counseling from UNH.

Public education has many strengths but is not always just right for every student. Offering alternatives is one way to ensure that we create intentional spaces for our students where they can find their own unique voices.

In addition to being an educator at a public school, I am a Waldorf parent who has always appreciated the beauty that the Waldorf approach inspires. Beauty that I have strived to bring into my own classroom.

Coastal Waters Charter School would do just that. Bring beauty to education, and meet learners where they are, honoring and loving that space.

I believe that school is not one size fits all and that having choice is important. Coastal Waters Charter School would be a very attractive choice for families who cannot afford a private school education but believe that their child/children need an alternative to the public school.

A Waldorf inspired Charter could offer smaller class sizes and outdoor learning in a way that many public schools continue to struggle to do.

I believe that Coastal Waters Charter School will be able to provide a more individualized learning environment that many students on the Seacoast would benefit from.

Our world is ever changing and we need to collectively do everything we can to prepare this next generation to be lifelong learners and global citizens who can work collaboratively, adapt and problem solve as we move into the future.

Approving the Coastal Waters Charter School application would provide an alternative educational environment on the Seacoast that would be highly attractive to many families.

I am happy to answer any questions you may have or provide additional support. Feel free to contact me at: 603 534 0501, or donnadnh@gmail.com

Sincerely,

Donna DiPerri

April 7, 2021

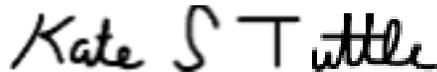
To Whom it may concern,

I am writing in support of the proposed Waldorf charter school for Seacoast NH. I am a Master's prepared educator and have taught at UNH. Having sent my two boys through a Waldorf program for 10 years, I can attest to the importance of this philosophy in helping our children attain the foundation for successful life-long learning and community integration as they grow. It is also very accommodating for the many non-traditional learners in today's world.

I had the privilege to serve on the Board of Directors for the Seacoast Waldorf School for 4 years and understand the budget concerns as well as the limitations that high tuition creates for many families. I would love to see the option for ALL students to participate in a Waldorf education. I live on the Seacoast and just had a third baby. We are currently researching options for our son's future schooling and knowing that a charter Waldorf option existed would be incredible. As a community member and as a parent, I am in full support of this proposal.

Thank you for your consideration.

Respectfully,

A handwritten signature in black ink that reads "Kate Swenson Tuttle". The signature is written in a cursive, flowing style.

Kate Swenson Tuttle

Thea Murphy, R.N.
372 Wibird Street
Portsmouth, NH 03801
murphy_thea@yahoo.com

April 29, 2021

To Whom It May Concern:

My name is Thea Murphy and I am writing to show my support for introducing a Waldorf education model into the public school system. It would be a dream come true for our family and many others in our community.

When it was time to send my first daughter to nursery, I asked my mother for some guidance. She has been an educator for decades and shared that she found the children with Waldorf backgrounds to be the most grounded and confident within themselves, and passionate and eager in their approach to learning. Naturally I looked into Waldorf Education and I have been fortunate to have had the opportunity to send both of my children to the Seacoast Waldorf School in Eliot, ME for the past six years. We began when our first daughter was two and a half years old; we now have one in Kindergarten, and one in second grade. I wish we were able to use our hard earned tax dollars to support a public Waldorf School on the Seacoast, and I have heard that sentiment echoed from many families on the local playgrounds. The demand for a Waldorf charter in the area will be high.

With Waldorf, we have given our daughters a gift that I know will last them a lifetime. The holistic approach of the Waldorf philosophy truly meets each child's needs, both within a group and one on one. The teachers intentionally help to nurture the strengths of each child while at the same time supporting them in the situations that may be challenging for them, thus allowing them to grow from each learning opportunity- both academically and socially. Being able to ignite critical thinking with a holistic educational model that also prioritizes safety, and care for oneself and for others, should be the standard of education, and the Waldorf model exudes this from its core. These fundamental tools are utilized to promote successful individual and group outcomes while creating a passion for learning; and to create teaching opportunities for interpersonal skills, thus enabling students to thrive both independently and collaboratively. The continuity of instruction and the standard of excellence demonstrated by the collaborative interdisciplinary specialties within a Waldorf school are what creates a trust and love of this education model. The mission, environment, culture and community which are interwoven throughout the Waldorf education model would benefit our area of NH, and would produce passionate, successful life-long learners. That is the gift.

As a mother and an RN in our community; I am so concerned for our youth being exposed to peer pressure and drug abuse. We need an academic model that not only prepares children for standardized tests, but that gives them a voice and empowers them to be strong and able to advocate for themselves and those who are at risk while outside the classroom. Our public school system would greatly benefit from introducing the Waldorf model to its students and our community. Thank you for your time and consideration.

Best, Thea Murphy, R.N.

Jennifer Lake
108 Spring St.
Apt. 2
Portsmouth, NH 03801
April 30, 2021

To Whom It May Concern,

I am writing in support of Jasmine Proctor and Erica Taylor for their robust vision and plan to open a public Charter Waldorf School located in the spectacular seacoast region of New Hampshire.

I have known Jasmine and Erica for over seven years through their work at The Seacoast Waldorf School in Eliot, Maine. Both individuals bring invaluable expertise, experience and passion for educating children through the Waldorf educational model that highlights hands-on learning with a heart centered approach in order to cultivate children's unique individual strengths.

My thirteen year old daughter is a true testament of their teaching excellence as she often raves about both teachers with enthusiastic joy.

I am continually amazed by their dedication and passion that creates exceptional educational experiences that will stay with my daughter well beyond her years at school. I am confident in their ability to execute their mission and vision in order to bring the value of Waldorf education to generations of families on the seacoast for years to come without the cost barrier that can be prohibitive to families.

Our children are our future and it all starts with excellent leaders, teachers and people like Jasmine Proctor and Erica Taylor.

I am in full support of the development of a Waldorf charter school in the area.

Sincerely,

Jennifer Lake
Wellness Entrepreneur/Mother

May 14, 2021

To Whom It May Concern,

I am writing today to express my support for a public Waldorf charter school in the NH Seacoast region.

My four children attended a private Waldorf school in Maine from pre-K through 8th grade. I can say with surety it was one of the best parenting decisions I have made.

For example, my oldest son Kaiden is now a Sophomore at Dover High School. He is in the top 5% of his class of 400. He has maintained high honor roll every semester as well, and has been admitted to 2 advanced programs at the school. He has been formally recognized for his academics, sports and leadership skills. This summer he will be taking two college classes, an Anatomy and Physiology class at UNH and a Pre-Calculus class at Great Bay. He is doing this with the full support and recommendations of his high school teachers and the Dean of Academics.

I mention all of my son's achievements because I credit Waldorf with much of his success. He is dyslexic and because of his unique education he never missed a beat. Waldorf teaches to so many different learning styles that he did not have to rely solely on skills he did not yet have. Subjects are taught through lectures, vividly told stories, art, music and theatre. The depth to which they explore subject matter is beyond comparison to what our public schools can offer. Waldorf teachers know the importance of play and know that much of it involves scientifically based research regarding movement and the way the brain retains information. The kids play outside and develop a great reverence for nature and the world around them. They learn to negotiate peer conflicts with compassion and empathy. They learn other subtle skills as well such as building hand strength before ever holding a pencil to write.

In addition, Waldorf focuses on interpersonal skills and teamwork. It is actually one of the skills that stands out most to businesses that hire Waldorf graduates. Kaiden greets all of his teachers when he walks into class each day. He has rich conversations with teachers that carry far outside of the subject matter. He even formed such a strong friendship with one of his teachers online that, without ever meeting him in person, she wrote his recommendation to the National Honor Society. Another teacher, based on friendly discussions with Kaiden, wrote me a note to ask if she could pull him from another class to come to her class while there are guest speakers because he inspires his classmates to think deeper and is not afraid to ask difficult questions. The list could go on.

One of the primary areas that proponents of Waldorf education will speak of is that it instills a great love of learning in children. I can attest to the absolute truth of this statement. The way my kids crave information and are always soliciting more depth of knowledge is unmatched. They never once complained about going to school. They eagerly jumped out of my car every day and couldn't wait for summer to end so they could go back to school. I'm certain that is not something many parents can say!

Private Waldorf education was a huge financial stretch for my family. Many families have to choose to spend their college savings in order to give their young kids this type of

education. I would make the same decision 100 times over. A public Waldorf school has long been a dream of mine! We considered moving to California just so my children could attend a public Waldorf school. It would be an amazing addition to the NH school system to be able to bring this type of education to more and more families regardless of their financial situation. My children are thriving educationally as well as socially and mentally. They are resilient and kind. Waldorf school creates great humans which is more necessary than ever in today's world. We have seen great disregard for others and entire generations of people during this past year. I know that the students of Waldorf schools could shift this perspective if we unleash many more of them into society.

It is with my whole heart I recommend that you approve a public Waldorf school in the NH Seacoast. I would gladly speak further about this or answer any questions or concerns should you have them.

Thank you for your consideration.

Shara Khalsa
6 Page Ave
Dover NH 03820
603-866-3366
makingpurple@gmail.com

CYNTHIA CAPODESTRIA

184 MARCH ROAD • SANBORNTON, NH 03269 • 603 520-2304 ccapodestria@gmail.com

May 8, 2021

To whom it may concern,

I am so delighted to hear that there are considerations afoot for a Waldorf charter school in the Seacoast, and I write in support of it. I have a diploma in Waldorf Pedagogy and an M.Ed. in counseling, I was a vocational counselor for the State, and I have had the privilege of being a Waldorf Class teacher and a mentor to Waldorf teachers.

For over a hundred years, Waldorf Education has offered an educational approach that helps develop capacities, competencies, and a love of learning in its students. As they say, *“Read that again, slowly.”* This is accomplished, largely by giving the faculty both the freedom and the requirement to present curriculum that is responsive to the students’ specific needs, and the academic, social, and environmental influences that each day brings. Subjects are presented in a developmentally informed way, but also, faculty actively model, each hour, how a caring and thoughtful adult human responds to the changing demands of one’s current situation.

Art, literature, analysis, reflection, teamwork, and movement are woven into daily lessons in a holistic way that responds with the kind of healthy in-breath and out-breath flow that all our health care providers are trying to encourage in the rest of us. Imagine an entire school in our community, learning balanced living. There is also a profound, underlying focus on gently developing awareness of the social responsibilities we bear toward each other, in the classroom and in society.

My experience with former students (and offspring) who are now grown adults, has shown me that there is no “Waldorf type” graduate, but that the seeds planted, and capacities developed for thinking, feeling, and acting, have given them strength, courage, and perseverance to succeed at a wide variety of occupations. While college was a big change for both of my own children, they were surprised at how easy it was to understand and adapt to their new school.

Being able to provide this kind of education to Seacoast residents, without regard to their ability to pay, will surely benefit not just the families, but the greater community as a whole. There are few things I can think of that will benefit the future more than a lively, inspired education for our children.

Sincerely,

Cynthia Capodestria

C. Lisa Norris, MS, APRN

20 Ladd St.
Portsmouth, NH 03801
603-430-8900

4/30/2021

To Whom it May Concern:

I write this letter in support of Coastal Waters Charter School. The establishment of this Waldorf school in the Seacoast area utilizing the state's charter school funding provides an incredible opportunity for people who may be otherwise unable to access Waldorf education. How I wish such an opportunity had been available to me when my children were young! I was drawn to the creative, respectful and nurturing educational approach of Waldorf schools and toured one in the Beverly MA area. Unfortunately, my single income household couldn't afford the expense. Even when education is a top priority in a family system, private school tuition is not always feasible. The opportunity for all socioeconomic tiers to have equal access to a local Waldorf charter school is just amazing! I would have enrolled my children asap had such an opportunity existed then. This school will be a strong asset to the Seacoast NH area. Waldorf schools truly educate the whole child. Good people emerge from the Waldorf educational system. They frequently engage heavily in their community, leading with a marked sociocultural awareness. I fully support the development of this Waldorf charter school and look forward to witnessing its success.

Thank you,

C.Lisa Norris

May 25, 2021

To Whom it May Concern,

Before I saw what Waldorf could do for my children I was a bit skeptical, having come from only a public education. I toured Waldorf for four years before deciding to enroll my children. I mostly enrolled for my older child who has multiple learning disabilities and I thought this approach may work better for him. I ended up enrolling both children and it has been amazing. My youngest child who is an athlete, naturally outgoing and loves nature comes home every day with tales of what he has learned and the adventures he has had. My children have been in an environment where all teachers keep the same tempo, and the kids always know what to expect. My children love going to school everyday.

I am writing to express my support for the Coastal Waters Charter School initiative. A charter school using a Waldorf based curriculum would be an incredible asset to the Seacoast region of NH.

There are many benefits to a Waldorf education but these are a few that stick out immediately to me:

- A Waldorf charter school would be free, which would allow many more families who value Waldorf Education to access it.
- Waldorf education understands, respects, and teaches in a developmentally appropriate way, according to how a child's brain develops.
- The Waldorf approach includes art, literature, movement, thoughtful analysis and self reflection into daily lessons.
- Waldorf focuses on time in nature, creating resilience and a deep respect for the natural world.
- Waldorf early childhood programs are slow paced, and honor open ended play, imagination and joyful child-led exploration as a part of the healthy development of a child.
- Waldorf graduates often possess a healthy self esteem, the ability to think critically and creatively, respect for the natural world around them, respect for their fellow human beings and the ability to connect with others on a deep level, kindness, and resilience.

Again I am expressing my support for the Coastal Waters Charter School Initiative. The Seacoast would be lucky to have this. Should you have any questions please contact me.

Sincerely,

Jodi Clarke-Lawton

617-697-4051

May 19, 2021

To Whom it May Concern:

My name is Carrie Tomforde, I live in Dover, NH and have a daughter who is nine years old.

I am writing to express my support for the Coastal Waters Charter School initiative. A charter school using a Waldorf based curriculum would be an incredible asset to the Seacoast region of NH.

There are many benefits to a Waldorf education; below are the elements of the curriculum that I find most appealing:

- The Waldorf curriculum includes art, literature, movement, thoughtful analysis and self-reflection into daily lessons.
- The Waldorf curriculum allows for large amounts of movement throughout the day. We all know that movement is important for physical and mental health, as well as for academic success. Ample amounts of movement should be included in all schools, for all ages in order for our students to reach their highest potential.
- The Waldorf curriculum includes extended time in nature, creating resilience and a deep respect for the natural world in the students.
- Schools using the Waldorf curriculum have beautiful, calming classrooms that soothe the senses, and create a low stress classroom experience.

Waldorf graduates often possess creativity, healthy self-esteem, reverence for human beings and the beauty of the natural world around them, the ability to connect with others on a deep level, kindness, resilience, and the ability to think critically and creatively. All attributes our communities and society benefit from.

I firmly believe that parents should have a variety of educational choices for their children and this can be achieved through a mix of public schools, private schools and, more importantly, Charter schools. Charter schools are a critical piece of this puzzle as educational choices and opportunity are limited due to socioeconomic status. A Waldorf charter school would allow families who value Waldorf Education the ability to access it, regardless of their financial status.

The need for choice has become even more apparent as we have navigated through the pandemic, and our children have had to adapt to a remote learning environment.

Please consider granting the approval for the Coastal Waters Charter School.

Kind Regards,

Carrie Tomforde

April 4, 2021

To Whom It May Concern:

I am writing to voice my enthusiasm for the Coastal Waters Chartered Public School, and the great potential that exists for this school to make a positive impact in our area. As a Waldorf teacher for many years, as well as a parent, I am certain that many students and families will find the approach of this education to be one that meets their needs and allows them to grow both in self and community. A Waldorf-inspired school that not only goes from K-12, but is not dependent on a family's financial means, is one that embodies the true spirit of the founding principles of this unique pedagogy, and I am glad to see this finally becoming a reality here on the seacoast. Not only am I in support as a parent and teacher, but my children are excited as well, and any school that inspires a child to say, "I can't wait for it to open!" is one that I wholeheartedly support.

Educating children in mind, body and spirit with developmentally-appropriate methodology, while still providing a rigorous curriculum exceeding state and federal standards, is an endeavor which has evidence-based research and 100 years of experience to back it up. As we move forward in an increasingly fast-paced world, the gift of a deliberate and thoughtful education which meets each student as an individual, yet teaches them to value community and diversity, is a need which Coastal Waters can provide.

Sincerely,

Erica Taylor, M.Ed.
403 Harold L. Dow Hwy.
Eliot, ME 03903
ELTaylor08@gmail.com

Katie Semro
5 Nealley Street South Berwick, ME 03908
April 15, 2021

To Whom It May Concern,

I'm writing to voice my support for a Waldorf Charter School (k-12) in Seacoast New Hampshire. A Waldorf education is special as it centers on the child and what is developmentally appropriate for them at each age. I think it would be a huge benefit to Seacoast communities for this type of education to be an option as a Charter School, rather than only a private school. This will extend the benefits of Waldorf's whole-child education to more families.

I can't say enough about how much Waldorf has been great for my children - the time outside, the focus on their whole bodies and not just their brains, and the special ceremonies and celebrations have been wonderful for them, and for us as a family. Bringing this to more families can only be a good thing, and I'd love to see a K-12 Waldorf Charter School in the Seacoast.

Sincerely, Katie Semro

Kimberly Dowling
21 Adams Road Kittery, Maine 03904
774.521.7552 kimberlyowendowling@me.com

7 May 2021

To Whom It May Concern:

I am writing this letter in support of Coastal Waters Charter School. I am a parent, an entrepreneur, and an acupuncturist and Chinese herbalist currently licensed In Massachusetts with the Board of Medicine.

My daughter attended a Waldorf nursery school before enrolling in the public school in Massachusetts where we lived at the time. After a few years in the public school, I decided a Waldorf elementary school was better suited to her needs for many reasons. Most importantly, the public school was not serving her learning style and specific needs, and having seen the effects of Waldorf education first hand in nursery school, we decided we needed to explore other options, despite the potential cost. The lack of educational choice where we lived was extremely limiting, so even though it was not our preference, I moved our family from the small Island we grew up on in Massachusetts to the Seacoast area so she could attend Seacoast Waldorf School in Eliot, Malne.

I would not have made this move If I did not have faith in Waldorf education. Through her years at this school I have watched her grow into a confident, creative, insightful and innovative young woman. She is in 8th grade currently, and loves learning so much that she has never wanted to miss school, and when it came time to apply to high schools, she proved to be more ready for this next step than her peers in the public system.

When I look around at the response to problems faced in conventional education, and the new ways people are reimagining education in our communities, I see many elements of Waldorf education. Waldorf children have been thriving for the past 100 years!

One major hurdle is making this amazing educational opportunity financially accessible to anyone, anywhere, for whom conventional public schooling does not resonate. A Waldorf charter school would be an asset to this community and I hold the founders of Coastal Waters Charter School in the highest regard as educators, parents, and human beings.

Sincerely,

Kimbang Owan Dorfitt

Kimberly O. Dowling. MAOM, LAC

Priscilla Band Weston
Keller Williams Coastal Realty 750 Lafayette Rd. #201 Portsmouth, NH 03801 (615) 636-2165
priscilla.weston@kw.com
www.priscillabandweston.com

March 29, 2021

To Whom It May Concern,

I'm writing today to express my support of Coastal Waters Chartered Public School, a new school being planned for Kindergarten through High School students on the New Hampshire Seacoast.

The past year has been one of unprecedented stress on America's children, and I truly believe the antidote and healing from this collective stress is to be found in loving, child-centered education that focuses on nature, rhythm, and art. These are the foundational blocks of Waldorf curriculum, and there has never been a time that students in New Hampshire need this avenue of study more.

I have seen in my own daughters, Penny (age 10), and Lena (age 7) who have attended Waldorf schooling for many years, the importance of integrating more than just academics into their curriculum. Waldorf has helped to shape their character towards resilience, optimism, and creativity - much needed traits in today's trying times. It is this very type of schooling that will raise up a generation of children in New Hampshire primed to address some of our greatest challenges - poverty, climate change, and global inequality.

Unfortunately, because Waldorf schools have historically been privatized, this unique educational philosophy benefitting children tremendously has been mostly out of reach. Coastal Waters Chartered Public School is taking on this challenge by teaming up with the State of NH to make this curriculum accessible to all children, regardless of socioeconomic status. New Hampshire, a state that is nationally recognized in leading the way with public education, has the opportunity to once again set the national standard towards a more progressive, alternative schooling by supporting Coastal Waters. What a wonderful opportunity for the burgeoning Seacoast to shine in yet another area!

As I work in New Hampshire day after day as a Realtor serving the Seacoast's families, I see this need amplified, and am eager to help address it. I will serve Coastal Waters Chartered Public School in any way they need, and am excited to be a part of this community putting the Seacoast's students front and center. My children have thrived from Waldorf education, and I look forward to the day that my younger boys (age 1 & 2) are able to take advantage of the proposed charter school's excellent educational philosophy.

Sincerely,
Priscilla Band Weston

May 21, 2021

To Whom it May Concern,

I am writing in support of the Coastal Waters Charter School initiative that is being developed on the NH Seacoast. As a Mother of three boys who have good friends who attend the local Waldorf school, I have been interested in the Waldorf philosophy for years. I did consider taking my children out of the public school system to attend the Waldorf school however, I did not have a partner who was willing to pay for a private education for elementary, middle or high school. A public Waldorf charter school would be a welcome addition to the area, and would allow many more children to experience this wonderful education without the great expense of a private school.

Sincerely,
Courtney Pasqualoni
Stratham, NH

May 25, 2021

To Whom It May Concern:

I am writing to express my support for the Coastal Waters Chartered Public School here on the seacoast of NH. As a parent of a student who attended the local private Waldorf school for many years, I am happy to see that a Waldorf option for high school will be available in our area, as the private school only goes to eighth grade. I also feel strongly that the option of this education should not be based on financial ability, so the diversity of Coastal Waters will be a benefit to both the students and families, as well as the greater community.

I look forward to the progress of this new school, and to the positive impact it will have for so many.

Respectfully,
Leslie Nelson
4 Coolidge Dr.
Portsmouth, NH 03801
lnelsoncvt@gmail.com

May 26, 2021

To Whom it May Concern,

It is with great pleasure that I write this letter of support for a publicly chartered Waldorf school here in the seacoast region: Coastal Waters Charter School.

Our family has been engaged with Waldorf education for almost ten years and we have been able to observe the impact the educational approach has had on our own daughter during this time which we are very appreciative of. Well beyond our own family though it has been impressive and remarkable to witness the development of young people we have come to know as individuals who have experienced Waldorf education.

One of the hallmarks of the Waldorf approach to education, in my mind, is the focus on the whole individual and the desire to foster an unfolding of the potential within each of us as a central objective of education. This objective is expressed through learning and teaching that addresses the mind, the heart and the hand. The intellectual capacity and critical ability of the individual, the commitment to empathy and the recognition of the body as the vessel within and through which we experience the world.

Another important hallmark of Waldorf is the strong commitment to teaching while recognizing developmental stages and respect for the needs of the young person as they move through these stages.

I am thrilled at the prospect of having a public Waldorf education be available to residents of this region of the state. I hope that this effort is successful as it will fill a void in our area of the state.

Please reach out with any questions you may have. Thank you for this opportunity.

Sincerely,
Sönke Dornblut

351 Wadleigh Falls Road
Newmarket, NH 03857

5.02.21

To Whom it May Concern:

My name is Matt Savage, and I am happy to write this letter of support for the Coastal Waters Charter School. I am a father of 2 boys, both of whom currently attend a Waldorf school in Eliot, Maine. I am excited about the possibility of having a Waldorf inspired public school option that my children may be able to attend.

Over the past 8 years I have seen my children benefit from the Waldorf educational system at the school they attend. The teachers and support staff have guided my children very effectively through their early years.

What stands out the most is the way they focus on the whole child – body, mind and spirit. One example of this which has made a big impression on my children involves a lot of outside play and use of the outdoors in many of the classes to observe nature. This has given my boys an appreciation of the outdoors which I don't believe they would have received if they attended a traditional public school. Both of my children love the outdoors; camping, playing, exploring and learning about the environment. My oldest is strong and confident beyond his years, secure in who he is, empathetic and kind, adventurous and open minded; my youngest is learning to be the same. These qualities have all been fostered by attending a Waldorf school.

In addition to this, my children are both exposed to art, music, and performance art that isn't available in a public school setting at such young ages. These experiences aren't enrichment classes they may take, they are instead fully integrated into the curriculum all day long, and, as a result, both of my sons love playing music, singing, and using their imaginations.

Their bodies are fully engaged in the learning process – as evidenced by the way they use their bodies to trace out letters and numbers in the early grades, and to tell stories.

This educational approach will ultimately manifest into well-rounded children who should be able to feel confident in their place within the world, and confident in their ability to work for the greater good of our society.

I am excited for the chance to have this type of education located on the Seacoast of NH, and to put my support behind something which makes such a positive impact on the children who are a part of it.

Regards,

Matt Savage

Appendix B: Community Partners

Yoga 4 Classrooms: 2 Punkintown Road Suite 341 South Berwick, ME 03908

Yoga 4 Classrooms is an evidence-based yoga and mindfulness program for school that promotes social, emotional and physical wellness, learning readiness and positive school climate. By providing training and resources to support sustainable school implementation, Yoga 4 Classrooms empowers schools to meet improvement goals while preparing students for a lifetime of success.

Yoga 4 Classrooms approach and curriculum is anchored in well-validated classroom pedagogies, developmental science, cross-sectional research in cognitive affective neuroscience, tenets of positive psychology and contemplative practices. Lisa Flynn, founder of Yoga 4 Classrooms, is excited to support the development of Coastal Waters on the NH Seacoast.

TimberNook: 535 Scruton Pond Rd, Barrington, NH 03825

TimberNook programming is offered across the US, Canada, New Zealand, Australia, and England. TimberNook programs provide nature-based, child-led play experiences that challenge the senses and inspire creativity, independence, and imagination in the great outdoors. At the heart of TimberNook programming is the philosophy that children flourish when given the time and space to play in sensory-rich, experiential learning environments. Bringing exploration and nature together results in a truly unique way to reach children at a key point in their development. TimberNook experiences are developed based on their therapeutic value and ability to inspire children to think and play in new and creative ways. In addition to their ongoing programming, TimberNook offers Summer Programs, training for educators on-location, and training for schools who wish to become TimberNook certified. They will also help to transform a school's outdoor space into a space that is TimberNook approved. Angela Hanscom, Pediatric OT and founder of TimberNook, is an enthusiastic supporter of Waldorf education and the development of Coastal Waters Charter School here on the NH Seacoast.

Portsmouth Music and Arts Center: 973 Islington Street Portsmouth, NH 03801

Portsmouth Music and Arts Center is a non-profit organization providing music and visual arts opportunities for all in the Seacoast community. PMAC's mission is to build community through the arts by providing all people with the opportunity to achieve their full creative potential, regardless of their age, ability, or economic status. This is accomplished through high quality music and visual arts education programs and by creating ensemble, performance, and exhibition opportunities for students, professionals, and audiences. Many local Waldorf students take part in PMAC's music and art classes.

Dance Innovations Dance Center: 64 Tide Mill Rd, Greenland, NH 03840

Dance Innovations Dance Center offers Pre-Dance, Ballet, Tap, Jazz, Hip Hop, Acro-Jazz, Contemporary, Modern, Musical Theatre, Pre-Pointe, and Pointe for dancers ages 2 ½ and up. The faculty and staff of Dance Innovations aim to inspire and challenge, while still maintaining a level of fun for our students after school activities.

Kittery Trading Post: 301 U.S. 1 Route One, Kittery, ME 03904

Since 1938, Kittery Trading Post has been outfitting people for the great outdoors, and offering classes to the public. KTP is an enthusiastic supporter of school fundraisers.

Juniper Cottage Bakeshop: 351 Wadleigh Falls Rd Newmarket, NH 03857

Juniper Cottage Bakeshop is a local bakery providing naturally leavened, organic, wood fired oven bread to Farm Stores, farmers markets and local restaurants around the seacoast.

Juniper Cottage Bakeshop will support Coastal Waters, donate breads for school fairs and festivals, and may teach baking to our students.

YMCA of the Seacoast: 550 Peverly Hill Rd, Portsmouth, NH 03801

YMCA of the Seacoast offers pools, fitness center, basketball gymnasium, gymnastics center, and community spaces with free WiFi. They are committed to youth development, healthy living and social responsibility and offer multiple recreational opportunities for our students.

Loco Coco's Taco's: 36 Walker St, Kittery, ME 03904

Since they were founded, Loco Coco's has been a strong supporter of local schools and are always willing to support school fundraisers.

Lori Martone Pottery: 8 String Brg Exeter, NH 03833

Since 1983, Lori has been spinning her wheel to create finely crafted, functional pottery such as plates, mugs, bowls, vases, and platters, and unique home décor pottery including mirrors, clocks, wine containers, goblets, and slate wall hangings-all glazed in soothing earth tones. Lori will be offering guidance in our high school arts program.

Parker Mountain Comfort Wraps: Strafford, NH 03884

Parker Mountain Comfort Wraps is a local business owned by Jessica Leff. She has been a long-time vendor at the local Waldorf Holiday Fair and supporter of Waldorf. Jessica is passionate about the healing benefits of her NH made weighted blankets, lap blankets, neck/shoulder/back wraps, eye pillow and lavender filled fidgets. We will use products from Parker Mountain Comfort Wraps in the classrooms at Coastal Waters to aid in stress reduction and sensory processing issues.

Seapoint Chandlers: 76 Brave Boat Harbor Road Kittery Point, ME 03905

Seapoint Chandlers has been making 100% beeswax candles in Kittery, Maine since 2012. The owner has been a consistent donor to school fundraising efforts.

Martini Jewels: The Counting House, 90 Saco Falls Way, Biddeford, ME 04005

Lori Perkins, owner of Martini Jewels, knows how important it is to protect the environment for our families, both now and in the future. Because of this, she chooses to use only sterling silver and 14 kt gold and gold fill from recycled resources so that her jewelry doesn't harm the earth or its people. In a business where producing just one ring can produce five tons of environmental waste, she doesn't think there's any alternative. We love her passion for the environment and for giving back. She is a proud supporter of local organizations including our local Waldorf school.

Rhonda Lynch Fine Art: York, Maine

Rhonda Lunch is a painter and printmaker living in Maine. She is a homeschooling mom of 6 and a successful artist. She has been a supporter of Waldorf fundraising efforts on the Seacoast, and we look forward to possibly collaborating with Rhonda for the art program of Coastal Waters, as well as with classes for the public hosted by Coastal Waters.

Harrisville Designs Inc.: 4 Mill Alley, Harrisville, NH 03450

Harrisville Portsmouth Designs is a long-established weaving center where yarn is manufactured, looms are built, classes are taught, and a beautiful shop is open to the public. We are able to rent looms from them if we offer weaving in our high school art program.

Camp Glenbrook: 35 Glenbrook Rd., Marlborough, NH 03455

Glenbrook is a camp in the summer and a retreat for groups during the school year. It is a beautiful facility including a farm, sugar house, craft studios, walking/ski trails and a pond offering multiple opportunities for scientific exploration and recreation. Camp Glenbrook may be utilized by Coastal Waters students for Summer programs, or retreat groups during the year for middle or high school

students.

W.S. Badger Co.: 768 NH-10, Gilsum, NH 03448

Badger is a small award-winning family-owned and run B corporation. They produce natural and organic body and skin care products. They offer the opportunity to tour the facility, shadow individuals and learn about sustainable business practices. W.S. Badger may be utilized for high school field trips to learn about sustainable business practices.

The Well Oiled Educator:

Cindy Douglas is a NH public school educator who also specializes in the use of essential oils. She has been a long supporter of Waldorf and regularly attends fairs and donates items to fundraisers.

Nancy Donovan, Children's Author: beachtreeattheC@comcast.net

Nancy Donovan, a poet, potter, and storyteller, began writing for children with a series of personalized adventure tales for each of her eight grandchildren. Nancy's books combine her love of adventure with her deep-rooted awe for the natural world, presenting stories that both educate and entertain.

Nancy uses magical and fairy tale themes to educate and entertain children and adults, and to raise consciousness of environmental concerns.

A retired nurse and nurse-educator, she is a volunteer for the Odiorne Point Seacoast Science Center and is an active marine docent from the University of New Hampshire.

We hope to collaborate with Nancy in the areas of storytelling, creative writing and environmental education.

Richard and Nancy Crowley:

Richard is a local woodworker and Nancy is an accomplished seamstress. They are both supporters of Waldorf, long time attendees of the local Holiday Fair, and are always willing to donate items to our fundraisers.

Appendix C: Identification and Biographies of Consultants

Dr. Torin Finser: Torin M. Finser received his Ph.D. in educational leadership from Union Graduate School, his M.A. in education from Adelphi University, and his B.A. from Bowdoin College. He taught at the Great Barrington Rudolf Steiner School, where he also served as faculty chairman. Torin has done extensive consulting with schools in organizational dynamics and leadership development and has been a keynote speaker at conferences all over the world. He is the author of eleven books, beginning with *School as a Journey*, which has now been translated into Mandarin, Farsi, Thai, Arabic, Korean, and Spanish. Other books include: *School Renewal*, *Organizational Integrity*, *A Second Classroom*, *Parent Teacher Relations in a Waldorf School*, *Leadership Development*, and *Education for Non-Violence*. His *Guided Self Study* is used by many as an introduction to Anthroposophy. Torin has served as General Secretary of the Anthroposophical Society in America and Chair of the Education Department at Antioch University New England. A founder of the Center for Anthroposophy, he has recently pioneered their new Building Bridges Program for practicing teachers in independent and charter schools.

Michael D'Aleo, BS Mech. Eng., Rutgers University, MS Ed., Sunbridge College: High school physics/math teacher at Waldorf School of Saratoga Springs in Saratoga Springs, NY. Director of Research at SENSRI. Waldorf class teacher, trustee, parent, and spouse. Inventor with 17 U.S. patents, co-author of *Sensible Physics Teaching*, and author of *Embracing Materialism and Letting It Go*, as well as articles on teaching science and environmental issues. Michael lectures nationally and internationally on the topics of science, education and environmental issues and is a founding member of the Saratoga Experiential Natural Science Research Institute (SENSRI) in Keene Valley, New York as the Director of Research. He was a co-founder of the high school at the Waldorf School of Saratoga Springs where he taught physical science and astronomy. He is also an instructor of Waldorf School physical science teachers at The Center for Anthroposophy in Wilton, New Hampshire, as well as a guest teacher at various teacher training institutions and Waldorf Schools. He is the co-founder of, and leads the successful 6th, 7th and 8th grade science teacher training, *Teaching Sensible Science*. He is also on the faculty of the Center for Anthroposophy's Waldorf High School Teacher Education Program.

Contact information:

Michael D'Aleo,
107 Airport Road
Keene Valley, NY 12943
Phone: (518) 576-9035
e-mail: spalight@verizon.net

Jamie York, M.S., Computer Science, University of Denver; Certificate in Waldorf High School Teacher Education from the Center for Anthroposophy: Jamie teaches high school mathematics at Shining Mountain Waldorf School in Boulder, Colorado, and is an author, Waldorf math educator, and math missionary. Jamie created the Making Math Meaningful™ series as a developmentally based math curriculum. Its goal is to strengthen basic skills, foster mathematical thinking, and spark enthusiasm for learning.

Contact information:

Jamie York, % Jamie York Press Inc.
780 Quince Circle
Boulder, CO 80304
Phone: (720) 432-6367

Lisa Mahar: Lisa Mahar worked for 25 years as the Lead Administrator at Monadnock Waldorf School in Keene, New Hampshire. She is a founding member of the Administrators Network of the Association of Waldorf Schools of North America (ANA), is a trained meeting facilitator, and now advises and

consults with Waldorf schools in the areas of governance, community building, administrative review, mentoring, team building, visioning, and administrative planning. Lisa is also a commissioner for the New England Association of Schools and Colleges (NEASC) Commission for Independent Schools.

Contact information:

Lisa Mahar
56 Douglass Street
Keene, NH 03431
cell: 603-630-0700
e-mail: lisamahar5@gmail.com

Rainbow Rosenbloom: Rainbow Rosenbloom founded Live Education! in the fall of 1997, after 12 years of working with homeschooling families and co-ops, both privately and within the public schools. He studied Waldorf Education at Emerson College in England and worked as a class teacher and a high school teacher in several Waldorf schools. Rainbow also helped to construct an innovative Waldorf charter school program in Monterey, CA and served as its director for 3 years. He has a B.A. in Philosophy from The University of Tulsa and a master's degree in Education from Harvard, where he studied Multiple Intelligence Theory with Howard Gardner.

Contact information:

Live Education!
P.O. Box 306
Aptos, CA 95001 US
Phone: 831-688-4473
Email: rainbow@live-education.com

Bruce Bischof: Bruce Bischof joined Rainbow Rosenbloom in the beginning stages of Live Education! in 1998 as the principal writer and artist of the curriculum materials. He is the co-owner of Live Education! Bruce has 14 years of experience as a Waldorf class teacher in addition to several years as a mentor to class teachers in a Waldorf charter school. He completed his Waldorf training from Rudolf Steiner College in 1983. He completed a master's degree in Philosophy and Humanities from California State University and holds a B.A. with honors in Philosophy from the University of California in addition to two years of formal training in Art History and two years of Music Theory.

Contact information:

Live Education! P.O. Box 306 Aptos, CA 95001 US
Phone: 831-688-4473

Liz Beaven, Ed.D., President, Alliance for Public Waldorf Education: Liz Beaven has over 30 years' experience in Waldorf education, spanning class teaching, school administration, adult education, research, consulting, and public speaking. She has wide experience in board and committee work. Liz was born and raised in New Zealand and is the proud parent of two adult sons (both Waldorf graduates) and grandparent of three. She first encountered Waldorf education as a young parent in New York City. Liz has been involved in Public Waldorf education almost from its beginning, working in teacher preparation and professional development. She is passionate about questions of inclusion and social justice and believes that the impulse of Waldorf education has much to offer education in general. The former Administrator of the Sacramento Waldorf School and former President of Rudolf Steiner College, Liz is currently a faculty member of the California Institute of Integral Studies in San Francisco, where she is planning for a graduate program in integral teacher education, and a consultant with several public and private schools.

Contact information:

Alliance for Public Waldorf Education
1000 River Rock Drive
Suite 218

Folsom, CA 95630
Phone: (916) 496-5061
Phone: (978) 322-7211
Email: mlucas@fredcchurch.com

Chamomile Nusz: Chamomile Nusz received her Master's in Education from the University of Wisconsin Stevens Point (UWSP). She attended Evergreen University in Olympia Washington and then the University of Minnesota Twin Cities graduating with a bachelor's degree in Women Studies with a minor in Dance. She was a founder of the Tomorrow River Community Charter Schools (TRCCS) in 2012 and serves as the Executive Director of the TRCCS Elementary, Middle and Virtual Schools. Under her direction the schools have received multiple certifications and grants including the US Department of Education's National Green Ribbon Schools Award in 2014. Prior to becoming involved in Waldorf Education she was the Executive Director of a Renewable Energy Cooperative, owner of a Dance Studio, and a certified yoga instructor.

She has worked with UWSP and Transformational Teaching to develop a Public University Waldorf Teacher Training Master's program. She currently is an administrator and adjunct teacher for the program and working to complete her Waldorf Teacher Certification. Chamomile has served as the Secretary and Treasurer for the Alliance for Public Waldorf Education. She supports the planning of the Alliance Annual National Conference. She is one of the Waldorf leaders participating in the Waldorf Associations Working Group who are supporting the work of bringing the three Waldorf movements together, collaboratively working to move Waldorf Education forward into the next 100 years. She is now working for the Alliance in member services, supporting schools throughout the United States in member support services and the membership process of self-study.

Contact Information:

membership@allianceforpublicwaldorfeducation.org
1000 River Rock Dr., Ste 218
Folsom, CA 95630
916.496.5061

Cindy Marie, Founder and CEO at Central Source Charter School Business Management Services:

Central Source provides non-profit organizations with one central source for all their business needs allowing them to concentrate on what matters most, advancing their mission.

Organizations benefit by sharing resources in areas of Technology, Human Resources, and Finance.

Those benefits include expertise, lower costs, and maximum efficiency. Their team of professionals provide practical, hands on, customized services to our clients for a fraction of the cost of hiring staff.

Central Source has provided business management services to non-profit organizations for more than ten years. Their first client, Conservatory Lab Charter School, has grown from 169 students to 444 in the last five years and Central Source has been there every step of the way to support their expansion and increased Business Management needs. Central Source's Strategic Leadership team has provided audit-ready fiscal policies and procedures, accounting and financial reporting systems that support both the internal and external stakeholders, a Human Capital Management System for compliance and improved employee relations, and a technology infrastructure that provides reliable voice and data services. Central Source's current clients include schools, churches, art centers, child services, and environmental protection organizations with annual budgets ranging from one million to twenty million.

Contact information:

Cindy Marie
Central Source
477 Riverside Avenue

Medford, MA 02155
Phone: (617) 453-4240
Email: cynthia.marie@centralsource.org

Mark Birdsall: Mark Birdsall has been involved in Waldorf Education since the early 1970's. He was a Faculty Chair and Board Chair at Pine Hill Waldorf School in Wilton, NH where he was a class teacher until 1998. He left New Hampshire to help found the Urban Waldorf School (the first public Waldorf school in the US) in Milwaukee, WI where he was a class teacher, an Administrator and Program Implementer until 2001. He went on to teach, and took the role of Faculty Chair, at Kimberton Waldorf School in Pennsylvania. In 2004 he left Waldorf education to join the non-profit sector, designing and running youth experiential programs for all ages, but with a focus on teens. Mark Currently works with Trellis for Tomorrow, a group that delivers experiential programs in organic gardening, environmental education, and food security that provide practical and behavioral life skills for youth and adults. He is happy to lend his support to the Coastal Waters Charter School in NH.

Mark has degrees in Russian Studies from Vermont College of Norwich University, and Dickinson College, and a degree in Waldorf Education from Adelphi University. Before he began his long teaching career, he was a Pilot in the United States Navy.

Laura Birdsall: Laura Birdsall was a class teacher and a language arts teacher beginning in the early 1970's. She has taught at Pine Hill Waldorf School in Wilton, NH, Kimberton Waldorf School in Pennsylvania, and was a founding faculty member at the Urban Waldorf School (the first public Waldorf school in the US) in Milwaukee, WI. Laura retired from teaching in 2018, and is happy to support the development of the Coastal Waters Charter School in NH.

Cary Hughes: Dickinson College (Humanities), American University (Business Administration). Cary is the Dean of Students, and has been teaching History, and Model UN at High Mowing School for over 40 years. In addition to his role at High Mowing, he has been a member of the town of Wilton's Budget Committee since 1985, serving for the last fourteen years as chairperson. He was also recently re-elected to serve on the Wilton-Lyndeborough Cooperative School District board. Cary is excited to help support the development of Coastal Waters Charter School in whatever way he is needed.

Contact Information: chughes@highmowing.org

Alma Partners: Alma Partners is currently working with non-profit organizations and about 30 schools (public and private) in the Waldorf movement, in the US and Canada. Their goal is to help organizations operate with soul, bridging the gap that sometimes opens up between our ideals and our actions. They offer support in leveraging the current social and cultural moment to strategize, transform, and thrive, more deeply aligning practices with an organization's fundamental values. They offer expertise in Admissions/Enrollment, Curriculum Development, DEI (Diversity, Equity, and Inclusion), Diversifying Curriculum, Facilitation, Marketing/Communications/Community Engagement, and Strategic Planning.

Zorana Ivcevic Pringle, Ph.D.: Zorana is a Research Scientist at the Yale Center for Emotional Intelligence. She completed her undergraduate studies at the University of Zagreb in Croatia, received a doctorate from the University of New Hampshire (with Dr. Jack Mayer, co-creator of the theory of emotional intelligence), and did postdoctoral research at the Interpersonal Communication and Interaction laboratory at Tufts University (with Dr. Nalini Ambady who pioneered research on thin slices of behavior). She is also a former Waldorf parent, and strong

supporter of this educational movement.

Carla Beebe Comey: Carla has been a member of the faculty of the Education Department at Antioch University New England since 2016. Over the course of the previous 26 years, it was her joy to serve as eurythmy teacher, class teacher, math teacher, drama teacher, faculty chair, college chair and faculty administrator at Waldorf schools in Massachusetts, Oregon, and Colorado. She has also been a Waldorf mentor and evaluator, as well as an AWSNA delegate and accreditation team member. She was honored to serve on the General Council of the Anthroposophical Society in North America, 2011-2017. She is currently the Concentration Director for the Waldorf Teacher Education Summer Sequence program.

Emily Merchant, Executive Director of Wasatch Charter School: After attending training at Rudolf Steiner College, and aware that there were not any Waldorf schools in Utah (to which she was moving with her family), Emily was inspired to work to bring a Waldorf school to the Salt Lake Valley. Emily worked with other dedicated individuals throughout the community to apply to the Utah State Office of Education for approval of Utah's first Waldorf charter school. Emily is thrilled that the Waldorf approach to education is now available to Utah's children and families. She has earned a BS at the University of Utah, studying psychology and elementary education and a Master's in education from Antioch University with a focus on administration and Waldorf teaching.

Robyn M. Brown: Robyn Completed her teacher training at Rudolf Steiner College, in Fair Oaks, California and took a class at the Marin Waldorf School, working with the same group of children from Kindergarten through to Eighth Grade. She went to work with Sunny Baldwin, who then had Somerset School, near Colfax, California. Sunny's program was based on Steiner's Curative Education. After four years at Somerset, she started Mulberry Classroom in 2003, which continues to thrive in Santa Rosa, CA. Ten years ago, Robyn started a training program for Curative Educators as well.

Michelle Jarvis: Michelle has been a Spanish teacher for over 21 years and has been training and mentoring language teachers for the past 11 years. She is a former AWSNA subregional representative and current board member of the Coalition in Oregon of Foreign Language Teachers (COFLT). She continues working to strengthen language programs by educating and empowering teachers.

Elaine Tselikis, MS Adult Ed., BS Art Ed.: Elaine is the President/Owner of Vision Tree Creative, where she provides consulting and support through strategic guidance, development, and grant writing. She has an extensive background as an educator, artist, communications professional, activist, and writer. Experience includes: teaching and training; grant-writing; resource development; co-founding a teaching art studio and wildlife group; advocacy; photography; public relations; helping children with disabilities; designing interdisciplinary programs integrating the artistic process for nonprofit and business professionals; and facilitating statewide and national initiatives.

Lori Martone: Lori has been a ceramics artist since 1983, and has a Pottery Studio in Exeter, NH. Lori will be advising on the implementation of a high school Ceramics program at Coastal Waters Charter School.

Jesse Badger: Jesse is the Chairman of Northeast Waldorf Education Foundation. A strong advocate for education, Jesse has worked to promote Waldorf education at home in New Hampshire and abroad. Jesse is the owner of Badger Nautical Corporation, a management company serving the Maritime Industry since 2001. Badger Nautical manages private yachting programs throughout the world providing qualified crew and experienced leadership. A US Coast Guard, British Maritime Coast Administration, Cayman and Marshall Islands Master Mariner upon all Oceans as well as a licensed turbine helicopter pilot, Jesse has used his extensive experience afloat to provide leadership and management training to many of today's rising cadets in the maritime sector. When not travelling the globe building maritime programs, Jesse can be found at home in Intervale, NH with his wife and child taking advantage of its incredible outdoor offerings.

Dr. Ida Oberman: Ida Oberman, (PhD, Stanford University, CA; MA, Stanford University, CA; BA, Swarthmore College, PA; CA Teaching Certificate, HS Social Studies Multiple Subjects, San Francisco State University, CA; Waldorf Certificate, HS, Handwork and German as a World Language, Waldorf Training, Stuttgart, Germany; High School Diploma, Tuebingen Waldorf School, Tuebingen, Germany) is the founder and Executive Director of the Community School For Creative Education, the first Public Waldorf Charter School in the US. Dutch born and German educated, she is an immigrant to the US and learned English as a foreign language. She planned for over twenty years to start a multicultural urban public Waldorf school, and since 2008 she has worked closely with Oakland Community Organizations, a growing body of parents, educators, community leaders, and public officials in its execution to launch.

Since its 2011 founding, Dr. Oberman has raised just over \$1 million for the school from committed funders and individuals. She has built and extended networks for this first-of-its-kind intercultural public Waldorf initiative at the local, state, national and international level with partners ranging from Alliance for Public Waldorf Education, Envision Learning Partners Bay Area Performance Network, BELL Learning and Alameda County Food Bank. In addition, each year she guides a group to present at the National American Education Research Association Annual Meeting on the school's cutting-edge work.

Contact information:

idao@communityschoolforcreativeeducation.org

Mary Beth Purcell at Primex³: Primex³, NH Public Risk Management Exchange, offers a wide range of extensive and comprehensive coverage designed for NH public entities for all property, liability, and employment-related needs. Primex³, a member based proactive partner, not only provides property and liability insurance, but also offers Legal and Human Resources services for the public sector as well.

Contact Information:

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Bow Brook Place

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APPENDIX D: Proposed Annual Budget

Coastal Waters Chartered Public School Budget - 5 Year Plan

Account	Category	Description	Start Up	1st Year	2nd Year	3rd Year	4th Year	5th Year
			2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
INCOME:								
41000	Income	Tuition	-	2,179,843.94	2,179,843.94	2,179,843.94	2,179,843.94	2,179,843.94
42100	Income	Federal Startup Funding Grant	1,140,114.98	359,885.02	-	-	-	-
42200	Income	Development/Grants	-	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
43100	Income	Fundraising Events	20,000.00	90,000.00	92,700.00	95,481.00	98,345.43	101,295.79
43200	Income	Annual Appeal	-	112,000.00	112,000.00	112,000.00	112,000.00	112,000.00
44100	Income	Special Education Reimbursement	-	109,174.15	109,174.15	109,174.15	109,174.15	109,174.15
44200	Income	Title 1 Grant	-	24,000.00	24,000.00	24,000.00	24,000.00	24,000.00
44300	Income	Title 2A Grant	-	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
44400	Income	Title 4 Grant	-	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
44500	Income	Lease Aid Grant	-	28,000.00	28,000.00	28,000.00	28,000.00	28,000.00
47000	Income	School Store/Apparel	-	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Total Revenue			1,160,114.98	2,966,903.11	2,609,718.09	2,612,499.09	2,615,363.52	2,618,313.89
EXPENSES:								
60010	Personnel	Salary - Faculty	67,620.00	1,069,800.00	1,097,484.00	1,127,220.72	1,161,037.34	1,195,868.46
60010	Personnel	Salary - Special Ed	3,360.00	42,000.00	43,260.00	44,557.80	45,894.53	47,271.37
60020	Personnel	Salary - Administration	170,000.00	322,000.00	329,050.00	338,921.50	349,089.15	359,561.82
60030	Personnel	Salary - Other	10,000.00	27,500.00	35,600.00	36,218.00	36,854.54	37,510.18
61000	Personnel	Payroll Tax	19,199.97	110,259.45	113,586.74	116,716.05	120,183.11	123,754.18
62010	Personnel	Health, Life, STD, LTD Insurance	35,643.00	199,320.00	204,341.10	210,087.66	216,390.29	222,882.00
62020	Personnel	Workers Comp	990.48	5,677.20	5,848.54	6,009.44	6,187.92	6,371.76
62030	Personnel	Retirement	7,128.60	39,864.00	40,868.22	42,017.53	43,278.06	44,576.40
62040	Personnel	Professional Development	36,000.00	29,600.00	29,600.00	29,600.00	29,600.00	29,600.00
63000	Personnel	Hiring Expense	2,000.00	500.00	525.00	550.00	575.00	600.00
Total Personnel			351,942.05	1,846,520.65	1,900,163.60	1,951,898.71	2,009,089.94	2,067,996.17
61010	Instruction	Curriculum Development contractor	2,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
61020	Instruction	Instructional Supplies	147,500.00	25,000.00	25,000.00	22,500.00	22,500.00	22,500.00
61100	Instruction	Technology	205,600.00	7,300.00	4,900.00	3,700.00	3,700.00	3,700.00
61150	Instruction	Furniture and Equipment	112,870.00	3,000.00	3,000.00	-	-	-
61200	Instruction	Class Trips	-	1,500.00	2,000.00	2,500.00	3,000.00	3,000.00
61300	Instruction	Festivals & Events	-	1,000.00	1,500.00	2,000.00	2,000.00	2,000.00
61400	Instruction	Special Education Expense	-	50,860.00	49,385.80	47,867.37	46,303.40	44,692.50
61500	Instruction	Title 1	-	24,000.00	24,000.00	24,000.00	24,000.00	24,000.00

**Coastal Waters Chartered Public School
Budget - 5 Year Plan**

Account	Category	Description	Start Up	1st Year	2nd Year	3rd Year	4th Year	5th Year
			2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
61600	Instruction	McKinney-Vento	-	500.00	500.00	500.00	500.00	500.00
		Total Instruction	467,970.00	114,160.00	111,285.80	104,067.37	103,003.40	101,392.50
62010	Facilities	Lease	181,125.00	241,500.00	248,745.00	256,207.35	263,893.57	271,810.38
62020	Facilities	Maintenance & Repairs	50,000.00	14,000.00	14,000.00	14,250.00	14,500.00	14,750.00
62030	Facilities	Cleaning Services	2,000.00	25,000.00	25,750.00	26,522.50	27,318.18	28,137.72
62100	Facilities	Fuel	7,500.00	11,940.00	11,880.00	11,880.00	11,880.00	11,880.00
62110	Facilities	Electricity	7,000.00	13,200.00	13,200.00	13,200.00	13,200.00	13,200.00
62120	Facilities	Water/Sewer	2,000.00	3,600.00	3,600.00	3,600.00	3,600.00	3,600.00
62130	Facilities	Groundskeeping	2,000.00	2,000.00	2,040.00	2,080.80	2,122.42	2,164.86
62140	Facilities	Dumpster-Trash/Recycling	1,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
62150	Facilities	Telephone/Internet	2,400.00	3,600.00	3,600.00	3,600.00	3,800.00	3,800.00
62200	Facilities	Paper Goods & Cleaning Supplies	2,500.00	2,500.00	2,500.00	2,600.00	2,700.00	2,800.00
		Total Facilities	257,525.00	319,340.00	327,315.00	335,940.65	345,014.16	354,142.96
63100	Taxes & Fees	Bank Fees	50.00	50.00	50.00	50.00	50.00	50.00
63900	Taxes & Fees	Depreciation	5,000.00	80,023.33	83,556.67	84,756.67	23,023.33	20,290.00
		Total Fees	5,050.00	80,073.33	83,606.67	84,806.67	23,073.33	20,340.00
64100	Development	Campaign Expenses	-	-	-	-	-	-
64200	Development	School Store	4,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
64300	Development	Fundraising Events	-	10,000.00	10,200.00	10,404.00	10,612.08	10,824.32
64500	Development	Marketing Materials & Advertising	5,000.00	3,000.00	3,100.00	3,200.00	3,300.00	3,400.00
		Total Development	9,500.00	14,500.00	14,800.00	15,104.00	15,412.08	15,724.32
65100	Office	Office Supplies	15,000.00	1,750.00	3,000.00	3,100.00	3,200.00	3,300.00
65110	Office	Computer Supplies	9,600.00	2,000.00	2,100.00	2,200.00	2,300.00	2,400.00
65200	Office	Copy Machine	4,000.00	5,400.00	5,562.00	5,728.86	5,900.73	6,077.75
65300	Office	Postage	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
65400	Office	Dues & Fees	2,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
65500	Office	Web Admin	4,000.00	1,000.00	1,030.00	1,060.90	1,092.73	1,125.51
		Total Office	35,600.00	14,150.00	15,692.00	16,089.76	16,493.45	16,903.26
66100	Professional	Accounting & Auditing	2,000.00	8,000.00	10,000.00	11,000.00	11,500.00	12,000.00

**Coastal Waters Chartered Public School
Budget - 5 Year Plan**

Account	Category	Description	Start Up	1st Year	2nd Year	3rd Year	4th Year	5th Year
			2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
66200	Professional	IT & Computer Services	10,000.00	7,800.00	7,800.00	7,800.00	7,800.00	7,800.00
66300	Professional	Legal	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
66400	Professional	Other Consultant/Professional Fees	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
		Total Professional	16,000.00	19,800.00	21,800.00	22,800.00	23,300.00	23,800.00
67110	Insurance	Commerical Coverage	2,135.00	2,500.00	2,600.00	2,704.00	2,812.16	2,924.65
67120	Insurance	Umbrella Coverage	325.00	575.00	598.00	621.92	646.80	672.67
67140	Insurance	Board E&L Insurance	925.00	3,700.00	3,848.00	4,001.92	4,162.00	4,328.48
		Total Insurance	3,385.00	6,775.00	7,046.00	7,327.84	7,620.95	7,925.79
		Total Expenses	1,146,972.05	2,415,318.98	2,481,709.06	2,538,035.00	2,543,007.32	2,608,225.00
		Net Income/ (Loss)	13,142.93	551,584.13	128,009.03	74,464.09	72,356.20	10,088.89

Coastal Waters Chartered Public School
Budget - 5 Year Plan - Personnel Budget

Role	Payroll Account	Startup		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
		% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary	% FTE	Salary
HS Math/Science Teacher	60010-Faculty	0.08	3,500.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
HS Math/Science Teacher	60010-Faculty	0.08	3,500.00	1.00	42,000.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53
HS Humanities Teacher	60010-Faculty	0.08	3,500.00	1.00	42,000.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53
HS Humanities Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
HS Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53
Kindergarten Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Assistant Kindergarten Grade Teacher	60010-Faculty			1.00	28,800.00	1.00	29,664.00	1.00	30,553.92	1.00	31,470.54	1.00	32,414.65
First Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Second Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Third Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Fourth Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Fifth Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Sixth Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Seventh Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Eighth Grade Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Special Ed Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Grades Assistant	60010-Faculty			1.00	32,000.00	1.00	32,960.00	1.00	33,948.80	1.00	34,967.26	1.00	36,016.28
Grades Assistant	60010-Faculty			1.00	32,000.00	1.00	32,960.00	1.00	33,948.80	1.00	34,967.26	1.00	36,016.28
Substitutes (10 sick days-12 Teachers)	60010-Faculty			1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Handwork/Craft Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Handwork Assistant	60010-Faculty			1.00	32,000.00	1.00	32,960.00	1.00	33,948.80	1.00	34,967.26	1.00	36,016.28
Art Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Games & Physical Education Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Movement & Eurythmy Teacher	60010-Faculty			1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Language Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Language Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Music Teacher	60010-Faculty	0.08	3,360.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53	1.00	47,271.37
Chorus Teacher	60010-Faculty			0.50	21,000.00	0.50	21,000.00	0.50	21,000.00	0.50	21,630.00	0.50	22,278.90
Visiting Teachers	60030-Other			0.50	20,000.00	0.50	20,600.00	0.50	21,218.00	0.50	21,854.54	0.50	22,510.18
Guidance Counselor	60020-Administration			1.00	42,000.00	1.00	42,000.00	1.00	43,260.00	1.00	44,557.80	1.00	45,894.53
Education Support Coordinator	60020-Administration	0.50	22,500.00	1.00	45,000.00	1.00	45,000.00	1.00	46,350.00	1.00	47,740.50	1.00	49,172.72
Pedagogical Director	60020-Administration	1.00	60,000.00	1.00	60,000.00	1.00	61,800.00	1.00	63,654.00	1.00	65,563.62	1.00	67,530.53
Administrative Director	60020-Administration	0.50	30,000.00	1.00	60,000.00	1.00	61,800.00	1.00	63,654.00	1.00	65,563.62	1.00	67,530.53
Business Administrator	60020-Administration	0.50	22,500.00	1.00	45,000.00	1.00	46,350.00	1.00	47,740.50	1.00	49,172.72	1.00	50,647.90
Admin Assistant/Registrar	60020-Administration	0.50	17,500.00	1.00	35,000.00	1.00	36,050.00	1.00	37,131.50	1.00	38,245.45	1.00	39,392.81
Development Coordinator	60020-Administration	0.50	17,500.00	1.00	35,000.00	1.00	36,050.00	1.00	37,131.50	1.00	38,245.45	1.00	39,392.81
Handyman	60030-Other	0.20	10,000.00	0.15	7,500.00	0.30	15,000.00	0.30	15,000.00	0.30	15,000.00	0.30	15,000.00
Total Payroll		5.38	250,980.00	35.15	1,461,300.00	35.30	1,505,394.00	35.30	1,546,918.02	35.30	1,592,875.56	35.30	1,640,211.83
Taxes	7.65%		19,199.97		110,259.45		113,586.74		116,716.05		120,183.11		123,754.18
Benefits	15.00%		35,643.00		199,320.00		204,341.10		210,087.66		216,390.29		222,882.00

Appendix E: Emergency Operations Plan

Preliminary Emergency Operations Plan has been developed and will be further evaluated and refined once we have a permanent location.

Appendix F: Faculty and Staff Handbook

Coastal Waters Chartered Public School

Employee Handbook:

Employment policies for Staff, Administration, and Teachers

(To be revised and approved by the Board prior to school
opening in the fall of 2022)

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Introduction

This handbook is designed to acquaint you with Coastal Waters Chartered Public School (Coastal Waters) and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. This employee handbook is not a contract and is for your information only. You should read, understand, and comply with all provisions of the handbook. It describes many of your responsibilities as an employee and outlines the programs developed by Coastal Waters to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth. The policies in this handbook are subject to change and may change at any time at the discretion of Coastal Waters. From time to time, you may receive updated information as to changes in policies. The only policy that will remain constant is our employment-at-will policy.

Mission Statement:

Our vision is 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.

We create a safe, supportive, and student-centered environment with a focus on rich, diverse relationships and authentic learning experiences rooted in Waldorf pedagogy and cultural humility. Students rise to the expectations set before them, embrace success, and develop the resilience to face future challenges. The Faculty, Administration, and Board collaboratively innovate using evidence-based practices to support whole-school engagement and academic outcomes. Families partner in their child's educational journey.

1 Employment

101 Employment at Will

New Hampshire is an "at-will employment" state, which means no reason or formal notice needs to be given. Although employees of Coastal Waters will have annual contracts, employment is still voluntary, or at-will. Employees are free to resign at will at any time, with or without cause. Although advance notice is not required, Coastal Waters requests at least 4 weeks' written resignation notice from all employees to help with the continuity of the education of the children.

Similarly, Coastal Waters may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law. The policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between Coastal Waters and any of its employees.

The provisions of the handbook have been developed at the discretion of the Board of Trustees (the Board) and, except for its policy of employment-at-will, may be amended or cancelled at any time, at the sole discretion of the Board of Coastal Waters.

102 Equal Employment Opportunity Statement

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Coastal Waters are based on merit, qualifications, and abilities. We will not discriminate in any aspect of employment including hiring and firing; compensation, assignment, or classification of employees; transfer, promotion, layoff, or recall; job

advertisements; recruitment; testing; use of facilities; training and apprenticeship programs; fringe benefits; pay, retirement plans, and disability leave; or other terms and conditions of employment. Coastal Waters encourages and welcomes diversity and inclusion. Coastal Waters 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.

We will not make employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of any of the above listed groups. We will not deny employment opportunities to a person because of marriage to, or association with, an individual of any of the above listed groups. We will also not discriminate because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group. Coastal Waters is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis. Coastal Waters is also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability. Coastal Waters will follow any state or local law that provides individuals with disabilities greater protection than the ADA. This policy is neither exhaustive nor exclusive. Coastal Waters is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws. Coastal Waters will make reasonable accommodations for qualified individuals with known disabilities, serious injuries, or illness, unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training. Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the Administrative Director and Pedagogical Director. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

103 Employment of Relatives Policy

Hiring and/or promotion decisions must take into consideration that immediate family members may not have a direct supervisor-subordinate relationship, create an adverse effect on work performance, or create a conflict of interest

104 Business Ethics and Employee Conduct

Coastal Waters will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. In general, the use of good judgment, based on a collectively held standard of professional behavior and based on the core mission and values of the school, will guide employees with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your mentor and/or, if necessary, with the Administrative Director and Pedagogical Director for advice and consultation. Compliance with this policy of ethics and conduct is the responsibility of every employee of Coastal

Waters. Disregarding or failing to comply with this standard of ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

Compliance with Immigration Law: Coastal Waters is committed to employing United States citizens or those who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with Coastal Waters within the past three years, or if their previous I-9 is no longer retained or valid. Coastal Waters will not discriminate on the basis of national origin or citizenship.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the Administrative Director and/or Pedagogical Director. Employees may raise questions or complaints about immigration law compliance without fear of reprisal. If Coastal Waters sponsors a visa for an employee and that employee terminates the employment agreement with Coastal Waters prior to the expiration of the visa, the employee must pay Coastal Waters the prorated cost for the unused duration of the visa.

105 Conflict of Interest

Any possible conflict of interest or issue of specific interest on the part of any member of the Board, officer, or employee of Coastal Waters shall be disclosed in writing to the Board and made a matter of record through an annual procedure.

106 Organizational Oversight

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. In Public Waldorf Schools collaboration among teachers, staff, administration, and boards, with stakeholders' input, is the rule. A core organizing principle of Waldorf education is that decisions related to educational programming are best made by the Pedagogical Director and teachers who are working directly with students every day. When possible, those responsible for making such decisions act from knowledge and experience working with Rudolf Steiner's educational insights.

Pedagogical Director is responsible for maintaining the Waldorf pedagogical program of the school, and coordinating and facilitating communication and timely decision-making in a manner that serves the true pedagogical impulses of Waldorf education. The major responsibilities include leadership, mentorship, and evaluation of the Faculty; working with the faculty to provide effective, comprehensive, and educational offerings in line with Waldorf education. The Pedagogical Director must thoughtfully share responsibility and leadership with the Administrative Director to integrate and balance Waldorf pedagogical program requirements with the school's administrative and operational requirements, as well as with the legal/fiduciary responsibilities of the Board.

The Administrative Director is responsible for maintaining and strengthening the school's administrative efforts. The major job responsibility is to oversee and provide leadership for the school's main administrative needs. The Administrative Director must thoughtfully share responsibility and leadership with the Pedagogical Director to integrate and balance Waldorf pedagogical program requirements with her/his own administrative and operational

requirements, as well as with the legal/fiduciary responsibilities of the Board.

Faculty: In addition to teaching responsibilities, faculty members carry responsibility for ongoing festival life and events in the school, as well as curriculum development, student studies, and scheduling needs. The insights of Rudolf Steiner’s anthroposophy underlying, and inspiring Waldorf education are that the individual is a being of body, soul, and spirit; that teaching is an art; and that teachers need to be active on a path of self-development. A main responsibility of the Faculty is to cultivate and nourish a healthy pedagogical impulse in the school. Faculty make a commitment to actively work with the guidelines for inner work and teacher meditations that Rudolf Steiner provided for Waldorf teachers. The Faculty chooses a Lower, Middle, and Upper School Chair.

The Faculty Chairs

- Work with the Pedagogical Director to make agendas for the Leadership Council meetings.
- Maintain awareness of teacher/mentor relationships; is available to meet when necessary.
- Maintain awareness of staffing needs and work with the Pedagogical Director and to fill teaching vacancies.
- Support ongoing teacher evaluations.
- Work with the Pedagogical Director, Administrative Director, and the Board to maintain overall awareness of existing policies, the financial picture of school, long and short-term goals of school and school activities, and shares this information with the Council as needed.

The Leadership Council made up of the Pedagogical Director, Administrative Director, and the Lower (1-5), Middle (6-8), and Upper School (9-12) Faculty Chairs are responsible for training, supervising, supporting, and reviewing all faculty members, as well as supporting students and families who may require special care. The Council develops, monitors, and reviews the curriculum as well as the daily schedule and future planning. The council also takes on the review of pedagogical issues.

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 four parent representatives, the Administrative Director and Pedagogical Director, Business Administrator, and four community members.

The Administration: The administration team (Administrative Director, Business Administrator, Administration Assistant, Development Coordinator) is responsible for all non-teaching functions that keep the school operating smoothly, including office coordination, oversight of facilities and finances, development, marketing, enrollment, and admissions. The administration team works under the supervision of the Administrative Director and at the service of the Pedagogical Director, Faculty, the Board, and parents to best serve the students, parents, faculty, and community.

Parent Association: The Parent Association serves the school by supporting and facilitating school activities, celebrations, fund-raising, and special events in an effort to foster a strong school community.

107 Separation of Employment

Coastal Waters is an at will employer. The school requests that each faculty member complete their current school year. In the event of resignation, advance notice should be given when a faculty member submits their letter of intent for the upcoming school year (January).

Administrative staff should provide one month's notice. All resignations should be submitted in writing to the Pedagogical Director and Administrative Director

108 Severance

In the event of employment termination, severance may be provided to the employee. Severance benefits will be determined on a case-by-case basis by the faculty, board, and administration. Severance will not be provided in the case of retirement, resignation, death, after returning to employment at the school after a reduction in force, or if an employee is dismissed for cause.

2 Employment Status & Records

201 Employment Classification Categories

It is the intent of Coastal Waters to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and Coastal Waters.

Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NONEXEMPT classification may be changed only upon written notification by Coastal Waters. In addition to the above categories, each employee will belong to one other employment category:

Full -Time Salaried: Employees who are not in a temporary or introductory status and who are regularly scheduled to work Coastal Waters' full-time schedule. Generally, these employees are eligible for Coastal Waters' benefit package, subject to the terms, conditions, and limitations of each benefit program. This is typically an Exempt role.

Part-Time Salaried: Employees who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than the full-time work schedule. These employees are eligible for some benefits sponsored by Coastal Waters, subject to the terms, conditions, and limitations of each benefit program. This is typically a Nonexempt role.

Part-Time Hourly: These are employees who are not assigned to a temporary or introductory status and are regularly scheduled to work less than the full-time work schedule. While they do receive all legally mandated benefits (such as Social Security and workers' compensation insurance), they are ineligible for all of Coastal Waters' other benefit programs. This is typically a Nonexempt role.

Consultants: Individuals hired by the school as independent contractors are not eligible for benefits.

202 Work Schedules

Work Schedule for Full-Time Salaried Teachers: Available during the working day from

7:30 a.m. -3:15 p.m. for the school year from the end of August through June. Attend faculty meetings, scheduled events, and others as required. Carry specific school responsibilities as needed.

Work Schedule for Part-Time Salaried Teachers: Part-time teaching schedules will be set by the Faculty Council in conjunction with the Pedagogical Director.

Work Schedule for Full-Time Salaried Office Staff and Administration: The normal work schedule for all full-time salaried employees is 8 hours a day, 5 days a week. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. Work 7:30 a.m.-3:30 p.m. every weekday during the two weeks immediately following the end of the school year and the two weeks immediately preceding the beginning of the next year. Attend meetings, scheduled events, and others as required during the school year. Summer Flex time: Work a 3 5-hour week, ensuring daily coverage during core hours of 7:30 a.m. – 3:30 p.m. All employees who work more than five consecutive hours are entitled to an uninterrupted 30-minute meal break. For hourly employees, the break is considered unpaid time.

203 Access to Personnel Files and Employment History

Coastal Waters maintains a personnel file on each employee. The personnel file includes such information as the employee's resume, records of continuing education, documentation of salary, personnel actions, and other employment records.

Personnel files are the property of Coastal Waters. Employees who wish to review their own file should contact the Pedagogical Director or Administrative Director. With reasonable advance notice, employees may review their own personnel files in the Coastal Waters offices and in the presence of an individual appointed by Coastal Waters to maintain the files.

Inquiries received by employees of the school from outside organizations (including other Waldorf schools) regarding references for a current or former employee are referred to the Business Manager. It is the school's policy to provide information confirming the individual's date(s) of employment at the school.

Employees of the school are not authorized to provide information regarding a current or former employee without the express written authorization of the Pedagogical Director and Administrative Director. If the employee has been requested to act as a personal reference for an individual, then the employee is providing the reference in a personal, not a professional, capacity.

204 Employment Reference Checks and Applications

To ensure that individuals who join Coastal Waters are well qualified and have a strong potential to be productive and successful, it is the policy of Coastal Waters to check the employment references of all applicants as well as to conduct a criminal background check. Coastal Waters relies upon the accuracy of information presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment. The Leadership Council will respond to all professional reference check inquiries from other employers. Responses to such inquiries will be limited to factual information that can be substantiated by Coastal Waters 's records.

Professional reference letters and verbal professional references for current or former employees may only come from the Pedagogical Director and Administrative Director or be approved by the Pedagogical Director and Administrative Director.

205 Personnel Data Changes

It is the responsibility of each employee to promptly notify Coastal Waters of any changes in personal information. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personal data has changed, notify the Business Office.

206 Job Descriptions

Coastal Waters makes every effort to create and maintain accurate job descriptions for all positions within the organization. The job descriptions include job overview, essential duties and responsibilities, and qualifications. The job descriptions are maintained to aid in orienting new employees to their jobs and identifying the requirements of each position. The Leadership Council, along with the Board, prepares job descriptions when new positions are created. Existing job descriptions are also reviewed and revised to ensure they are up to date. Job descriptions may also be rewritten periodically to reflect any changes in the position's duties and responsibilities. All employees will be expected to help ensure that their job descriptions are accurate and current, reflecting the work being done. Employees should remember that job descriptions do not necessarily cover every task or duty that might be assigned, and that additional responsibilities may be assigned, as necessary. Contact the Pedagogical Director and Administrative Director if you have any questions or concerns about your job description.

207 Review Process and Performance Appraisal

Administration Performance Evaluation

Coastal Waters will conduct an annual evaluation of administrative positions. The purpose of the evaluation is to improve administrative functioning to ensure that the school is fulfilling its mission and complying with all provisions of the charter. 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 12) and any other relevant personnel. In the case of the Pedagogical Director and Administrative Director, evaluation rubrics will be completed by members of the Board, Faculty Chairs, Parent Council, 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. A written evaluation will be completed and placed in the employee's personnel file. If an employee is found to be underachieving in their performance, recommendations for improvement will be made and a one-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.

Faculty Performance Evaluation

In anticipation of becoming a member of the Alliance for Public Waldorf Education, Coastal Waters will align its criteria for teacher evaluation with the Alliance's standards for Waldorf teachers, which cover curriculum planning, student assessment, lesson delivery, classroom management, and faculty collaboration.

Coastal Waters uses a system of review by the Pedagogical Director and peers for evaluating teacher performance and ensuring high quality teaching. This system has been well-tested by other Public Waldorf Schools. The Pedagogical Director, in collaboration with the Faculty Chairs, 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 the minimum, the system will include a required evaluation each year during a two- year probationary period for any new teacher; continued evaluation every other 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. This will cover the three aspects of teaching, Planning, Presentation and Professionalism. The following is an example of the questions to be addressed:

Planning:

1. Lesson: are the plans clear, concise, and related to the subject?
2. Foresight: is the year planned out?
3. Are reports and evaluations submitted on time?
4. Classroom organization: is the room tidy, aesthetically pleasing and stocked with appropriate materials?
5. Is homework returned in a timely manner?
6. Are the main lesson books corrected on time and are they a good reflection of the subject and the developmental level of the students?

Presentation:

1. Does the teacher have a good grasp of the content?
2. Is the teacher well-organized and prepared?
3. Is the lesson at a level the student can understand and participate in?
4. Is the lesson balanced and presented as a unified whole in a 3-fold manner?
5. Is the lesson presented in an imaginative, lively, and thought-provoking way?
6. Does the teacher use oral and written language correctly and with good diction?
7. Is there adequate class participation and discussion?
8. Is there a good working relationship between teachers and students?
9. Is the lesson paced in such a way that it allows for breathing in the lesson?
10. Homework: Does it fit with the school's expectation and support the students' participation in the curriculum?

Professional

Does the teacher:

1. Manage student conflicts well?
2. Participate in school functions?
3. Take initiative and follow through on it?
4. Have an openness and willingness to work with and consider suggestions, guidance, and feedback from mentors, colleagues, and the review process?
5. Begin and end classes on time?
6. Cooperate, work with and support colleagues?

The system is subject to Board approval and must involve outside peer reviewers in addition to peers within the school, the Pedagogical Director and Faculty Chairs. As new teachers are

hired to serve an expanding student body, mentoring of new teachers by senior teachers will be provided.

3 Employee Benefits

Programs 301 Employee

Benefits

Eligible employees at Coastal Waters are provided a wide range of benefits. A number of the programs, such as Social Security, workers' compensation, short-term disability, and unemployment insurance, cover all employees in the manner prescribed by law. Benefits eligibility is dependent upon a variety of factors, including employee classification. The Administrative Director, Pedagogical Director, and Business Administrator can identify the programs for which you are eligible. Some benefit programs require contributions from the employee, and some are fully paid by Coastal Waters.

302 Paid Time-Off Benefits

Paid time-off (PTO) is available to all staff to provide opportunities for rest, relaxation, and personal pursuits. Paid time-off is inclusive of vacations and personal days. Administrative Staff and Full Time Faculty receive 3 weeks upon hiring and accrue 1 day per year up to 4 weeks at 5 years.

For all part-time salaried employees paid time-off is prorated based on part-time allocation. Part-time hourly employees are not eligible for paid time-off.

PTO not used by the end of the benefit year will be forfeited and not carried over.

To take PTO, or report an absence, all faculty and staff should complete a Leave Request Form. Requests will be reviewed based on school needs and staffing requirements. Absences and PTO approvals will be reported to the Business Administrator for tracking.

303 Holidays

Coastal Waters will grant holiday time off to all full-time salaried and part-time salaried employees on the holidays listed below. Part-time hourly employees and Consultants are not eligible for paid holidays.

- Dec 25 – Jan 1
- Martin Luther King, Jr. Day
- Good Friday (Friday before Easter)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Fall Break (Friday & Monday in October, usually at Columbus Day)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving
- If Independence Day falls on a weekend, the holiday will be taken on the adjacent weekday.

304 Workers' Compensation Insurance

Coastal Waters provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period

or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform the Administrative Director and Pedagogical Director within 24 hours. No matter how minor the injury may appear, it is important that it be reported immediately. Timely reporting of the injury will enable an eligible employee to qualify for coverage as quickly as possible. Neither Coastal Waters nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by Coastal Waters.

305 Health Days

Coastal Waters provides health days to full-time salaried and part-time salaried employees (leading & not leading a program). Health days for part-time salaried employees are prorated based on employment percentage - this includes teachers/faculty, office, and administrative staff. Part-time hourly employees and consultants are not eligible for sick leave benefits. Eligible employees will accrue health days at the rate of 10 days per year. Health days are calculated on the basis of a "benefit year, the twelve-month period that begins July 1. These do not carry over from one year to the next.

Health days are intended solely to provide income protection in the event of unexpected absence due to illness or injury. They may be used to tend to either physical or mental well-being. They may also be used to tend to an employee's sick child(ren). They may not be used for any other absence. Unused sick leave benefits will not be paid to employees while they are employed or upon termination of employment.

Please note: You do not have to discuss your serious illness or injury with anyone unless you choose to do so. If you decide to inform the Administrative Director and Pedagogical Director about your situation, any information that you disclose will be held in the greatest confidence. All employees are prohibited from disclosing the personal health information of another employee. Any medical information which we receive will be kept confidential.

306 Jury Duty

Coastal Waters encourages employees to fulfill their civic responsibilities by serving jury duty when required. Eligible employees may request up to one week of paid leave per jury duty session. Employee classifications that qualify for paid jury duty leave are full-time salaried and part-time salaried (leading or not leading a program). Jury duty pay will be calculated on the employee's base pay rate. Sick leave, and holiday benefits will be unaffected by jury duty leave. Coastal Waters will continue to provide health insurance benefits for the full term of the jury duty absence.

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off or may request an unpaid jury duty leave of absence. Employees must show the jury duty summons to the Pedagogical Director and Administrative Director as soon as possible so that the arrangements may be made to accommodate their absence. Employees are expected to report for work whenever the court schedule permits. Either Coastal Waters or the employee may request an excuse from jury duty if, in Coastal Waters' judgment, the employee's absence would create serious operational difficulties.

307 Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees who are enrolled in the school plan and their qualified beneficiaries the opportunity to continue health insurance coverage under Coastal Waters' health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are

resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Coastal Waters group rates plus an administration fee. Coastal Waters provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Coastal Waters health insurance plan. The notice contains important information about the employee's rights and obligations.

308 Professional Development

Coastal Waters provides time off for professional development. All full-time salaried employees (including office and 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 Faculty Council and Pedagogical Director. Part-time salaried employees receive a prorated number of days based on their employment percentage. In addition to time off, Coastal Waters also 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. Employees should contact the Pedagogical Director for more information or questions about professional development.

All requests for professional days must be made in writing and in advance to the Pedagogical Director and Faculty Chair. If approved for a professional day, faculty members must find a substitute for all classes and duties. A written description of who will be covering the teacher's duties will be presented to the Pedagogical Director. This is to inform the Pedagogical Director and administrative staff of who is in the school each period of every day.

309 Health Insurance

Coastal Waters' health insurance plan provides employees access to medical insurance benefits. Full time employees are eligible to participate in the health insurance plan subject to all terms and conditions of the agreement between Coastal Waters and the insurance carrier. A change in employment classification that would result in loss of eligibility to participate in the health insurance plan may qualify an employee for benefits continuation under the Consolidated Omnibus Budget Reconciliation Act (COBRA).

Details of the health insurance plan are available from the Business Administrator. Information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the Business Administrator for more information about health insurance benefits.

HIPAA The Health Insurance Portability and Accountability Act (HIPAA) limits exclusions for preexisting conditions, prohibits discrimination against employees and their dependents based on their health status and allows for individuals who have experienced certain events to "Special Enroll" into a Health Plan sponsored by Coastal Waters or another company's Health Plan. Coastal Waters has taken steps to ensure that the Health Plan(s) that we sponsor fully comply with the HIPAA exclusions on preexisting conditions. Coastal Waters has also reviewed our internal policies and procedures to ensure that we do not discriminate against employees or their dependents based upon health status. Eligible individuals may enroll in the Health Plan(s) sponsored by Coastal Waters regardless of current health status.

Special Enrollment rights apply under two broad sets of circumstances. The first set of

circumstances relate to the loss of other health coverage. If you originally declined coverage at Coastal Waters because you already had other health coverage, you may have the opportunity to Special Enroll in the event that you lose that other coverage. The definition of a “loss of coverage” is quite complex. You may refer to your Notification of Special Enrollment Rights to learn more about a loss of coverage or you may contact the Administrative Director and Pedagogical Director if you have additional questions.

The other circumstances which may trigger a special enrollment opportunity are changes in your family. In the event that you gain a new dependent as a result of marriage, birth, adoption or the placement for adoption, you may have the opportunity to Special Enroll yourself and/or the new dependent in a Coastal Waters Health Plan. As is the case with loss of coverage, there are special rules that regulate who may be added to the Health Plan as a result of special enrollment. You may refer to your Notification of Special Enrollment Rights to learn more about covering a new dependent or you may contact the Administrative Director and Pedagogical Director if you have additional questions.

Most Special Enrollments must be reported to us within 30 days of the event that triggered the Special Enrollment rights. For example, if you lose coverage under another employer’s health plan on the 1st of the month, you must request Special Enrollment with COASTAL WATERS by the 30th of the month. The same 30-day rule applies to most other Special Enrollment opportunities such as marriage. The exception to the 30day rule is when coverage is lost under the State Children’s Health Insurance Program (SCHIP) or Medicaid. A loss of coverage under SCHIP or Medicaid must be reported to us within 60 days of the event.

Coverage will generally be effective under our plan on the 1st day of the month following your notification to us. The exception to this rule relates to the birth or placement for adoption of a new child. Coverage for new children will be effective retroactive to the date of birth or date of adoption. **IT IS VERY IMPORTANT THAT YOU NOTIFY US WITHIN 30 DAYS OF A**

BIRTH OR PLACEMENT FOR ADOPTION. Some employees incorrectly assume that because they are covered under a Coastal Waters health plan, their child will automatically be covered. Your new child will only be covered retroactive to their birth or placement for adoption if you notify us within 30 days. Due to the restrictions of our insurance contract(s), we are unable to make exceptions to this policy.

Coastal Waters provides all employees with a Notification of Special Enrollment Rights before they are offered coverage in the Health Plan(s) sponsored by Coastal Waters. This notification gives you important information about your Special Enrollment rights. If you have lost your Notification of Special Enrollment Rights, you can request a copy from the Business Administrator.

If you decline enrollment under Coastal Waters’ plan for yourself or your dependents, we will ask you to complete a Declination of Enrollment form. This form will be kept on file to document the reason(s) why you declined coverage. Our insurance contract(s) may require that we provide them with a copy of this form in the event that you request a Special Enrollment due to loss of other coverage. We may also need evidence of the date that your other coverage was lost. The most common form of evidence is a Certificate of Creditable Coverage. A Certificate of Creditable Coverage may be automatically mailed to you when your other coverage is lost.

Providing a copy of this certificate will help us ensure that your Special Enrollment is processed quickly and efficiently. If you do not have a Certificate of Creditable Coverage,

there are other ways you can demonstrate the loss of other coverage. If you have any questions, contact the Business Administrator.

Coastal Waters' Health Plan(s) offer an annual Open Enrollment period. If you have previously declined coverage for yourself or your dependents but have not experienced a Special Enrollment event, you may have the opportunity to enroll during our Open Enrollment period.

Our Open Enrollment period begins November 1st and ends November 15th of each year.

310 Life Insurance

Life insurance offers Coastal Waters employees and their family important financial protection. Coastal Waters provides a basic life insurance plan for eligible employees at no cost to the employee. Full time salaried employees are eligible to participate in the life insurance plan subject to all terms and conditions of the agreement between Coastal Waters and the insurance carrier. Details of the basic life insurance plan including benefit amounts are available from the Business Administrator.

311 Long-Term and Short-Term Disability

Long-term disability (LTD) benefit is provided for Full time salaried to help them cope with an illness or injury that results in a long-term absence from employment. LTD is designed to ensure a continuing income for employees who are disabled and unable to work. Eligible employees may participate in the LTD plan subject to all terms and conditions of the agreement between Coastal Waters and the insurance carrier. This benefit is provided at 60% of regular salary and at no cost to the employee. For details of the LTD benefits plan including benefit amounts, and limitations and restrictions contact the Business Administrator.

Short-term disability (STD) is not provided. Please refer to FMLA under Section 4.

312 Self-Directed IRA

If the budget allows Coastal Waters will establish a simple IRA into which an employee may direct pre-tax funds which will be matched up to 3%. This savings plan provides employees the potential for future financial security for retirement. Full time salaried employees that work more than 1,000 hours per year would be eligible to receive this benefit after one year of employment. Eligible employees may participate subject to all terms and conditions of the plan. For complete details of the self-directed IRA savings plan contact the Business Administrator.

313 Flexible Spending Account (FSA)

Coastal Waters may provide a Flexible Spending Account (FSA) and Dependent Care program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses or dependent care during the plan year. Through the FSA program, you can reduce your taxable income without reducing your real income, so that you can keep more of the money you earn. Participation in the Health Care FSA is optional and determined on an annual basis for the plan year. You must enroll for each plan year. You determine how much to contribute to the account, up to a specified maximum, based on anticipated expenses during the plan year. Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then available to you for reimbursement of out-of-pocket expenses. Information about maximum yearly contributions and further details about the FSA can be obtained from the Business Administrator. Participation in Dependent Care program is optional and determined on an annual basis for the plan year. You must enroll for each plan year. You

determine how much to contribute to the account, up to a specified maximum, based on anticipated expenses during the plan year. Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then available to you for reimbursement of out-of-pocket expenses. Any funds remaining at the end of the plan year are forfeited. Contact the Business Administrator for more information on the Flexible Spending Account program and to obtain enrollment and reimbursement forms and worksheets with examples of reimbursable and non-reimbursable expenses.

4 Leaves of Absence

401 Family Leave (FMLA) The Family and Medical Leave Act (FMLA) provides up to 12 weeks of unpaid, job-protected leave per year to full time and part time salaried employees leading programs. Their group health benefits will be maintained during the leave.

FMLA is designed to help employees balance their work and family responsibilities by allowing them to take reasonable unpaid leave for certain family and medical reasons. It also seeks to accommodate the legitimate interests of employers and promote equal employment opportunity for men and women. FMLA provides an eligible employee with up to 12 weeks of unpaid leave each year for any of the following reasons: • for the birth and care of the newborn child of an employee; • for 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.

Time taken off work due to pregnancy complications can be counted against the 12 weeks of family and medical leave. Eligible employees should make requests for family or medical leave to the Administrative Director and Pedagogical Director at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. 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. So that an employee's return to work can be properly scheduled, an employee on family or medical leave is requested to provide Coastal Waters at least two weeks advance notice of the date the employee intends to return to work. When a medical leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified. An employee may appeal for payment under circumstances of financial hardship. The school may, at its sole discretion, pay such individual for a portion of the 12-week period, subject to a maximum of 6 weeks.

Documentation of financial hardship must be provided to the school for review. Decisions regarding appeals to the unpaid policy will be made by the Executive Committee.

402 Employee Medical Leave

Employees should make requests for medical leave to the Administrative Director and Pedagogical Director at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. An employee may appeal for payment under circumstances of

financial hardship. The school, may, at its sole discretion, pay such individual for a portion of the 12-week period, subject to a maximum of 6 weeks. Documentation of financial hardship must be provided to the school for review.

Decisions regarding appeals to the unpaid policy will be made by a group to be determined with representation from the administration, faculty, and board.

403 New Hampshire Pregnancy Disability Leave

Coastal Waters will allow eligible employees to take time off work if they have a disability relating to pregnancy, childbirth, or related conditions. Employees are entitled to be restored to the same or a comparable position when they are able to return to work, unless business necessity makes this impossible or unreasonable.

404 Bereavement Leave

When a death occurs in an employee's immediate family, they will be provided with three days of paid leave to attend the funeral or make funeral arrangements. Any additional time off will be without pay or using PTO days. Immediate family is defined as spouse, parent, child, brother or sister, grandparent or grandchild, spouse's parent, child, brother or sister, grandparent and grandchild. It is the policy of Coastal Waters to work with employees in an attempt to accommodate requests for Bereavement Leave for individuals other than those who meet the definition of immediate family. We understand that other relationships may be as significant to you as your immediate family and will endeavor to the extent possible, without undue disruption to our operations, to provide reasonable time off without pay when you request it.

405 Educational Leave

Coastal Waters may offer unpaid leave for employees pursuing educational studies. To learn more about this policy, please speak to the Administrative Director and Pedagogical Director.

406 Military Leave

Coastal Waters is committed to complying with all aspects of The Uniformed Services Employment and Reemployment Rights Act (USERRA). USERRA protects the job rights of individuals who voluntarily or involuntarily leave employment positions to perform duty in the "uniformed services" which include the Army, Navy, Marine Corps, Air Force, Coast Guard, and Public Health Service commissioned corps, as well as the reserve components of each of these services.

Coastal Waters does not discriminate against past and present members of the uniformed services, and applicants to the uniformed services. We will not deny initial employment, reemployment, and retention in employment, promotion or any benefit of employment based on your military status. 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). Advance notice of military service is required, unless military necessity prevents such notice, or it is otherwise impossible or unreasonable. Notice should be as far in advance as is reasonable under the circumstances. The leave will be unpaid. However, employees may use any available paid time off for the absence. If you leave your job to perform service in the uniformed services, you may have the right to be reemployed in the position that you would have attained if you had stayed continuously employed or in a comparable position if the cumulative period of military service with Coastal Waters does not exceed five years and you are not released from service under dishonorable or other punitive conditions. Upon completing service in the military services, you must notify Coastal Waters of your intent to return to your position by either reporting to work or submitting a timely application for

reemployment, depending upon your length of service. Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to 24 months; however, you may be required to pay up to 102 percent of the full premium. For military service of less than 31 days, health care coverage is provided as if the service member had remained employed.

Even if you do not elect to continue coverage during your military service, you have the right to be reinstated in Coastal Waters' health plan when you are reemployed, generally without any waiting periods or exclusions (e.g., pre-existing condition exclusions) except for service-connected injuries. For purposes of pension plan participation, vesting, and accrual of benefits, USERRA treats military service as continuous service with the employer.

407 Pregnancy-Related Absences

Coastal Waters will not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the medical leave policy provisions outlined in this handbook and all applicable federal and state laws. Requests for time off associated with pregnancy and/or childbirth, such as bonding and childcare, not related to medical disabilities for those conditions will be considered in the same manner as other requests for unpaid family or personal leave.

408 Parental Leave

Coastal Waters will offer up to two weeks of paid parental leave for childbirth and adoption. Employees should provide as much advance notice as possible so the school can plan accordingly.

5 Payroll and Time

Keeping 501

Compensation Program

The compensation program at Coastal Waters was created to achieve consistent pay practices, comply with federal and state laws, and reflect our commitment to Equal Employment Opportunity. Compensation for every position is determined by several factors, including the essential duties and responsibilities of the job. Coastal Waters periodically reviews its salary administration program and restructures it as necessary. Employees should bring their pay-related questions or concerns to the attention of the Pedagogical Director and Administrative Director, who is responsible for the fair administration of pay practices. The Pedagogical Director and Administrative Director are also available to answer specific questions about the salary administration program.

SALARIED TEACHERS:

The salary for teachers is based on a structure that includes: • Base salary • Waldorf certification increments • Advanced degree increments for Master's and Doctoral degrees. Salaries for part-time teachers are prorated based on employment percentage. Teachers who do not work a full school year will receive a pro-rated portion of their salary based on their start date as determined by the Pedagogical Director.

ALL OTHER POSITIONS:

The compensation for all other positions is determined individually based on the nature of the work, responsibilities, certifications related to their specific job, and hours of employment and is stated in the annual employment letter. All overtime work performed by non-exempt workers must be approved in advance by their supervisor. Failure to obtain supervisory approval will result in disciplinary action. Overtime will be paid to non-exempt employees at a

rate of one and one-half the employee's regular rate of pay for all hours worked over 40 in a work week. Overtime is based on hours worked. Time off on personal time, holidays, vacation, sick time, or any leave of absence will not be included when calculating overtime.

SUBSTITUTION POLICY:

As a member of the Staff/Faculty of Coastal Waters, you are expected to help support (your) colleagues in times of illness. In practical terms, this translates into an agreement that among us we share the responsibility for filling in when one of our colleagues is unable to teach.

Substitute Pay

Substitutes will be paid on the regular payday following their substitution if and only if the Business Administrator receives a TEACHER'S ABSENCE REPORT signed by both teacher and substitute. Full day is 8 a.m. to 3:15 p.m. Substitutes should leave classrooms in order and clean at the end of the day.

Faculty Attendance Record:

The Faculty Attendance Record is kept by the Administrative Assistant and monitored by the Administrative Director and Pedagogical Director. All absences, whether or not a substitute is hired, need to be reported to the Business Administrator. Coverage for special subject teachers: When a special subject teacher is absent, every effort will be made to cover every period and duty. Sometimes this simply is not possible, and then class teachers will be asked to take their class during that special subject period. Class teachers may also be asked to cover duties and dismissal.

502 Timekeeping

Nonexempt employees should accurately record the time they begin and end their work.

503 Payment of Wages

All employees are paid every other week. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his or her return from vacation. Salaried employees are paid based on 26 pay periods.

504 Administrative Pay Corrections

Coastal Waters takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Business Administrator so that corrections can be made as quickly as possible.

505 Pay Deductions

The law requires that Coastal Waters make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. Coastal Waters also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." Coastal Waters matches the amount of Social Security taxes paid by each employee. Coastal Waters offers programs and benefits beyond those required by law. Eligible employees may voluntarily authorize deductions from their paychecks to cover the costs of participation in these programs. If you have questions concerning why deductions were made from your paycheck or how they were calculated, the Business Administrator can assist in having your questions

answered.

6 Work Conditions

601 Safety

To assist in providing a safe and healthful work environment for employees, students, and visitors, Coastal Waters has established a workplace safety program. This program is a top priority for Coastal Waters. Its success depends on the alertness and personal commitment of all. Coastal Waters provides information to employees about workplace safety and health issues through regular internal communication channels such as faculty and staff meetings, bulletin board postings, memos, or other written communications. Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the Administrative Director and Pedagogical Director or Business Administrator. In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the Administrative Director and Pedagogical Director. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

First Aid

Prior to the beginning of school each year all employees are required to participate in first aid and emergency training. All employees are provided with a copy of the Emergency Operations Plan. In the event of a life-threatening accident or condition, immediately dial 911. Do not assume that someone else has already called 911. If you are not personally aware of the call being made, call 911. It is better for there to be multiple 911 calls for the same incident than none at all. Notify the Administrative Assistant immediately in the case of any accident or illness, even if it seems to be minor. First aid kits are kept in classrooms and various locations. Please make yourself aware of the nearest first aid kit. If you have a question regarding first aid kit locations, contact the Administrative Assistant or Business Administrator. In the event that you administer first aid it is very important to protect yourself from the transfer of body fluids. Each first aid kit contains gloves, and these should be used when assisting fellow employees. A strong disinfectant should be used to clean up. Supplies in the first aid kits are the property of the school and are solely provided for treatment of school related injuries. On the job injuries and accidents may be covered under Workers' Compensation and should be reported within 24 hours to the Business Administrator.

602 Contagious Illness

Coastal Waters strives to maintain a healthy workplace for all persons, and in order to do so Coastal Waters evaluates contagious illnesses to determine whether or not an employee with a contagious illness will pose a threat to the health of himself or herself, other employees, or customers.

603 Facility Access & Visitors

Coastal Waters' goal is to maintain maximum security and safety at a minimum inconvenience to employees. During school hours (8:30 - 3:00), school doors are locked. Visitors are expected to check in at the office when entering and leaving the building as are students reporting late to school or leaving early.

604 Emergency Operations Plan

Please refer to the Coastal Waters Emergency Operations plan for all the emergency response procedures.

605 Reporting Abuse or Neglect

Under New Hampshire law, any person who has reason to suspect that a child has been sexually, physically, or psychologically abused or neglected is required to report to the State the suspected abuse or neglect. The report is to be made immediately to the Pedagogical Director or Administrative Director upon forming the suspicion of abuse or neglect.

If as a faculty or staff member, you have concerns about a student being abused or mistreated you must share these suspicions immediately with the Pedagogical Director and Administrative Director; these individuals will contact Division for Child Youth and Families (DCYF). If neither is available, you are required to contact the DCYF yourself at the number listed below. As soon as is practically possible, you must inform the Pedagogical Administrator and Administrative Director of the report so that the Mandated Reporter Form can be completed and submitted. Failure to comply with the above reporting requirements is a misdemeanor under New Hampshire law. While this legal obligation falls on each employee individually, Coastal Waters needs to know whenever your employment brings you into contact with any situation in which you suspect abuse or neglect of a child. In such circumstances, report your suspicions immediately to the Pedagogical Director and Administrative Director. Do not wait until the next business day; call the Pedagogical Director or Administrative Director at home. If they may not be reached, report the matter immediately to the Faculty Chair. However, if for any reason you are unable to confer immediately with the Administration or Faculty Chair, report your concerns to a colleague do not delay in making your report to the State. Sometimes circumstances arise in which, although an employee suspects abuse or neglect, s/he does not want to report it because the filling of the report may destroy his/her rapport with the family or individuals to whom the employee is providing services. However, failure to file a report of suspected abuse or neglect is a crime and places both the employee and Coastal Waters at risk. If you are struggling with a concern about possible abuse or neglect, you must discuss the matter at once with the Administrative Director and Pedagogical Director or the Chair of the Faculty Council.

CHILD ABUSE HOT LINE 1-800-894-5533

606 Smoking

In keeping with Coastal Waters' intent to provide a safe and healthful work environment, smoking is prohibited throughout the school and school grounds. This policy applies equally to all.

607 Lactation/Breastfeeding

Coastal Waters supports the health and well-being of working mothers and their children. As part of this policy, in compliance with the Patient Protection and Affordable Care Act of 2010, Coastal Waters will provide eligible employees with:

- Reasonable break periods to express milk during the first year following the birth of a child.
- A private area, other than a restroom, where the employee may express milk and be shielded from view and free from intrusion.
- Appropriate storage areas for pumps and other equipment as well as expressed milk

Employee Responsibilities:

Notify your supervisor before taking your break

- Label your expressed milk. The label should identify it as expressed milk and include your name and the date it was expressed.
- Keep the breastfeeding area clean and tidy.

608 School Telephones Coastal Waters provides cellular telephones to some employees as a safety measure. They are provided to assist teachers in communicating during emergencies. Occasional, brief personal use is permitted within a reasonable limit.

Employees may be required to reimburse Coastal Waters for any charges resulting from their personal use of the school telephone. If employees choose to answer the telephone, the following requirements will ensure effective telephone communication. • Employees should identify the name of the school and themselves when answering the telephone. • Please confirm information received from the caller and be sure messages are delivered to the appropriate party.

609 Computers, Email, and Internet Usage

Computers, computer files, the email system, and software furnished to employees are Coastal Waters property intended for business use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. Coastal Waters strives to maintain a workplace free of harassment and sensitive to the diversity of its employees.

Therefore, Coastal Waters prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale. Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other nonbusiness matters. Internet access is provided by Coastal Waters to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage. While Internet usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits. The computers assigned to each workstation are to be used by the people in those positions, except when permission is granted. A computer for faculty use is in the office or teacher lounge.

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of Coastal Waters and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful. The equipment, services, and technology provided to access the Internet remain at all times the property of Coastal Waters. As such, Coastal Waters reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems. Internet users should take the necessary anti-virus precautions before downloading or copying any file from the Internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression.

610 Recording Devices Prohibited

The use of all types of recording devices (including camera phones) is prohibited on school property or during working hours unless specifically permitted by the school. If taken for marketing purposes, all subjects must provide written permission to have their pictures used.

611 Personal Property

Coastal Waters provides you with the supplies and equipment necessary to perform your job. Coastal Waters maintains the supplies and equipment that we provide to you in a manner we believe will allow you to work efficiently and safely. If you do not believe that you have the necessary tools, supplies or equipment to perform your job safely and efficiently, please discuss your concerns with the Pedagogical Director, Faculty Chair, Business Administrator, or the Administrative Director. Coastal Waters is not responsible for any lost, stolen, or damaged

personal property. Your personal property is not covered under our business insurance policy. Your personal property away from home may be covered under your Homeowners' Policy. You should check with your personal insurance agent to learn about the best way to protect your personal property. You may not bring any of the following items onto Coastal Waters premises;

- Intoxicating beverages or narcotics
- Firearms or weapons of any kind, even those who are licensed to carry weapons.
- Sexually suggestive objects, pictures, cartoons, or posters
- Items that are demeaning or offensive on the basis of race, color, age, sex, gender, disability, religion, national origin, ethnic background, or citizenship.

Coastal Waters reserves the right to prohibit other items that we believe may be disruptive to the school or constitute an unacceptable risk of loss.

612 Parking

Coastal Waters provides parking facilities at the school. Coastal Waters is not responsible for theft or damage to personal vehicles or their contents. Under no circumstances should employees park in a designated fire lane or handicapped parking space (unless permitted with valid state-issued tags). These rules apply 24 hours a day 7 days a week.

Bicycle

If you ride a bicycle to work, we have designated an area where you may secure your bicycle. We recommend that you purchase a strong chain or cable and a tamper-resistant lock for securing your bicycle. You may not bring your bicycle into our buildings or block any entrance or exit.

Handicapped Parking

Only employees who possess valid state-issued tags may park in designated handicapped parking areas. If you do not have a state-issued tag or you are using another individual's tag, you may be subject to towing and or civil fines and penalties. These rules apply 24 hours a day, seven days a week.

613 Use of Your Personal Vehicle

When pre-approved, when using your personal vehicle for Coastal Waters business, you will be reimbursed at the rate set by Coastal Waters multiplied by the actual miles driven. This is the total compensation for the use of your vehicle including gas, wear and tear and insurance costs.

614 Driving Students

Employees who transport students in their own vehicle during school hours (for trips, from one campus to another etc.) must provide the Business Administrator with proof of automobile insurance and a valid driver's license. For employees, proof of insurance is required because anyone transporting students in their own vehicle must have uninsured motorist coverage. This coverage is not provided by the school's automobile policy that covers borrowed and hired vehicles. Coastal Waters will have motor vehicle record checks performed annually for any employee that could drive students.

615 Business Travel and Expense Reimbursement

Coastal Waters will reimburse employees for preapproved business travel expenses incurred. All business travel expenses should be submitted on the appropriate expense report. Receipts to support all expenses incurred should be attached. COASTAL WATERS reimburses employees for programmatic expenses that are approved as part of the school's annual budgeting process. Receipts and requests for reimbursements must be submitted to the business office within 90 days of incurred expense. Requests received after that period will not be reimbursed. They must also be submitted with the fiscal year (ending June 30).

616 Emergency Closings

At times, emergencies such as severe weather can disrupt a scheduled school day. These circumstances may require a closing of the school. In the event that such an emergency occurs during nonworking hours, faculty and staff can expect to be notified by the school calling post system.

When operations are officially closed due to emergency conditions, salaried employees will be paid as usual and hourly employees will not be paid.

617 Snow Day Policy

Coastal Waters follows the Portsmouth School District (SAU #52) in regard to snow days. However, because of the wide-spread area covered by our students' and teachers' homes, we must reserve the right to cancel school at our discretion. School cancellations will be announced via calling post and WMUR as soon as possible after SAU notification. There will also be a pre-recorded message placed on the school phone.

DELAYED OPENING

Occasionally, as a storm winds down and roads are being cleared in the early morning, the best strategy for the school day is to have a delayed opening. This allows us to provide our program to our students and to save "snow days" for when they are really needed. Coastal Waters will generally follow the decisions of SAU #52.

7 Employee Conduct & Disciplinary

Action 701 Drug and Alcohol-Free

Workspace

While on Coastal Waters premises and while conducting school business off Coastal Waters premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment. Such violations may also have legal consequences.

It should be noted that use of alcoholic beverages by chaperones or any adult on any school sponsored trip is inappropriate and should be avoided. For more details, please refer to "Field Trip" section of the Parent Handbook.

702 Workplace Violence Prevention

Coastal Waters is committed to preventing workplace violence and to maintaining a safe work environment. All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Conduct that threatens, intimidates, or coerces another employee, a student, a school family, or a member of the public at any time, including off-duty periods, will not be tolerated. This includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local law.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to the Pedagogical Director and Administrative Director. This includes threats by employees, as well as threats by students, a school family, or any member of the public. All suspicious individuals or activities should also be reported as soon as possible to the Pedagogical Director, Administrative Director, or Business Administrator. Do not place yourself in peril. Coastal Waters will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. In order to maintain

workplace safety and the integrity of its investigation, Coastal Waters may suspend employees, either with or without pay, pending investigation. Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment. Coastal Waters encourages employees to bring their disputes or differences with other employees to the attention of Pedagogical Director or Administrative Director before the situation escalates. Coastal Waters is eager to assist in the resolution of employee disputes and will not discipline employees for raising such concerns.

703 Workplace Harassment and Bullying Prevention

Coastal Waters is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

704 Harassment

Harassment is defined as unwelcome or unsolicited verbal, physical, or sexual conduct which interferes with an employee's job performance or which creates an intimidating, offensive or hostile work environment. Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of general harassment and sexual harassment examples:

- Questions or comments that unnecessarily infringe on personal privacy.
- Offensive, sexist, off color, or sexual remarks, jokes, slurs.
- Propositions or comments that disparage a person or group on the basis of race, color, age, sex, pregnancy, gender, creed, disability, religion, national origin, ethnic background, military service, or citizenship.
- Derogatory or suggestive posters, cartoons, photographs, calendars, graffiti, drawings, other materials, or gestures.
- Inappropriate touching, hitting, pushing, or other aggressive physical contact or threats to take such action.
- Unsolicited sexual advances, requests, or demands, explicit or implicit, for sexual favors.
- Quid Pro Quo - Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute quid pro quo when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment and, or (2) submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting an individual.
- Ethnic slurs, racial "jokes," offensive or derogatory comments or other verbal or physical conduct based on an individual's race/color or national origin or because an individual is affiliated with a particular religious or ethnic group or because of physical, cultural, or linguistic characteristics.
- Comments based upon cultural traits, clothing, or linguistic characteristics such as accent or dress associated with a particular ethnicity, country of origin, or religion.
- Requirements or coercion to abandon, alter, or adopt a religious practice or subjection to unwelcome statements or conduct that is based on religion.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.

Harassment Reporting

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to the Administrative Director or Pedagogical Director. If the Administrative Director or Pedagogical Director are unavailable or you believe it would be inappropriate to

contact that person, you should immediately contact a member of the Board. You can raise concerns and make reports without fear of reprisal or retaliation. All allegations of harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation. Any employee who becomes aware of possible sexual or other unlawful harassment must immediately advise the Administrative Director or Pedagogical Director or any member of the administration so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

705 Retaliation

We will not fire, demote, harass, or otherwise “retaliate” against an individual for filing a charge of harassment or discrimination, participating in a discrimination proceeding, or otherwise opposing discrimination. Anyone who feels that he or she has been harassed or discriminated against should report such incidents to the Administrative Director, Pedagogical Director, or Board. Employees are encouraged to report harassment before it becomes severe or pervasive. Coastal Waters will promptly investigate all charges of violation of this policy. The confidentiality of persons reporting violations will be respected so far as practicable in conducting an investigation of such claims. If it is determined that harassment has occurred, we will take immediate and appropriate corrective action.

706 Problem Solving Procedure

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

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

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the conflict resolution procedure. No employee will 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. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, and they do not feel that this can be resolved through informal measures, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

1. Employee presents conflict in written form to the Pedagogical Director or Administrative Director after the incident occurs.
2. If that person is unavailable, or the employee believes it would be inappropriate to contact the Pedagogical Director or Administrative Director, the employee may present the conflict to the Chair of the Board.

3. The Pedagogical Director, Administrative Director, or Board Chair responds to conflict during discussion or after consulting with others, when necessary, and documents discussion.
4. Any grievance or complaint that is not resolved by the above steps shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth.
5. In the case of grievances and/or complaints against the Board that cannot be resolved through informal means, a neutral 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.

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

Conflicts, disputes, or claims not resolved through the preceding conflict resolution steps are subject to mediation. Not every conflict can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual conflicts can employees develop confidence in Coastal Waters. This confidence is important to the operation of an efficient and harmonious work environment.

In the case of disputes Between the LEA and Coastal Waters, an attempt will always be made to resolve them amicably and reasonably without resorting to formal procedures. Both 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 the LEA, the involved parties agree to frame the issue in a written format to be submitted to the Superintendent of the LEA and Coastal Waters Administrative Director and Pedagogical Director. The Administrative Director, Pedagogical Director and Superintendent shall informally meet 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 Superintendent, Administrative Director, and Pedagogical Director in an attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, Administrative Director, and Pedagogical 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 Superintendent, Administrative Director, and Pedagogical Director. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and the Coastal Waters. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

707 Attendance and Punctuality

In the rare instances when employees cannot avoid being late to work, or are unable to work

as scheduled, they should notify the Pedagogical Director or Administrative Director, as soon as possible in advance of the anticipated tardiness or absence.

708 Attire and Grooming Dress

Grooming, and personal cleanliness standards are important aspects of a healthy school community. During school hours or when representing Coastal Waters, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards. Consult the Administrative Director and Pedagogical Director if you have questions as to what constitutes appropriate appearance. Where necessary, reasonable accommodation may be made to a person with a disability.

709 Return of School Property

Employees are responsible for items issued to them by Coastal Waters or in their possession or control, such as the following: equipment, keys, manuals, computers, cell phones, tools, and curriculum materials. Employees must return all Coastal Waters property immediately upon request, or upon termination of employment. Where permitted by applicable laws, Coastal Waters may withhold from the employee's check, or final paycheck, the cost of any items that are not returned when required. Coastal Waters may also take all action deemed appropriate to recover or protect its property.

710 Driving While on Company Business

In the course of school trips and events, staff are not permitted to consume alcohol and are expected to follow all traffic laws so as not to endanger the safety of the students. To drive for school related business, including field trips, employees must provide the Business Administrator with proof of automobile insurance (uninsured motorist) and a photocopy of a valid driver's license. Motor Vehicle Record checks will be processed annually for employees that may drive for school business.

711 Employee Fraternization

Policy Fraternization between employees at school is permitted but must be reported to the Pedagogical Director and Administrative Director. Reporting and mentorship relationships will be adjusted accordingly.

Fraternization between employees and students is prohibited and must be reported to the Pedagogical Director and Administrative Director immediately.

712 Social Functions

Policy Faculty and staff are expected to adhere to school policies during school sponsored functions outside of school hours.

713 Disciplinary and Corrective Action

Based on the nature of the issue, the Pedagogical Director and or Administrative Director will determine the appropriate action and document the issue in the employee's file. If the offending action is egregious, the matter should be brought to the Board.

8 Communication

801 Leaving the Building

All teachers must communicate with office staff when coming and going during the school day, with or without students. Permission slips are required whenever students are transported in a vehicle. The office staff needs to know where teachers and students are and when they will return.

802 Class Communications

All substantive communications must be reviewed by the Administrative Director and Pedagogical Director before leaving Coastal Waters. The office keeps a file for class correspondence.

803 Parent Complaints

Meaningful complaints made to faculty or staff should be reported within 24 hours to the Pedagogical Director and Administrative Director.

804 Open Door Policy

Coastal Waters encourages open communication between employees and management, and that concerns should be voiced so that a resolution may be agreed upon. See above problem solving procedure should a conflict arise.

805 Media Relations Policy

All media inquiries and external communication must be approved by the Administrative Director and Pedagogical Director.

806 Social Media

The relationship between Coastal Waters employees and its students and parents requires that all employees exercise particular care when using social networking sites. Employees are expected to maintain a professional relationship with both parents and students at all times. To help achieve this environment, all employees are asked to adhere to the following guidelines: We strongly discourage faculty and staff from accepting social media communication requests from current students. It is further recommended that faculty and staff discourage communication from parents of current students via social media platforms. If a current student or parent messages a faculty or staff member through a social networking site, the employee should redirect them to their school email. Employees are not permitted to post on their social networking profile pages photographs of students, messages about them, or any other material that comes from the school, with the exception of marketing content posted by the school.

807 Calendar

Teachers should request approval for proposed class evenings, field trips, plays, etc. through the Administrative Assistant in writing (email is strongly preferred). Once approved, dates and times for the event will be posted on the shared calendar by the administration office. Oversight for the school's Master calendar is maintained by the Administrative Assistant. The goal is to ensure school families and facilities are not over or double booked.

Appendix G: Elementary School Student-Family Handbook

Coastal Waters Chartered Public School Elementary School Student-Family Handbook

This is a draft handbook. Once approved by the Board of Trustees and Leadership Council the page numbers will be added.

[school address, phone numbers, and website to be added]

Dear Parents,

We are happy that you have placed your student in Coastal Waters Chartered Public School. Our goal is to assist you in helping your student(s) to reach their full academic and social potential, and to develop a lifelong love of learning.

What follows is practical information concerning schedules, policies, lines of communication, and parent involvement in Coastal Waters. We would like all elements of the school to be as clear and transparent as possible. Please take time to read this handbook carefully. It will help us to work together toward our common goal of an excellent, comprehensive, and enjoyable education for the students and community of families of our school.

If you have any questions, suggestions, or concerns, we depend on you to let us know. We are committed to working together and appreciate open communication and feedback.

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IMPORTANT CONTACTS

At Coastal Waters Chartered Public School (Coastal Waters), we strive to be open and responsive in all dealings with community members. We hope that our educational ideal of respect and deep regard for each individual child is reflected in the way that we approach issues brought by parents or others as well. We are committed to bettering the school as an organization, and both the Faculty and Board welcome your interest and your questions about Coastal Waters.

SCHOOL DIRECTORY

Each fall, a school directory is made available to each family on SchoolCues and includes all teachers and students at the school. A limited number of printed versions are available, so please inquire if needed. Parents and family members agree to keep the school directory information and other personal or private information about students and their families confidential, restricted for school purposes only, and not disclose such information to any third party.

When you need specific information or have a question not covered adequately by this handbook, you may find the following directory helpful.

PEOPLE

*TBD*CAMPUS TRAFFIC & PARKING

TBD

DAILY SCHEDULE

TBD

GRADE SCHOOL

Monday - Friday 8:00 am- 3:00 pm
(Drop-off after 7:30am)

ON-TIME ARRIVAL

The opening of each school day is a special moment for the teachers and the children at Coastal Waters Charter School. When morning exercises are interrupted by a late child it affects the whole class. ***We feel it is essential for the well-being of the children and their classes that they arrive on time. It is equally important that the children be picked up promptly at dismissal.***

Waiting to go home is hard on the children. Teachers cannot provide adequate supervision after regular hours. If you will be delayed or your child will be absent, please call our office as soon as possible.

Morning exercises begin promptly at 8:00am for all elementary classes. We request that parents plan to have children arrive 10-15 minutes early, so they are ready to begin their morning together with classmates.

ON-TIME DISMISSAL

Just as there is a form to the beginning of the day, there is a form to the closing of the school day. Dismissal for the elementary school is at 3:00 p.m. On "early dismissal" days noted on our calendar, school ends at 1:00 p.m.

OFFICE HOURS

Monday-Friday 7:30am – 4:00 pm

SCHOOL CANCELLATION & DELAY

Coastal Waters follows the Portsmouth School District (SAU #52) regarding inclement weather cancellations and delays. However, because of the widespread area covered by our students' and teachers' homes, we must reserve the right to cancel school at our discretion. Check your local radio and TV station for Portsmouth Public Schools, Portsmouth School District, or SAU #52. Since we follow the Portsmouth School District for closings, if any of these are listed, Coastal Waters will be closed as well. There will also be a pre-recorded message placed on the school phone as well as a school-wide calling post service. This is an automated service that will notify you of school closings due to weather and other schedule changes.

School will not be canceled for inclement weather developing during the school day. However, parents should feel free to pick up their children before dismissal if they are concerned about conditions. When a school delay is announced due to inclement weather during the morning commute, the Grade School will begin at 10:00am and end at the regularly scheduled time.

ABSENCES & TARDINESS

If your child is going to miss school, or is going to be late, it is very important that you notify his

or her teacher through the appropriate office before 8:00am, unless previous notification has been given. A child missing from class is a matter of serious concern and is cause for immediate attention by staff and teachers. Please help us to avoid unnecessary alarms by your attention to this request. At the elementary school, if a child is tardy, he or she must first check in at the office and be marked tardy and receive a tardy slip to bring to their teacher.

You may leave a message regarding absence 24 hours a day by calling:

ILLNESS

Each day at Coastal Waters includes many different kinds of activities for all students. A child who is ill, or even over-tired, simply cannot be present in a strong enough way to benefit from all of these opportunities. The faculty suggests that you ask yourself whether or not your child will be able to participate fully in the school day. If you are unsure, it probably means he or she isn't well enough and needs to rest at home. The school has no adequate facilities to care for a sick child. Children with contagious or infectious illnesses may not attend school unless given a doctor's written permission.

EXTENDED ABSENCES

The block teaching curriculum method and the nature of the Waldorf classroom as a learning community make extended absences a challenge for both the student and the class. Coastal Waters does not, in principle, support extended planned absences for family vacations that fall within the school calendar. In cases where parents take children out of school, class teachers cannot provide make-up work or home-study materials. There is no substitute for work covered by the teacher with the class as a whole; therefore, we encourage all families to make vacation plans based on our established school calendar.

ABSENCES FROM EVENTS OUTSIDE OF SCHOOL HOURS

Please be aware that students are expected to attend events listed on the school calendar that occur outside of school hours, unless prior arrangements are made with the class teacher. We strive to keep weekend events to a minimum.

LUNCH & SNACKS

Students bring their own snack, lunches, and beverages. Water is available at the school. Since mealtimes are essentially social, we request that children do not bring lunch boxes bearing pictures of characters from comics or movies, etc. These often distract the children and change the nature of their conversation and interaction with their peers.

Elementary children need to bring a mid-morning snack that is wholesome and nutritious, preferably without refined sugar or additives. Please do not include candy, cookies, etc.

During the school year in Grades 1-8, some classes offer a lunch item for order as a fundraiser on a regular day of the week, e.g., "pizza day." These opportunities are publicized well in advance and offer a respite to home lunch preparation!

PERSONAL PROPERTY

ITEMS NOT TO BRING TO SCHOOL

Candy, toy weapons, radios, cell phones, iPods, video games, music players, and role-playing games (Pokémon cards, or any type of trading cards, for example) should not be brought to school. Matches, lighters, knives, and other potentially dangerous objects also have no place in

school and will be confiscated.

Sexually explicit material has no place in our school and will be immediately confiscated, if found. If a parent becomes aware at any time that this type of material has been present at school, we ask that the class teacher or the Administrative Director be notified.

CELL PHONES

Cell phones and all other electronic media are not allowed on campus during school hours. Students may bring cell phones to school if they are needed for afterschool activities or if they are needed for students who come and go to school independently. Parents are asked to support this school policy by not sending cell phones or electronic devices with their children to school. Do not try to communicate with your children during the school day on their cell phones or electronic devices.

LOST AND FOUND

PLEASE LABEL ALL CLOTHING WITH YOUR CHILD'S NAME!

Unidentified clothing and other items left at the elementary school will be placed in a box and kept in a designated place for parents and students to look through at their convenience. If your child is missing clothing, please check there. The school will donate unclaimed clothing to local charities.

DRESS CODE

Students at Coastal Waters are expected to wear clothing and footwear that is appropriate for a broad range of school activities, including physical education, games, eurythmy, walking field trips, and woodworking and art classes, depending on the grade level. Because outdoor time is a part of each school day, children should come to school with outdoor clothing that protects them from the elements. Hooded rain jackets, rain pants, and waterproof rain boots, as well as snow jackets, snow pants and snow boots, depending on the season, are expected for all children in grades 1-5, and as needed for outdoor activities and field trips in grades 6-8.

Current clothing trends often carry connotations that are not appropriate for school. The dress code continues to develop as trends change, but the following basic principles remain fundamental to dress code guidelines:

Clothes worn at school or at school-sponsored events should be:

- Clean and in good repair
- Appropriately sized and fitted for full participation in movement
- Modest
- Non-distracting

When a student in grades 1-5 is out of compliance with the dress code, the teacher will speak with the parents. When a student in grades 6-8 is out of compliance, the teacher will speak directly to the student. Repeated violations of the dress code will require a conversation with the parents, as well.

OUTDOOR PLAY

Outdoor play is a big part of our school day and our vacation and holiday programs. Teachers and staff monitor outdoor temperatures, heat index, and wind chill factors and we adjust our time

outdoors accordingly.

When the temperature with wind chill is a factor, children will be required to have all necessary clothing including hats, gloves, and warm layers to protect them from the cold, and time outside will be limited. Children without the necessary layers will not be permitted to go outside. In extreme heat, teachers and staff will monitor the heat index and will adjust the activities accordingly.

EVENT AND SPECIAL OCCASION DRESS

Certain occasions – festivals and special assemblies, for example – call for “best dress” to reflect the mood of the event. Students may choose from dress pants, dress shirts, polo shirts, skirts, and dresses, as appropriate. Students may wear simple dress shoes, or other clean, non-distracting footwear. All shoes should have flat heels and soles. High heeled shoes are not appropriate for school or school events. No denim, athletic wear or t-shirts may be worn on these dress-up occasions. For our dressiest occasions – Flower Ceremony and Rose Ceremony – tucked dress shirts are requested.

SHOES

Students should be ready to participate fully in the activities of their school day. Whether for outdoor or indoor use, please select shoes that protect and support the feet. Flat-soled, supportive shoes are required – platforms, high heels, backless clogs, flip flops and “cros” are not acceptable. Shoes that tie are preferred, especially in the younger grades. Rain boots should be waterproof, and snow boots should be adequately insulated to keep the feet dry and warm.

CLOTHING SIZE & CONDITION

While we recognize that clothing can be viewed as a form of personal expression, we prefer to see students express themselves through their community membership, good work, and deeds. Clothing that is too tight or restrictive hinders healthy movement and promotes an inappropriate self-consciousness. Over-sized and loose clothing and shoes not only hinder movement, but convey an inappropriately relaxed attitude and may lead to injury. Torn or ragged clothing is not appropriate for school. Warm-up pants, and other athletic wear are acceptable if they meet other criteria of the dress code.

GRAPHICS & DESIGNS

In school, we strive to create simple, beautiful environments. We request that parents choose school clothing with this in mind. Please keep clothing free of graphics, including sports team logos, and other distracting patterns. Please also avoid neon colors, or highly stylized clothing and footwear. We understand that it is difficult to avoid small brand logos on clothing, especially outerwear and shoes – a small, subtle insignia (less than one inch in diameter) is permissible. While hats without graphics are preferred, a simple team logo is permissible. Sweatshirts, shirts, pants, and jackets, however, should be completely free of writing.

MODESTY

Skirts, dresses, and shorts should fall to mid-thigh, whether or not tights or leggings are worn underneath. Form fitting clothing, including jeggings and leggings, will be considered undergarments that need to be covered, as will tank tops, spaghetti straps, or other low-cut necklines. Unless covered by another layer, straps for sleeveless tops and dresses should be at

least two fingers in width. Clothing should cover a student's midriff and underwear, even when his or her arms are raised.

MAKE-UP & ACCESSORIES

We ask that students in grades 1-8 not alter their hair color, or wear make-up or nail polish at school. Permanent or temporary tattoos are not acceptable for students at this age and drawing on oneself is not permitted.

Students in grades 5 and below may wear a simple, non-distracting pair of stud earrings. Students in grades 6-8 may wear a single pair of stud earrings, or modestly-sized dangling earrings. Dangling accessories, including earrings, bracelets and necklaces can be a significant safety hazard during certain school activities and students should be prepared to remove and stow jewelry and other accessories as requested by a teacher. We ask that parents use discretion when allowing their child to wear jewelry to school.

No sunglasses will be permitted inside at school, unless required for medical reasons. Sunglasses may be worn outside. Parents should expect to provide a note from their child's physician in the case that an exception is being requested. Hats may only be worn outside, as needed for the purpose of warmth or protection from the sun.

MEDIA POLICY

From radios and TVs to smartphones and tablets, media of all kinds fill our world these days. More and more parents carry the same concerns about over-exposure to media and the consequent decline of direct, un-mediated experiences for young people.

In general, we strive to create a media-free environment while students are in our educational care. What children bring to school after a weekend of unsupervised video watching or unsupervised radio listening affects the class and its work. Observation of the children by their teachers leaves us with concerns about excessive exposure to the media. A reliance on ready-made pictures reduces the child's ability to visualize both the written and the spoken word. Students who are accustomed to passively receiving have difficulty making the inner effort necessary to sustain an imaginative train of thought. There is a growing body of research supporting this position.

Essential to the Waldorf approach to education is the daily activity by students of reviewing the previous day's work. As the children sleep, the stories, subject material, and experiences of the day are transformed and become their own. This process sparks the individual development of thinking. When a child is exposed to strong, fixed impressions, such as the media presents, this overnight process of taking in is compromised to a point where we know it cannot work at all as it is intended.

Aside from what is used for instructional purposes, we strive to create a media-free zone during the school day. In the event that a child's media experiences are affecting his or her ability to benefit from the curriculum and thereby causing disruption to the daily life of the class, the teacher will request a meeting with the parents of the student. A child whose media experiences are disruptive to the class, classroom activities, or educational process is of serious concern to the faculty and may lead to a request to withdraw a student.

DISCIPLINE

All children are expected to observe standards of behavior based on an attitude of respect for themselves, their teachers, parents, fellow students, and their environment. Behavior that interferes with the education process is not tolerated.

Behavior that is considered to fall outside these standards may include, but is not limited to:

- Rudeness or disrespect toward classmates, teachers, staff, or parents
- Physical aggression toward any individual
- Mistreatment of property
- Absence from classes or parts of classes without prior permission
- Use of foul language
- Leaving campus without permission

GRADE 1 THROUGH GRADE 5

Discipline will be handled in an age appropriate manner at the discretion of the class teacher, with support from the Pedagogical Director and faculty. The class teacher will keep in close contact with parents of children with behavior problems. In the case of repeated behavior difficulties, a child may lose the privilege to be at school for a period of time.

GRADES 6 THROUGH 8

In cases of repeated rule breaking, especially in the very rare case when physical or emotional aggression is involved, there will be a program of strict monitoring of the situation. The program will include a conference with parent, teacher, and administrator (and may include the child) to set clear and consistent guidelines and goals for behavior improvement. A time-frame to accomplish this improvement will be set. Dates will be set for the teacher and parents to meet to review the situation. There will be frequent communication between teacher and parents on the progress of the situation. If all such measures fail and improvement in behavior is not significant in the specified time frame, the Pedagogical Director, Faculty Chairs, and the class teacher will meet to determine whether the child's permanent dismissal from the school is necessary.

Physical and verbal aggression are grounds for immediate suspension. Should a student show disrespect by using caustic or foul language to school staff or fellow students, or by physically endangering others, s/he may be immediately suspended. The class teacher, upon conferring with the administrator, will notify parents of such a situation. A plan for addressing the situation will include consideration of the severity of the behavior, the context of the incident, and the student's overall behavior. The student will not be allowed to return to school until a meeting of class teacher, school administrator, and parents takes place.

BULLYING

Bullying is not tolerated at GW. Respect for oneself and others are core elements of Waldorf education. Teachers at GW are deeply committed to this principle and use every opportunity to bring an understanding of this to their students. Teachers observe the social fabric in their classrooms closely and make use of all community-building opportunities to help students resolve conflicts and support one another.

STUDENT EVALUATION

Each class in our school is considered a community in which each member has strengths and talents to share with all. Children are not compared or encouraged to compete with one another. High individual standards will be expected and demonstrated in many areas by multiple assessment methods. Evaluation of a child's progress will be shared with parents through meetings with the teacher and through written reports.

Parents will receive written assessments of their child's progress 4 times a year. Individual conferences with parents/guardians will also be scheduled during the fall and mid-winter. All students in grades 3-8 will undergo annual state required assessments.

FIELD TRIPS & VOLUNTEERING

FIELD TRIPS

Field trips are an important part of our educational program. To make them possible takes cooperation on the part of parents and teachers. Parents give permission for their students to participate in all class trips when they complete their annual Back-to-School forms on SchoolCues. Although we inform parents about upcoming class trips, we do not send home individual permission slips for class trips involving driving. We do not require written parental/guardian permission for students to be taken on school field trips that potentially involve walking in the neighborhood.

VOLUNTEERS

All volunteers working with students, including chaperones and drivers on trips, must undergo fingerprinting and a criminal background check. With safety in mind, we owe it to our parents and our students to make sure that any adult volunteer, driver, or chaperone accompanying them does not have a criminal background. All volunteers should call our Business Office to receive the proper paperwork and instructions on completing the one-time background check process.

State law (RSA 508:17) requires that school volunteers, including drivers, be 'approved' by the school to act on behalf of the school. A form, signed by a representative of the school and the volunteer, must be on file in order to provide immunity from liability.

Drivers must have a clean driving record and adequate insurance.

1. State law requires that all children under age 18 wear seat belts.
 - a. All children must ride in an appropriate child safety seat until they are seven years old or 57 inches tall (4'9"), whichever is reached first.
 - b. On field trips, an appropriate child safety seat should be provided by the parent.
 - c. Additionally, no student under the age of 12 may ride in the front seat of a vehicle.
 - d. Students over the age of 12 may ride in the front passenger seat only with parental permission.
2. The effects of alcoholic beverages are of serious concern to many individuals and families. The consumption of alcohol by a chaperone or any adult on any school sponsored trip is prohibited.
3. All school rules for appropriate behavior are in effect during field trips. Drivers/chaperones must be fully prepared to support and enforce school rules as communicated by class teachers. Drivers are asked not to play music and to be sure conversations are appropriate. Students are

encouraged to express their thanks to the driver.

4. Parent chaperones should not take siblings out of school to join a class trip.
5. Parent chaperones must stay with their student groups at all times during class trips.

SCHOOL COMMUNITY RELIGION

Coastal Waters does not provide religious instruction, nor does it advocate for a particular religious belief. Coastal Waters observes the cycle of the year through both traditional and lesser known festivals, some of which have their roots in the world's religions. We feel they embrace the qualities of hope, courage, joy, gratitude, love, and reverence which are part of religions around the world. Other holidays are celebrated by the school through the preparations of individual classes and in special assemblies. Your child's teacher will have more specific details to share. Teachers welcome the opportunity to work with parents in bringing other festival events to their classes.

EVENTS

Through the school year there will be assemblies and other scheduled events. We encourage parents to join us on these occasions when we can share the children's accomplishments and their ongoing work. Please watch the school newsletter for announcements of upcoming events.

Events outside of the school day, such as school plays, demand the same guidelines for behavior that we would expect at school, particularly concerning personal safety and respect for the property of others. At events outside of the school day, parents are fully responsible for the care and supervision of their children. Our children behaving with consideration, respect, and courtesy toward others is a strong recommendation of our school as a whole, and a true reflection of the core values we share as a school community.

FESTIVALS

Throughout the year, we celebrate festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Festivals help us to nourish our souls through the sharing of stories, food, songs, and activities linked to the seasons and expressed with beauty and reverence. In addition to the community-wide festivals, teachers celebrate other festivals in the classroom, including those connected to different cultures being studied or the religious traditions of the students in the class.

PHOTOGRAPHY AT SCHOOL EVENTS

We would like all of our guests, students, and staff at events to enjoy events without distractions. Parents are therefore requested to please refrain from taking still or video images during special assemblies and class plays. Teachers will arrange for a photography session at dress rehearsal or after the assembly.

PARENT NOTICES

Once a week we distribute a school newsletter through email and on our website. Don't miss it! It is the place to look for calendar reminders, notices, parent-to-parent communications, and more.

We welcome your contributions. Email your articles to: *TBD*

Copy deadline is 12 noon on Thursday.

COMMUNITY CONDUCT

Our school community is a living thing. Its health and vitality, its life-force, radiates from relationships: teachers with students, parents with teachers, colleagues with colleagues. Our community reaches beyond the boundaries of our buildings and includes alumni, grandparents, friends of the school, alumni parents and even those who deliver our wood pellets or our mail. We all know that human relationships are exhilarating, transforming, and life-giving. Human relationships can also be frustrating, are almost always complex, and, if we're honest, so human! At Coastal Waters we strive to respect each individual and forgive the human errors that could occur. Though we may not know when or how, we do know that somewhere along the way we will hit a rough spot. It is the nature of deep, meaningful human relationships. A teacher may make an error in judgment. A parent might overlook a teacher request. Student behavior might be seen differently by teacher and parent. A sensitive decision by the school leadership, necessarily confidential, might not meet with understanding in the parent community. Mismatched expectations might lead to misunderstanding.

The challenge at these times is not so much that we have a difficulty to face together; the challenge is in how we will work with each other now that a difficulty has come up. These are the very times when our commitments to respectful communication, active listening, and engaged, solutions-orientated communication are really put to the test.

Here we want to outline for you what you can expect from your school at times like these and we want to be clear about what we expect from you on the good days and on the challenging days, as well.

What you can expect from your school:

- Clear timely communication of information
- An immediate response to your questions and concerns
- A call back or conversation with your teacher within 24 hours (or sooner)
- Thoughtful listening to your concerns
- Non-judgmental, respectful inquiry
- Clear plan for ideas, solutions, and next steps
- Follow-through on action steps
- Review to be sure the action steps are showing desired results
- Maximum appropriate transparency in communicating school decisions What your school expects from you:
- Willingness to meet as an equal partner in your child's education
- Clear and timely communication about challenges or concerns
- Concerns brought directly to the teacher, administrator or other school leader who is designated to receive and respond (See Parent Handbook for a clear outline of where to bring questions and concerns.)
- Thoughtful listening
- Non-judgmental, respectful inquiry
- Active participation and follow through in developing and implementing solution-oriented action steps
- Commitment to not engage in complaining and griping about concerns that should, instead, be

brought by a parent directly to the teacher, administrator, or other school leader who is designated to receive and respond. *

- Commitment to not “rush to judgment” when you receive information and news about school decisions, realizing you may not have knowledge of all the facts and processes that went into the decision
- Willingness to demonstrate and assume goodwill, good intent, appropriate confidentiality

A word about complaining and griping: If parents get together and complain about the school it has a draining effect on goodwill. It undermines our collective efforts and sets a poor example for our children. And, importantly, it does not lead to solutions.

This “no griping” commitment is not a prohibition against conversation. We all know that speaking thoughtfully with a trusted friend about a concern in order to clarify one’s thinking, to consider other perspectives, and to test out possible solutions, can really make a positive difference. But it requires that the mood is respectful, and that the ultimate intention is to move on to raise the concern with the school.

We invite every parent to put a stop to griping when it starts and to make a personal commitment to bring concerns directly to those in the school who have the responsibility to listen, to work to understand and to help find solutions.

ADULT EDUCATION & ENRICHMENT

We hope all community members, parents, and teachers alike, will want to actively deepen their understanding of Waldorf education and the insights and philosophy that stand behind it. Many have an interest in learning more about child development, parenting, and family life. Others are interested in the crafts and arts offered in our curriculum and wish to broaden their experience in this way. Dance, music, and drama offerings build our community life together. Book groups and study groups offered by community members are opportunities to explore a subject area in depth and with others. Upcoming events and opportunities are publicized in the school newsletter and in the calendar section of our website.

PETS

To protect parents, staff and students’ pets should not be on school property unless secured in a vehicle. Thank you!

PARENT GROUPS PARENTS COUNCIL

Coastal Waters would not be possible without the support and continued involvement of parents and family members. The Parents Council is an advisory group of parents that aims to bring perspective and voice to important issues and decisions that affect the community of Coastal Waters. Members of the group serve the school by creating a supportive, respectful partnership between parents and families, and the faculty and administration of the school. The Parent Council also serves as a support network for school events and fundraisers. All Grade School and High School parents are welcome to join the Parents Council and attend the monthly meetings on the first Tuesday of every month. There are two Chapters within the Association; Grade School and High School that meet separately in regard to specific topics unique to each branch of the school though at least twice a year they will come together to address issues affecting all students.

CLASS PARENTS

A parent from each class may be asked by the class teacher to help in organizing class trips, plays, and social activities throughout the school year. These Class Parents will notify other parents of their class about special events and also act as liaisons between busy teachers and busy parents.

MENTOR FAMILY PROGRAM

At the beginning of each school year, we pair new and existing families together as a way of welcoming new members into our community. Please consider becoming a New Family Mentor. Please contact the Pedagogical Director and Administrative Director for more details if you are interested.

NON-DISCRIMINATION POLICY

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.

ACCREDITATION

Coastal Waters is actively working on becoming a member of the Alliance for Public Waldorf Education. As a member of the Alliance, Coastal Waters is committed to the seven core principles of the Alliance:

- Image of the Human Being
- Child Development
- Social Change through Education
- Human Relationships
- Access and Diversity
- Collaborative Leadership
- Schools as Learning Communities

ALLIANCE for PUBLIC WALDORF EDUCATION

In 1991 Waldorf education first entered the public realm in the United States at the Milwaukee Urban Waldorf Elementary school. After the establishment of public charter schools in 1994, Public Waldorf education has expanded rapidly. The Alliance for Public Waldorf Education was founded in 2006, and by 2020 had nearly 60 member schools and initiatives operating in over 14 states.

Mission of the Alliance

It is the mission of the Alliance to revitalize public education through innovation that is developmentally sound, to support the development of high-quality Public Waldorf education that meets the needs of the students of our times. In short:

- Promote and support the development of high-quality Public Waldorf Education
- Strengthen the community of schools guided by the Core Principles of Public Waldorf Education
- Increase the visibility of Public Waldorf Education in the greater educational landscape

- Make Public Waldorf Education accessible for all

The Alliance supports collaboration within and among its members in the formation of strong learning communities that will ensure that Public Waldorf education itself remains “ever evolving and continuously renewed”.

As a part of the world-wide Waldorf educational movement, the Alliance seeks partners beyond its membership that similarly wish to revitalize education to create a more harmonious social future. The Alliance seeks to expand the availability of this educational approach to all sectors of society.

HEALTH & INSURANCE

HEALTH & ACCIDENT INSURANCE

Carrying health and accident insurance for students is the responsibility of parents. Parents accept all medical expenses arising from injuries or other emergency medical treatment.

HEALTH RECORDS AND IMMUNIZATIONS

In accordance with the requirements of the New Hampshire State Department of Education and the New Hampshire State Department of Public Health, a cumulative health record is maintained on each child in grades 1-12. This includes a record of the required physical examinations as well as documentation of state mandated immunizations. A complete listing of immunization requirements can be obtained from your child’s primary care provider. All families must comply with State of New Hampshire statutes related to physicals and immunizations including RSA Section 141-C:20-c and RSA 200:38.

MEDICATIONS BROUGHT TO SCHOOL

We do not have a nurse on staff. All Employees have basic First Aid and CPR training. If your child requires medication during the school day, the following steps must be followed:

1. Medication must be handed from an adult to a teacher to be dispensed by the teacher.
2. All medication must be in its original packaging and fully labeled.
3. If necessary, your physician must provide a note describing when and how the medication should be administered and for how long.
4. This policy pertains to all medicines, including homeopathic, naturopathic, anthroposophical, and allopathic, as well as asthma inhalers.

ILLNESS

Each day at Coastal Waters Public Chartered School includes many different kinds of activities for all students. A child who is ill, or even over-tired, simply cannot be present in a strong enough way to benefit from all these opportunities. The faculty suggests that you ask yourself whether your child will be able to participate fully in the school day. If you are unsure, it probably means he or she isn't well enough and needs to rest at home. The school has no adequate facilities to care for a sick child. Children with contagious or infectious illnesses may not attend school unless given a doctor's written permission.

FEVER POLICY

If, during the school day, a child is experiencing a fever (100.2 degrees Fahrenheit or higher) or signs of a fever (chills, flushed skin, sweating), we will call parents/guardians to come to pick up

the students, allowing him or her to be cared for at home.

A student experiencing any of the fever symptoms mentioned above should stay at home until fever-free for 24 hours without fever-reducing medicine.

HEAD LICE POLICY

If your child is found to have lice or nits at school:

1. You will be called immediately. Early dismissal to begin treatment is a requirement for an active case of head lice or nits.
2. Children who are found to have lice or nits may return to school only after they have begun treatment, including daily head checks, nit-combing, and manual removal of all lice and nits.
3. Parents and caregivers must commit to a full course of treatment.
4. If a child is not clear of lice/nits after three weeks of treatment and combing, the school will require that the child be seen by a professional and certified free of nits before returning to school.

If you become aware that your child has lice or nits, but the school is not yet aware, please notify the Office Coordinator of the appropriate campus immediately.

GOVERNANCE

The leadership and administrative structures of Coastal Waters strive to support our students and their families. They work to approach their duties with goodwill, respect, active engagement, and a positive attitude.

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. In Public Waldorf Schools collaboration among teachers, staff, administration, and boards, with stakeholders' input, is the rule. 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. When possible, those responsible for making such decisions act from knowledge and experience working with Rudolf Steiner's educational insights.

The Pedagogical Director is responsible for maintaining the Waldorf pedagogical program of the school. coordinate and facilitate communication and timely decision-making in a manner that serves the true pedagogical impulses of Waldorf education. The major responsibilities include leadership, mentorship, and evaluation of the Faculty, work with the faculty to provide effective, comprehensive, and educational offering in line with Waldorf education.

The Administrative Director is responsible for maintaining and strengthening the school's administrative efforts. The major job responsibility is to oversee and provide leadership for the school's main administrative needs. The Administrative Director must thoughtfully share responsibility and leadership with the Pedagogical Director to integrate and balance Waldorf pedagogical program requirements with her/his own administrative and operational requirements, as well as with the legal/fiduciary responsibilities of the Board.

Faculty, in addition to teaching responsibilities, faculty members carry responsibility for ongoing festival life and events in the school, as well as curriculum development, student studies, and

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scheduling needs. The Faculty work under the supervision of the Pedagogical Director. The insights of Rudolf Steiner's anthroposophy underlying, and inspiring Waldorf education are that the individual is a being of body, soul, and spirit; that teaching is an art; and that teachers need to be active on a path of self-development. A main responsibility of the Faculty is to cultivate and nourish a healthy pedagogical impulse in the school. Faculty make a commitment to actively work with the guidelines for inner work and teacher meditations that Rudolf Steiner provided for Waldorf teachers. The Faculty chooses a Lower, Middle, and Upper School Chair.

The Faculty Chairs:

- Works with the Pedagogical Director to make agendas for the Leadership Council meetings.
- Maintain awareness of teacher/mentor relationships; is available to meet when necessary
- Maintain awareness of staffing needs and works with the Pedagogical Director to fill teaching vacancies
- Supports ongoing teacher evaluations
- Works with the Pedagogical Director, Administrative Director, and the Board to maintain overall awareness of existing policies, the financial picture of school, long and short-term goals of school and school activities, and shares this information with the Council as needed

The Leadership Council made up of the Pedagogical Director, Administrative Director, and the Lower (1-5), Middle (6-8), and Upper School (9-12) Faculty Chairs are responsible for training, supervising, supporting, and reviewing all faculty members as well as supporting students and families who may require special care. The Council develops, monitors, and reviews the curriculum as well as the daily schedule and future planning. The council also takes on the review of pedagogical issues. It is the responsibility of the Board to approve recommendations regarding hiring of faculty submitted by the Leadership Council.

The Administration (Administrative Director, Business Administrator, Administrative Assistant, Development Coordinator) are responsible for all non-curriculum and non-teaching functions that keep the school operating smoothly, including office coordination, oversight of facilities and finances, development, marketing, enrollment, and admissions. The administration team works under the supervision of the Administrative Director and at the service of the Faculty, the Board of Trustees, and parents to best serve the students, parents, faculty, and community.

Parent Council serves the school by supporting and facilitating school activities, celebrations, fund-raising, and special events in an effort to foster a strong school community.

BOARD OF TRUSTEES

The Board of Trustees has the final responsibility for fiscal and legal matters and is accountable for the school and its operations. The Board of Trustees is made up of at least four (4) community members, four (4) parent representatives, and some non-voting members, including the Pedagogical Director, Administrative Director, and Business Administrator.

The Governance Committee of the Board is responsible for identifying prospective Trustees who bring specific experience and expertise to the Board. Trustees are nominated and elected by the Coastal Waters Charter Application - Appendix G: Elementary School Student-Family Handbook

Board to meet specific needs of the board and the school, and serve three-year terms, with eligibility for a second term.

Finance Committee

This committee meets monthly to ensure that there is adequate short-term and long-term financial planning for the school, including oversight of:

- Annual budget
- Financial legalities (including audit oversight)
- Salary setting on an annual basis (works in collaboration with Personnel Committee)
- Long-term financial issues

Governance Committee

This is a committee exclusively made up of Board members. Its role is to ensure the healthy development and functioning of the Board. This includes:

- Recommending and engaging new Board members in a timely fashion
- Orienting new Board members
- Recommending membership on committees and ensuring that committees are working effectively
- Building and maintaining a climate that promotes effective work and morale within the Board

Development and Fundraising Committee

The purpose of this committee is to ensure that there is a viable, comprehensive development plan in place and that appropriate steps are taken to meet the fund-raising goals for each year. This committee also helps to organize Board members and parents to play key roles in the fund-raising efforts.

The responsibilities of this committee are:

- To be involved in the setting of an annual fund-raising goal for the school and goals for any current special campaigns.
- To ensure that there is a viable development plan in place before the start of each year and that appropriate steps are taken to meet the fund-raising goals.
- To ensure that available administrative support for development is appropriately focused.
- To ensure that professional consulting advice is sought when needed.
- To engage directly in fund-raising asks when necessary.
- When necessary, to collaborate with the Director of Development to organize Board members and parents to play key roles in the fund-raising efforts.

EXECUTIVE COMMITTEE

This is the central group for moving information through appropriate channels. Each leadership group of the school administration is represented: Pedagogical Director, Administrative Director, Board of Trustees, and Administration. This group meets weekly.

DEVELOPMENT & FUNDRAISING

FUNDRAISING BY STUDENTS

Students in grades six and above will enjoy the entrepreneurial spirit and sense of satisfaction of raising money to support class and school projects. The appropriate level of student fundraising continues to be a topic of conversation within the school. Current guidelines for each grade are

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available from the class teachers in grades 6-8 and from the class advisors in grades 9-12. Your input is welcome!

FUNDRAISING BY COASTAL WATERS

Coastal Waters is a tuition-free, charter school funded in part by state, federal, and local funds. While we rely heavily on state funding, this alone is not sufficient to cover the scope and cost of our program. Fundraising events throughout the year and the Coastal Waters' annual fund bridge this funding gap and allows us to maintain a rich and robust curriculum. We expect that all families will participate to the full extent of their ability in these fundraising efforts.

RESOURCES

PORTSMOUTH LIBRARY CARDS

Even if you do not live in Portsmouth, your family can check out books from the Portsmouth Public Library (PPL). On request, PPL provides a free library card to every student who goes to school in Portsmouth; and your PPL card entitles you to six books at a time. See the Main Office for a form letter to take to PPL. See the Coastal Waters Grade School Library for booklists.

READING AT HOME FOR YOUNGER STUDENTS

One of the best ways to support your child's Waldorf education is through reading. Ideally, a child who is read to from the earliest age develops skill and a love of reading that continues throughout life. Many parents have a routine of daily reading aloud that often continues through eighth grade and beyond. Some parents even have to limit their children's reading to themselves to allow for a reasonable balance of activities. A child with a strong home reading program has little time for, or (often) interest in watching television and other audio/visual media.

The parents' section of the Coastal Waters' library also has lists of recommended books, sorted by grade level. Most of these books are available at a local library.

The following are recommended as good introductory books on Waldorf education:

Teaching as a Lively Art, Marjorie Spock *The Education of the Child*, Rudolf Steiner *Waldorf Education*, M.C. Richards

The Experience of Knowledge, John Gardner *Rudolf Steiner Education*, Francis Edmunds *The Way of a Child*, A.C. Harwood

You are Your Child's First Teacher, Rahima Baldwin

The Child From Two to Four, Udo de Haes

School as a Journey, Torin Finser.

Appendix H: High School Student-Family Handbook

Coastal Waters Chartered Public School High School Student-Family Handbook

This is a draft handbook. Once approved by the Board of Trustees and Leadership Council, the page numbers will be added.

[school address, phone numbers, and website to be added]

Coastal Waters Chartered Public School High School Student-Family Handbook

Dear Students, Parents, and Guardians

Welcome to Coastal Waters! We hope this handbook will serve as a guide and answer your questions about our school's values, policies, and procedures. This handbook does not constitute a contract.

Our school is always evolving and our policies and procedures will at intervals be modified in order to ensure the best learning experience and outcome for all of you. You will be informed of any updates as they happen and the latest version of the handbook can be accessed on our website.

Please know that we always welcome your questions, comments, and suggestions regarding this handbook and any aspect of your experience as a member of the Coastal Waters learning community.

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To Conclude...

Mission

The mission of Coastal Waters Chartered Public School (Coastal Waters) is to offer students in the New Hampshire Seacoast region an education that enables them to discover their interests and capabilities; explore the surrounding world; and to cultivate a lifelong love of learning, a sense of community responsibility and understanding of environmental sustainability. We carry out this mission by providing an academically rigorous and engaging curriculum that integrates the arts, meaningful practical work, and service to the larger community.

Our vision is an inclusive school culture of compassion and respect where deep interest in others goes hand in hand with individual growth. The educational environment enables students to develop self-confidence, self-knowledge, intellectual flexibility, and the capacity for creative problem solving that supports ethical action in their local and global communities.

Support and Communications

Individual Advisors

Upon enrollment in the High School at Coastal Waters, each student is assigned an Individual Advisor who tracks the student's academic progress and social well-being and arranges support, as necessary. This advisor is the adult resource for student and parent concerns regarding school life such as homework, relationships with other teachers and students, and academic questions.

Individual Advisors serve as the adult advocates for their advisees in all areas of their education—academic, social, and emotional. The Advisor is the personal link between parents, the student, and the school--the person who monitors individual needs, concerns, and triumphs. He or she conveys any issues particular to a student—such as learning differences or special accommodations—to the rest of the faculty, and in turn receives other faculty members' observations, to be shared with the appropriate people. Advisors meet with their advisees regularly; however, students are encouraged to request a meeting with their Advisor any time questions or concerns arise.

We urge continuing students to remain in the same advisor relationship throughout the four years of high school. However, requests for a change in advisor will also be honored when possible.

After ninth grade, students may submit their preferences for an advisor at the start of the school year, using the appropriate advisor request form obtainable through the office. These preferences are honored to the extent possible.

Class Advisors

The role of Class Advisors is best defined as caretakers for the group. Class Advisors lead the

students in class meetings, hold parent evenings, organize class functions, help fundraise, and arrange for group trips, including the Senior Trip. Advisors oversee the group as a whole, inform parents of class activities and responsibilities, work with group issues, and look to see that the group learns how to effectively communicate with one another.

Parent Conferences

Parent conferences take place twice a year: in October and then again in March. We request fall conferences for parents of all 9th grade students and for new students in any grade. All fall trimester teachers of a student attend this first conference. Conference slots for all other families are made available for scheduling on a first-come, first-served basis. Parents or teachers may request additional conferences with the student's Individual Advisor or other teachers at any time.

Reports and Transcripts

The Coastal Waters office sends out trimester reports in December, April, and July. Parents may request an official transcript from the office at any time with two weeks' prior notice.

Academic Concerns

In keeping with our mission statement, the faculty of Coastal Waters encourages students to take appropriate responsibility for their progress in school. Any teacher concerned about a student's academic performance in a specific class will speak directly to the student and, if more support is necessary, contact the parents by telephone or email. We make every effort to relay concerns *at the first sign* of a pattern of work below potential, consistently late homework, or issues with health or attention. We endeavor to communicate such concerns no later than halfway through a morning lesson block or a trimester of an ongoing skills class. The teacher informs the student's Individual Advisor of all communications, and a written record is maintained. The Advisor may subsequently initiate a conversation with the student and/or parents to devise a plan for remediation. Any student encountering ongoing challenges in organizing or completing homework assignments will need to keep a Daily Record of Assignments, to be signed by each teacher, taken home for parent review and signature, and returned to the Individual Advisor the following morning.

Parent Evenings

We schedule several parent evenings each year. Meetings typically begin with a discussion of topics of interest to parents in all grades of the High School, and end with separate meetings of each class with the Class Advisors. Coastal Waters High School above all depends upon parental support. Therefore, we encourage all parents to find ways to attend as many meetings as possible.

College Counseling & College Visits

College Counseling services include annual meetings for parents and students on topics such as standardized tests, college selections, the admissions process and financial aid, as well as regular meetings with Juniors and Seniors through their search and application process.

We encourage students to visit and apply to a range and variety of colleges to find the best match for the individual. Seniors are required to complete the college application process as an essential exercise, no matter what may be their plans for higher education. We recommend visiting colleges during winter and spring breaks junior year and during the summer before

senior year.

Return visits to a few schools during the senior year can be important, and seniors should be prepared to use fall break and the first part of winter vacation for such purposes. Coastal Waters High School supports judiciously planned, limited visits to colleges. Visits must be approved *in advance*, first by the appropriate Main Lesson teacher, then by the student's Individual Advisor.

A completed college visit form must be returned to the Office at least one week in advance of the student's departure. A *total* of up to three missed days is allowed through spring of 11th and fall of 12th, but students remain responsible for all assigned work.

School-to-Parent Communications

Most high school messages of an informational nature are disseminated by email (so please check that high school email is not diverted to spam folders). Families will receive a Weekly Newsletter about school events. If you do not have ready access to email, please contact the office so that we can arrange other modes of communication.

Curriculum

In broad strokes, each of the four years in the high school curriculum embodies an underlying theme that helps guide students through not only their studies of the world, but their inner growth as well. These themes are adapted to each specific group of students and take account of the fact that teenagers grow at their own pace. And yet, one can identify the struggles common to most any teenager—although adolescents pass through developmental landscapes at varying speeds, they cover similar terrain.

One can summarize the Waldorf High School curriculum by grade in the following way:

Grade 9 trains the student's power of observation with the question: *What?*

Grade 10 trains the student's power of comparison with the question: *How?*

Grade 11 trains the student's power of analysis with the question: *Why?*

Grade 12 trains the student's power of synthesis with the question: *Who?*

Diploma Requirements

Coastal Waters' diploma requirements and curriculum are college preparatory. Requirements for transfer students and students with special considerations will be determined by the High School Faculty. Requests for waivers on graduation requirements should be made to that student's Individual Advisor and the Faculty Chair.

A Coastal Waters 4-year High School diploma consists of 28 credits, awarded as follows:
In order to graduate students must earn at least 28 credits in accordance with the SAU 29 graduation requirements in addition to required community service. These credits are embedded in the main lesson blocks as well as trimester skills courses. Additional credits may be earned through independent study, online offerings, and other extended learning opportunities.

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. 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.
World Language	Four years required including 3 years in the same language. 1 credit each year through 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.

Academic Grading Standards

A-/A/A+ (90-93/93-100) (note: an A+ does not affect GPA)

Excellent performance in relation to course objectives with strong evidence of a thorough grasp of the subject matter; observations articulated well, ideas organized, all material analyzed, and concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed clearly and convincingly both in speech and in writing, creative solutions found to challenging problems.

B-/B/B+ (80-83/84-86/87-89)

Sound performance with strong evidence of a comprehensive grasp of the subject matter; key observations articulated, central ideas organized, important material analyzed, and key concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed effectively both in speech and in writing, progress made on solving challenging problems.

C-/C/C+ (70-73/74-76/77-79)

Performance that meets basic requirements with evidence of a good grasp of just the essential components of the subject material; important observations articulated in fairly clear terms, most central ideas organized; analysis and synthesis of a number of ideas and concepts as appropriate for developmental stage; thoughts expressed adequately in speech and in writing; development of skills necessary to solve basic problems.

D-/D/D+ (60-63/64-66/67-69)

A barely acceptable performance with evidence of a familiarity with the subject material; partially successful efforts to meet course expectations; minor effort to articulate observations, to organize and integrate ideas, to analyze, and/or to synthesize ideas and concepts, as can reasonably be expected of students at a given stage of development; partially successful efforts to express thoughts both in speech and in writing, and/or to solve basic problems related to the subject material.

F (0-59)

Below any satisfactory standard of performance, with evidence of an unsatisfactory grasp of the basic subject material and insufficient effort to meet course expectations.

Fine Arts Grading Standards

In addition to the above Academic Grading Standards, Coastal Waters High School Arts Teachers apply the following criteria when considering the grading of Arts Blocks:

- Dedication to discovery through the creative process as shown through participation, engagement, and sustained effort.
- Level of ability to understand and use critical analysis as a path to improvement. (Constructive criticism of self and others during critiques.)
- Originality of thought and imagination. Attention to the care of the medium, the tools being used, and the cleanliness of the workspace.
- Respect of fellow classmates' work.

Music Grading Standards

In music classes, where progress and achievement relies on the full participation of every group member, teachers take the following into consideration:

- Engagement in the ensemble: that the student shows an interest in the sound of the ensemble as a whole and works to blend his or her own part with musical sensitivity. That the student displays willingness, motivation, and ability to make musical progress as an individual within a group.
- Preparedness: that the student comes to class with their instrument and music. Please be

aware of scheduled music periods: students must bring their instruments and music to school on those days. Failure to do so will reduce the student's grade.

- Home practice: that it is evident the student works on the music independently, outside of school in a consistent manner.
- Attention to technique: that the student works to play and/or sing with proper diction, breathing, articulation, posture, and technique.
- Concert participation

Movement/PE Grading Standards

Movement and PE classes, where progress and achievement relies on the full participation of every group member, teachers take the following into consideration:

- Engagement in the work: that the student shows an interest in the effort of the whole group and works to blend his or her own part with sensitivity.
- That the student displays willingness, motivation, and ability to make progress as an individual within a group.
- Preparedness: that the student comes to class on time and in appropriate attire and equipment. Attention to technique and respect and care for the equipment, the tools being used, and the cleanliness of the space used.
- Respect of fellow classmates' work and efforts. Attentiveness to safety and expected conduct.

While innate talent in any of the above fields can produce exceptional work, it does not guarantee a good grade without active participation, engagement, and effort. Conversely, students who may be less naturally gifted can still obtain high grades through active participation, engagement, and effort.

Additional Diploma Requirements

Students also carry responsibilities in other areas of the program including School Jobs, Assemblies, Concerts, School Festivals, Community Service, and several special events where attendance is required. In addition, we require that seniors pass all of their classes in the spring trimester of 12th grade.

School Work Jobs

Work for the school is a significant part of the Coastal Waters program, and students take responsibility for a great deal of the physical day-to-day running of the school. For example, each student has responsibility for daily cleaning jobs, recycling, trash, compost, and plant watering. This program is run by groups of advisees led by their Individual Advisor. In this way, Individual Advisors connect with their advisees each day. Together, the groups as a whole assign and supervise the jobs.

Community Service

Service is an integral component of Waldorf education and essential for students to enter into new relationships with their community. In order to connect with and honor the wider world around them, all students

- in ninth grade will work as a group to perform community service throughout the year.
- in tenth grade will work in small groups on community service projects.

- in eleventh and twelfth grade will work on individual community service projects of their own design.

Coastal Waters students also participate in Community Service Days as a whole school. In addition, many pedagogical trips contain service components.

Extracurricular Activities and Athletics

All students participate in extracurricular activities, available through Coastal Waters and elsewhere. Activities might include a student newspaper, Model UN, Photography Club, Poetry & Journaling, Mountain Biking, Circus Arts, Naturalists Skills, and Fencing and Ultimate Frisbee club teams. Other electives and activities such as yearbook, drama, literary magazine, and social service committee may be coordinated based on student interest and the availability of faculty or parent sponsors. Students also participate in supporting the school by representing Coastal Waters in various ways and assisting at school functions.

Sports & Clubs Meetings

Students who attend Coastal Waters remain eligible to participate on sports teams at their local High School, as well as school-sponsored athletics.

Requirements for Participation in all Sports and Extracurricular Activities

In order to participate in extracurricular activities, a student must maintain regular school attendance and be in good standing, holding a grade point average of 2.0 in the prior term and no grade lower than a C- in the current term. All major assignments and main lesson books in the current term must be kept current.

In order to participate in any extracurricular or athletic activity on a given day, including competitions or practices, a student must have attended a full day of classes that day. To attend weekend activities, a student must have attended a full day of classes the Friday before. Individual Advisors may give consideration for special circumstances on a case-by-case basis. Again, students who leave school early due to *any* extracurricular event must submit a parent's written or verbal permission beforehand and sign the sign-out book at departure.

Academic Issues

Academic Deadlines

Coastal Waters hopes to cultivate good work and study habits in our students. Completing assignments and Main Lesson books, portfolios, or projects by assigned deadlines is a rhythmic activity that develops self-discipline that will serve students well throughout their high school years and long after. Therefore, it is in the student's best interest for teachers to expect timely work.

Late work may be acceptable only with prior permission from the teacher. An extension must be *requested by the student prior to the due date of the assignment*. If an extension is granted, a

new due date will be set at that time.

Students should be aware that if prior permission has not been obtained, late work will receive one-third grade reduction for each day late. After five school days, late work will *not be accepted*. Students who fail to hand in an assignment when due are required to attend same-day study hall, 3:15-4:30 p.m. in order to complete it. **This requirement precludes all other sport or extracurricular activities.** Students falling behind in fine or practical arts are required to attend Open Studio 3:30-4:30. Study Hall or Open Studio are always available to any students who desire additional support or work time.

Academic Assistance and Probation

Every effort will be made to inform parents of consistently late work, lack of engagement in class, or poor test and quiz scores, which can affect the course grade. When a student has a grade of D or lower at the end of a grading period, the student's Individual Advisor will implement the following academic assistance measures:

- Facilitate meeting with appropriate teacher Meet with student and parents
- Report to High School faculty
- Require the student to meet more frequently with his or her Advisor
- Notify parents of missing assignments and/or schedule weekly check-ins with parents and with student
- May curtail extracurricular activities

Upon consultation with the Faculty, the Individual Advisor may request a learning assessment.

If a student shows consistently low academic performance and/or effort or if the student has two or more Ds (or lower) in one academic year, the Faculty will implement the following Academic Probation measures:

- All academic assistance measures listed above continue
- Student, teachers, and parents agree to a plan for improvement, which is placed in the student's file; follow-up to be carried out by student's Advisor
- Student may not be able to participate in extracurricular activities (see above: Requirements for Participation in all Sports and Extra-Curricular Activities)

If the student fails to meet the conditions of academic probation by the next grading period, faculty members and parents will meet to decide upon appropriate remedial steps.

Academic Honesty

The integrity of Coastal Waters depends upon student honesty in academic work. Cheating, plagiarism, and misrepresentation or falsification of records or academic work are all violations of the Academic Honesty policy of our school. The following are examples of academic dishonesty. Other actions not listed here may also be considered academic dishonesty.

Cheating: A student may not use notes or study aids on a test without the permission of the teacher, copy another's work and submit that work in his or her own name, or hand in identical or similar papers for credit in more than one class without prior permission from teachers.

Plagiarism: A student may not present words, ideas, artistry, or data of another person as his or her own. This includes copying another's work (including unpublished material) without

giving appropriate credit, presenting another’s opinions and ideas as one’s own and, in particular, unattributed use of the Internet as a source. Credit must be given to the sources of opinions and ideas even when a student has changed the original wording. Plagiarism also includes submitting one’s own assignment that was used for credit in another class.

All students are expected to maintain orderly records of notes and handouts. However, some students may need assistance with note-taking. In such a case, appropriate arrangements should be made in advance with the approval of the teacher and the student’s Individual Advisor.

Parents will be notified of all such accommodations.

For any violations of Academic Honesty policies in any form, a student will face the following consequences:

First offense: fail assignment; student issued an Academic Warning.

Second offense: fail class; student placed on Academic Probation.

Third offense: fail assignment and class, and review by Faculty for further action.

Written record of an offense will be placed in the student’s file. A second offense becomes part of the student’s permanent record.

Academic dishonesty results in particularly serious consequences whenever compounded by lying or covering up. Students should consult with their teachers or advisors to be sure they understand what is—and what is not—academic dishonesty for each class, teacher, and assignment.

Community Life

School Culture

The school culture of Coastal Waters is one of inclusivity, equity, diversity, and social justice. These values are embedded in the content of the curriculum and the social life of the school community. They are manifest in 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 parents 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 Morning Gathering and collaboration on school jobs and community service projects. Social 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 parents to come together and support this vibrant community.

Non-discrimination Policy

Coastal Waters does not discriminate on the basis of race, color, religion, gender, sexual

orientation, physical or mental disability, or national or ethnic origin in the administration of its admission or educational policies, or any other school administered programs. Each Coastal Waters student is entitled to all the rights, privileges, programs, and activities available to students of the school.

Diversity Statement

Coastal Waters embraces a wide diversity of individual identities, including those related to race, nationality, gender, religion, socioeconomic status, sexual identity and orientation, and physical/cognitive traits. The fundamental principles working throughout this diversity are respect and civility. We are committed to cultivating open minds and hearts so that we may learn from each other and we are committed to treating one another with respect, courtesy, and civility, even when we may at times experience antipathy toward someone's beliefs or attitudes.

Student Council

The Coastal Waters Student Council works with the Leadership Council and Administration in an advisory and supportive role. It is responsible for effectively and accurately representing the opinions, suggestions, and needs of the student body in regard to academics, programs, extra-curricular activities, social life, and behavior expectations.

In May of each year, each class selects two representatives to serve on the Student Council (except incoming ninth graders will select theirs in the fall of that year). The Council will elect a Chair, Co-Chair, Secretary, and Treasurer, whose tasks include but are not limited to: determining frequency of meetings, defining agendas, reviewing, and taking appropriate action on proposals submitted by students, and maintaining records of all meetings and proposals.

The Student Council is accountable to all Coastal Waters' High School students. Members of the Council are committed to upholding and modeling the school's values and honoring community agreements.

Student Conduct

Dress Code

Students at Coastal Waters are expected to wear clothing and footwear appropriate for the school setting, school activities, and the day's weather conditions. Changing fashions often promote clothing trends inappropriate for school. The Coastal Waters dress code continues to develop as trends change, but for school or school-sponsored events students are expected to wear clothing that:

- Is clean and in good repair
- Is appropriately sized and fitted for full participation in movement
- Does not draw undue or inappropriate attention to the student

Appropriate dress contributes to a positive learning environment. Faculty and staff reserve the

right to determine whether a student’s appearance has the potential to attract undue attention or distract from the educational process, or whether the student’s health or safety are at risk. In particular,

- Clothing may not reveal any obvious undergarments.
- Shorts must have a minimum five-inch inseam.
- Skirts and dresses must fall at least to fingertip length (mid-thigh), even if worn with tights.
- Leggings must be worn with a skirt, or a shirt or sweater that reaches the hip.
- All clothing must be clean and in good repair.
- Any writing or images on clothing must be in good taste and non-distracting and must not draw undue attention to the wearer.
- Shoes or sandals are to be worn at all times.

Violations of dress code include:

Beachwear; gym wear; “muscle” shirts; strapless or halter tops and dresses, or any attire that reveals the midriff while standing, stretching, or bending over; “short” shorts (shorts with less than a five-inch inseam); billed hats/caps, hoods, or sunglasses worn indoors (except when room temperatures fall below 68F or health warrants it, knitted hats for warmth *are* acceptable as long as both eyes are fully visible.); slippers; excessively thin or tight clothing; anything deemed vulgar, insulting, or demeaning to a particular person or group.

If found in violation of the dress code, a student will be required to change, cover, or layer a particular item of clothing with alternative clothing. A student may be sent home if appropriate clothing is not readily at hand. Repeated violations of dress code may warrant first a conference with the student and his/her individual advisor and then a conference with the student, advisor, and parent.

We ask that parents support students in assuring that clothing worn to school adheres to the school’s guidelines.

Physical Education/Movement Class Procedures

Students are required to dress for physical education classes in accordance with the following guidelines. Failure to dress appropriately will affect the student’s PE grade. Students need to maintain a full set of athletic wear (including shoes) in school. Students will be given time to change before class.

- Tops: T-shirt and sweatshirt for cool days outside; a waterproof shell is recommended for rain.
- Bottoms: Athletic shorts, sweatpants, or athletic pants; waterproof pants are recommended for rain.
- Socks: Socks required; athletic socks recommended.
- Shoes: Clean athletic shoes with good traction.

Please note that students need proper clothing and shoes for outside PE/Movement classes in the 1st and 3rd trimesters, no matter what the weather.

Media Policy

Coastal Waters is dedicated to nurturing capacities for imagination, healthy feeling, independent thinking, and active will. We recognize that media—including seemingly

limitless Internet surfing, streaming video, social networking, video games, television, and movies—can have debilitating effects on the development of these capacities. Therefore, students are strongly discouraged from engaging in these activities during the school week.

Electronics Use Policy

Coastal Waters is an educational community that thrives on person-to-person interaction among students, teachers, and staff. Our electronics use policy is designed to foster a humane educational environment and community for all students. We recognize the benefits of personal, networked electronic devices (such as computers, cell phones, and digital music players), and we appreciate the benefits of the Internet. At the same time, we believe that their use should not interfere with, or substitute for, the development of our own capacities and our involvement with others in our learning community. For this reason, we have adopted the following rules for the use of electronics in the High School:

Cell Phones and Portable Music Players

In order to avoid disruptions to the educational environment, we restrict the use of cell phones, headphones, and personal music players. During the school day or at school events, cell phones, or any device using headphones, may not be used in the school building or anywhere on school grounds. Cell phones and digital music players must be turned off before the start of the school day and stowed away—not on the student’s person--and remain off until the end of the school day. If such devices are improperly used, heard, or are within sight, even when not in use, they will be immediately confiscated. The only exception to this policy is if the devices are being used for class work with a teacher’s approval. The approval must be explicit, current, and for a specified and set amount of time.

First lapse: phone or device returned to the student at the end of the *school day*.*

Second lapse: phone or device returned only upon parent coming to pick up the phone and talk to the student’s advisor.*

Third lapse: phone or device banned until the end of the trimester.* (*Students may bring their device to school but it must be checked at the office for the duration of the school day.*) Should a student be found with their device, they risk suspension for up to three days.

Should a student be in noncompliance after three lapses, that student may then be suspended for up to three days.

*Parents will be notified by telephone before day’s end if their son or daughter’s device has been confiscated that day.

Students are permitted to recharge cell phones at school only with permission. If permission is not obtained, the above consequences will apply.

Students who need to call home may use the Office telephone line (with permission). The transition times between classes should not be used for calls except in extreme emergencies. We ask that parents who need to reach students during school hours call the Office telephone. We also ask that parents respect our endeavors to create an environment for focused learning by not calling or texting their children’s cell phones during school hours.

Laptops and Personal Computers

In general, Morning Lesson work will be done by hand—at least through the 10th Grade.

Some teachers may make exceptions to this rule for specific curricular reasons. The use of computers and the development of keyboarding skills will be gradually introduced into the student's curriculum and course work at the direction of individual teachers.

Students may use the school's computers in specific classes for specific purposes as instructed by their teachers. This permission must be explicit and current. Students should not leave their work on school computers, nor alter in any way the setup and configuration of the computers, without explicit and direct permission from a teacher. When using school computers, students need to save their work to an Internet drive (such as Google) or a personal flash memory device (a USB "thumb drive"). Student work may not be saved to school computers.

A student is allowed to bring his or her own laptop to school for use in school *only with the permission of individual teachers for specific reasons*. Such laptops may be used by that student *only and at specific times and locations as permitted and directed by faculty*. This permission must be explicit and current. At all other times, laptops must be kept turned off and stowed away. Students with particular learning challenges or an IEP may request an exception to this policy if using a computer will provide them with a long-term educational benefit. Their request(s) will be reviewed by the Faculty.

Students who use a computer at home for their work need to have all the necessary equipment to support their computer use including the means to print. If unavoidable technical circumstances interfere, students may print at school but only on the printer maintained for student use. We recommend that students bring such assignments to school on a flash memory device.

Assignments emailed or saved to an Internet drive may not be accessible if the Internet goes down, nor will lack of Internet access be an acceptable excuse for late work. Students should not depend on school for printing and need to leave adequate time in the morning to print assignments if the need arises. Acceptable times for printing are: before Morning Gathering, at Morning or Lunch Breaks, or after school.

The Internet

During the school day, no student may access the Internet--whether using a personal computer, smartphone, or other communication device, unless specifically instructed to do so as part of a class activity or with a teacher's specific permission. This permission must be explicit and current and pertains only to that student for a specific academic activity--specifically it *does not* include off-topic Internet "surfing" or accessing personal social media. Any student who violates this policy will have his or her device confiscated. In the case of repeated violations, the student will be referred for disciplinary action.

Restricted Items

The following items are not permitted on campus, except as provided by the school and used under the direct supervision of a teacher: fire-igniting material such as matches, lighters, or lighter fuels; aerosols; flammable substances; weapons or toys such as knives or guns. Students are not permitted to bring or use any illegal items or substances on campus. The school reserves the right to suspend or dismiss a pupil for serious transgression of this policy.

Food, Beverage, and Chewing Gum

We do not permit food in classrooms during class times unless allowed by the teacher of that class. A morning snack time is provided. Standard transitions between classes are not for food consumption. Students should bring to school adequate healthy food and drink for snack and

lunch. The school strongly discourages student consumption of soda, caffeinated beverages, or drinks with excessive amounts of sugar or high fructose corn syrup. Only water and hot herbal tea is permitted in classrooms, and only in closed containers. Every student is expected to keep a water bottle at school and to fill it during transition times; therefore, students are not permitted to leave any class in session in order to get a drink. Gum chewing is not permitted on campus during school hours or in the school building at any time.

Student Driving and Parking Policy

No licensed student who drives to school may drive—alone or with other students— during school hours. However, an approved student driver may drive his or her own vehicle if dismissed early or signing out and back in again for an approved appointment. In these cases, explicit parental notification to do so must be provided to the school in writing, by phone call, or via email. Parents/guardians are fully responsible for granting or denying permission to their children to ride with a student driver.

Social and Behavioral Issues

The Coastal Waters Faculty and staff expect students to cooperate in creating and maintaining a healthy social environment in the school. The Faculty does not desire to police students. We encourage and rely on the students' own initiative in responsibly supervising themselves and each other. We are convinced that this cooperation helps students develop a sense of social responsibility and responsiveness to their inner moral convictions. When this inner authority fails, the life of the school suffers, and the Faculty together must resolve the resulting difficulty with the student and his/her parents. The Faculty assumes that students intend to do their best in all areas of school life. The atmosphere most conducive to learning is only achieved with parents and students who willingly support the philosophy, policies, and values of the school. The Faculty expects high standards of behavior, citizenship, and care for others from all students, including appropriate language between students as well as with teachers, without the burden of a large number of specific rules.

The Faculty reserves the right to judge the seriousness of impropriety of behavior during school and may ask students to participate in a social inclusion program or in counseling to resolve social and behavioral difficulties that arise in the daily life of the school. All proceedings are confidential. Parents and key Faculty will be informed of the outcome of any such intervention.

Serious Incidents

Serious incidents involving a student (i.e., incidents that will require a meeting between the student, his/her parents or guardian, Individual Advisor, Class Advisor(s), and other Faculty) may lead to a suspension and a requirement for reflection work and counseling prior to the student returning to school and attending classes.

Serious incidents

include:

- Vandalism.
- Possessing, using, distributing, or being under the influence of alcohol or any illegal substances of any kind.
- Possession of firearms, weapons of any kind, or explosives.

- Fighting, physical violence, or any kind of psychological intimidation. Use of obscene, inappropriate, or antisocial language
- Sexual harassment or misconduct.
- Harassment, hazing, or bullying behavior - including cell phone, texting, or online bullying.
- Smoking on school grounds at any time, or off-campus during school hours.
- Being dishonest, including lying, stealing, cheating, plagiarism, or copying the work of other students.
- Leaving campus without permission (except for seniors in good academic standing)
- Not attending a scheduled class or High School event without first obtaining permission to miss the class or event.
- Being present in buildings after hours without supervision or permission.

Suspensions are noted in the student's permanent record.

Student Withdrawal

The school reserves the right to ask a student to withdraw under the following circumstances:

- A suspension that is not successfully resolved to the satisfaction of all parties.
- Socially, the student's behavior is destructive to the life of the school or the student does not willingly abide by the rules of the school.

Alcohol, Drug, and Tobacco Policy

As articulated in our mission statement, the faculty at Coastal Waters commits our fullest efforts to provide an education for our students that enables them to discover their interests and capabilities; explore the surrounding world; and cultivate a lifelong love of learning, a sense of community responsibility and understanding of environmental sustainability. The use of drugs and alcohol hinders the development of these capacities and prevents students from reaching the full potential of their unique gifts and strengths. We believe it is incumbent upon the entire school community to promote the health and well-being of the young people in our care—to create a wholesome social and learning environment based on communication, trust, and commitment to the highest ideals of an education. To that end, we expect each student to make the commitment to abstain from drugs and alcohol year-round while a student at Coastal Waters, and that the parents support all of our students in this commitment.

The school's response to drugs and alcohol infractions is two-fold. The first is educational and health-oriented: in our chemistry, physiology, and health classes we teach the properties of tobacco, alcohol, and drugs and their effects on health and well-being. The second is disciplinary. We believe both responses are essential to the well-being of the individual student and the school community.

Our Policy

No student may possess, use, sell, or exchange tobacco products, alcohol or drugs, or be under

the influence of alcohol or drugs on school grounds, or at any school-related activity including, but not limited to, field trips, dances, sporting events, or performances, either on or off campus. Any student in the presence of others who are violating drug and alcohol policy is also considered accountable and subject to appropriate consequences.

A student found using or possessing drugs, alcohol, tobacco, or related paraphernalia will be subject to disciplinary action including suspension for a minimum of three days; the student's parents will be notified immediately. Students may be required to undergo an evaluation by a certified substance abuse counselor and further required to adhere to the recommendations of that counselor. A second drug or alcohol infraction may be grounds for expulsion regardless of when the first infraction occurred.

Any student found distributing drugs or alcohol under any circumstances will be subject to immediate dismissal. Sharing, even without compensation, may be considered distribution. If students are found smoking or consuming illegal substances and/or alcohol on field trips, they will be sent home at the family's expense.

Parents and legal guardians are advised that serving alcohol or providing tobacco or illegal drugs to minors (those under the age of 21 in the case of alcohol and under 18 in the case of tobacco) is illegal and, according to the laws of the State of New Hampshire, can result in arrest, prosecution, and incarceration. Consumption of any of these illegal substances and/or alcohol that takes place on private property, even without the permission or knowledge of the property owner, subjects the responsible adult(s) to the same penalties.

Drug and Alcohol Intervention

The purpose of this policy is to hold students accountable for their behavior and performance at school and to confront problems proactively. There are two levels of intervention based on concerns about possible substance use; they may include both confrontation and professional drug and alcohol assessment.

Expression of Concern is communication by a member of the community to a student about his/her behavior and possible substance use. Expressions of concern are private and non-disciplinary. Students are also encouraged to informally express concern when apprehensive about another student's substance use—either directly to that student or to a faculty member. Faculty members are expected to express concern about a student's possible substance use if there are indications of use. Faculty members also are expected to keep a record of expressions of concern and notify the parents of any such conversations.

Formal intervention signifies that the student has lost the confidence of the faculty and staff regarding drug and alcohol use. The purpose of formal intervention is to help the student confront the issues that have become the focus of our concern. A formal intervention may or may not be preceded by informal interventions.

The student and the student's parents will be fully informed of a formal intervention and the conditions that may be placed on the student resulting from such intervention, which may include a professional drug and alcohol assessment, counseling, and random drug screening. If the student does not agree to the conditions of a formal intervention, the alternative is

medical leave or withdrawal from the school.

The faculty and staff are not required to work with students whose commitment to being substance-free cannot be monitored. Conditions for continuing in school include undergoing drug testing three times over a period determined on a case-by-case basis. The arrangements for and costs of these tests are the parents' responsibility. Results will be sent directly to the school and need to indicate a decrease in student's use over the testing period.

Sanctuary Policy

The main purpose of the sanctuary policy is to promote safety, individual responsibility, and trust. It is not meant to promote or enable substance use. If a student judges that the health of another student or his/her own is in jeopardy, he/she can contact a faculty member with the intention of requesting professional help for the impaired or addicted student(s). Such contact is called "sanctuary."

- The student claiming sanctuary will retain anonymity except to the informant and the High School core faculty.
- No disciplinary consequences will be put on the reported student's record.
- The impaired or addicted student will receive no disciplinary action.

The impaired or addicted student must take these actions:

- a) Call his/her parents, inform them of the incident and direct them to call the Faculty Council Chair or Administrative Director
- b) Meet with designated faculty members and arrange for a substance use assessment and long-term support plan.

Sanctuary cannot be claimed by a student if confrontation or discovery by a faculty member occurs first or is imminent.

Sanctuary may be used by students for events occurring off or on campus. In the case that law enforcement becomes involved, the school's sanctuary policy does not release students from whatever legal action ensues.

If a student believes that he/she has a substance abuse problem, or if a parent has concerns about his/her son or daughter, or any other student, he/she can contact a member of the faculty without fear of initiating a disciplinary response. The information will be held "in sanctuary" and our sanctuary policies will apply.

Tobacco

Given the addictive nature of nicotine, the school treats tobacco products much like any other drug. Therefore, in the case of a student caught using tobacco products, the school will respond with appropriate educational and disciplinary measures. Note that, in New Hampshire, "no person under 18 years of age shall use or possess any tobacco product, e-cigarette, or liquid nicotine." Please note that Coastal Waters is a non-smoking campus.

In conclusion

The school will make an effort to work with students who have developed habits around use. However, the ultimate burden rests on the student; no one can break substance habits for them.

Attendance

Attendance Policy

Attendance and participation in class are essential to the learning process.

Morning gathering begins at 8:45 am. Students arriving after 8:45 am will be considered late. Students are expected to arrive on time for school each day, to attend school daily, and to be prompt in arriving for classes. There is a five-minute time between classes *for transitioning only*. We ask students to limit outside recess or games to Morning Break and lunch periods. Parents **must** notify the Office of a student's absence by 8:00am *that day*. Parents' notification responsibilities continue after the student turns 18. Attendance records become part of a student's permanent records.

In the case of a planned absence, parents are asked to formally notify the Office and the student's Individual Advisor two weeks in advance for an absence of two days or more, or one day in advance for a partial or single day.

Parents or guardians and students are asked to refer to the published Coastal Waters School Calendar in matters of vacations and non-school days.

In the event a student is taken out of school for reasons other than illness, the student and parent are fully responsible for any special assignments, tests, or other measures to make up for what is missed in class during this type of absence as well as any academic consequences. **Students are responsible for communicating with their teachers about tests and assignments missed during their absences.** Any missed work or assignments that can be brought home will be left in that student's mailbox for pickup by 3:30pm of that day.

If a student misses more than one-fifth of a morning lesson block (3 classes per 3-week block; 4 per 4-week block) or of a skills class (approximately 6 classes per trimester), he or she receives a grade but no credit. Students with extenuating circumstances for absences may appeal loss of credit to the teacher of that class or the Faculty.

Unexcused Absences:

- Failure of parent to notify school of an absence Sleeping late
- Having to do homework Broken alarm clocks
- Lateness due to family members
- Leaving school without permission or "skipping" class

A student having an unexcused absence on the day an assessment is given or a major project is due may receive a zero for that work or other consequences. These are left to the discretion of the individual teacher. If the faculty notes a pattern of absences on such occasions *for any reason*, the Individual Advisor will initiate a conversation with the parent(s) to determine appropriate action.

In case of absence for medical reasons of five or more consecutive days, parents or guardians

may be asked to present to the Faculty Council Chair a physician's written release attesting to the medical situation. For students whose absence from school is due to a contagious disease (hepatitis, mononucleosis, etc.), the student may be asked to provide a written medical release before returning to school.

When absences are due to illness or significant hardship, the student's teacher and Individual Advisor will work with the student and family to determine the best course of action with regard to classes, appropriate credit, and enrollment status. We encourage students and families to work closely with their Individual Advisor and Class Advisor(s) when planning leaves of absence.

Excused Absences

The following are legitimate and excusable reasons for lateness:

- Student illness (with parental notification)
- Dental or medical appointments (with parental notification)
- Weddings or funerals (with parental notification)
- Family emergencies
- Car trouble or impassable roads due to natural disasters
- Approved athletic events
- Juniors/Seniors – college visits or on-campus college rep interviews up to a maximum of three total
- Activities associated with a student's leadership responsibilities Sessions with College Counselor

Punctuality

Students are expected to be at school and ready for Morning Meeting by 8:45 am. Therefore, we recommend that students plan to arrive at 8:30 am or earlier, so that unforeseen circumstances will not make them late.

We recognize that unavoidable circumstances may occasionally make the best-intentioned and best-disciplined student late to school. Therefore, each student is permitted to arrive late to morning assembly up to three times per trimester without consequence.

We request that parents notify the Office in advance by handwritten note with parent signature if a student will arrive late for a pre-arranged reason, such as a medical or dental appointment. These instances will be counted as excused tardiness, and not subject to school-related service. Consequences for tardiness to individual classes are at the discretion of the teacher and may include reduction of the course grade and/or other measures. At the very least, tardies will appear on school reports.

Temporary Guardianship

In the event a student temporarily does not reside at home, or the parents or guardians are absent from the home, the parents or guardians are asked to notify the Office of their absence and provide the name and contact information of the adult responsible for the student.

Administrative Matters

Snow and Emergency Closing

Coastal Waters follows the Portsmouth School District (SAU52) in regard to snow days. However, because of the widespread area covered by our students' and teachers' homes, we reserve the right to make an independent decision to remain open or to cancel school at our discretion.

Families will receive a calling post announcement about delays or cancellations. School cancellations will be announced, by 6:30 am, on the WMUR TV website (www.wmur.com/closing/index.html), WCSH (<https://www.newscentermaine.com/closings>), and on local radio stations WTSN (1270 on the AM/radio), WPKX (930 on the AM/radio), WTBU (95.3), WOKQ (97.5 FM), WBYY (98.7 FM), WHEB (100.3), WSHK (105.3), WERZ (107.1 FM). There will also be a pre-recorded message placed on the school phone.

School will not be canceled for inclement weather developing during the school day. However, parents should feel free to pick their children up before dismissal if they are concerned about conditions.

Visitor Policy

All visitors are required to obtain prior permission from the Faculty and the Administration. The faculty discourages visits that are not prearranged. An occasional visit by a friend of a student may be considered when that student makes a request to the Faculty and alerts each of the teachers whose class the visitor plans to attend.

Head Lice Policies and Prevention

If your child is found to have lice or nits at school:

You will be called immediately. Early dismissal to begin treatment is a requirement for an active case of head lice. Early dismissal is an option—although not a requirement—if nits are seen but no live lice are detected. In either case, parents are expected to begin treatment that day.

Students who are found to have lice or nits may return to school only after they have begun treatment, including daily head checks, nit-combing, and manual removal of all lice and nits. Parents and caregivers must commit to a full course of treatment.

The Office will follow up with students and parents for three weeks after lice/nits are found to ensure that treatment is on-going and effective and to offer support and education.

If a student is not clear of lice/nits after three weeks of treatment and combing, the school will require the student to be seen by a professional and certified free of nits before returning to school. If you become aware that your child has lice or nits, but the school is not yet aware, please notify the Office.

Fever Policy

If, during the school day, a student is experiencing a fever (99.5 degrees Fahrenheit or higher) or signs of a fever (chills, flushed skin, sweating), we will call parents/guardians to come to pick up the students, allowing him or her to be cared for at home.

A student experiencing any of the fever symptoms mentioned above should stay at home until fever-free for 24 hours without fever-reducing medicine.

Prescription Medications

It is critical that parents inform the School of any and all prescription medications their

student is taking. If a student needs to take prescription medications at school, parents must notify the Office and the student's Advisor *in writing*. The medications will be held in the Office and must be handed from an adult to the Office Manager or the faculty member who will monitor their use. No medications should be kept in student lockers or cubbies. All medication must be in its original packaging and fully labeled.

This policy applies to all over the counter medications as well. No pain relievers (acetaminophen, ibuprofen, or aspirin), homeopathic, naturopathic, including asthma inhalers, can be dispensed without the written permission of the parent.

Legal signatures

For all fully enrolled Coastal Waters students under the age of 18, only the responsible parent(s) or guardian(s) may sign permission slips and forms. Students 18 or older need to sign a Consent for Release of Personal Information before the school can release financial information (including records of payment or non-payment), academic information (including but not limited to course schedules, grades, attendance records, copies of academic warnings), and medical information to parents or guardians. This form additionally authorizes the sharing of student confidential information between staff members at Coastal Waters Charter School in order to best facilitate support for the student as (s)he completes her/his high school education.

To Conclude... We ask each parent and student to read this handbook in its entirety. In addition, we ask each student to sign a statement that he or she has read this handbook. Your signature indicates you understand all the policies and consequences contained herein.

Appendix I: Board of Trustees By-Laws

ARTICLE I

Section 1. Qualifications of the Trustees

The business and affairs of Coastal Waters Chartered Public School, except as they are delegated to the Executive Committee hereinafter provided, shall be controlled by a Board of not less than seven (5) and not more than fifteen (15) voting Trustees. The Administrative Director and Pedagogical Director are non-voting board members. The Board of Trustees reserves the right to terminate (for cause) the membership of any Trustee of the Board and shall fill this vacancy in accordance with Section 3 of this article.

No Trustee shall receive a salary or other compensation from the School for their work as a Trustee, other than for reimbursement for extraordinary travel or their expenses incurred directly through and as a result of their service as a Trustee.

Section 2. Length of Term

The Trustees shall serve terms of three years, and no Trustee shall serve more than two (2) consecutive terms, except as noted in this paragraph. The Trustees may vote to approve additional terms, on a case-by-case basis.

Section 3: Nominations, Elections, Vacancies

All nominations shall be made by the Governance Committee of the Board of Trustees.

Election to the Board of Trustees shall be made by the Board at any regularly scheduled meeting a minimum of twenty-five days after the Trustee is nominated by the Governance Committee.

Section 4. Regular Meetings

A minimum of ten (10) monthly meetings of the Board shall be held annually. The meetings shall be held at the Coastal Waters facility or at such other place as is designated by the Chair(s).

Section 5. Special Meetings

Special meetings of the Board may be held at any time upon the call of the Chair(s), or, in the event of the Chair(s) absence or inability to act, the Vice-Chair or any three (3) Trustees and said meeting may be held at any time and place.

Section 6. Notice of Meetings

Notice of the time and place of each regular or special meeting shall be given by electronic or paper mailing to each Trustee to the last known email address, place of residence or business of such Trustee not less than five (5) days before such a meeting, except as provided in Section 7 of this Article.

Section 7. Waiver of Notice

The transaction of any meeting of the Board of Trustees held without previous notice, as is outlined in Section 6, shall be valid as though made at a meeting held after regular notice, if, either before or after the meeting, each of the Trustees not present gives oral waiver of notice or

consent to holding such a meeting or an approval of the minutes thereof. All such waivers, consents or approvals shall be made a part of the minutes of the meeting.

Section 8. Quorum

A quorum for the transaction of business shall consist of at least half of the voting members of the Board. A majority vote of such quorum present at the time and place of any meeting of the Board shall determine any proposition that may come before the Board, provided no other provision of these By-Laws be violated. If a majority of the Board participates, voting may be done by electronic proxy.

Section 9. Powers of the Trustees

The Trustees shall, in addition to the general powers conferred upon them by these By-Laws, have the power, and responsibilities, to:

- a) Elect annually, at the Annual meeting of the Board, or at a Board meeting held at other times during the year if necessary, a Chair(s) and Vice-Chair.
- b) Receive and hold by purchase, gift, devise, bequest, or grant real or personal property for educational purposes connected with or for the benefit of the School.
- c) Overseeing that the School's program and operation are faithful to the terms of its charter, bylaws, policies, and mission statement.
- d) Adopting policies that further clarify and assist in maintaining the vision, mission, and educational program of the School.
- e) 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.
- f) Hiring the Pedagogical Director and Administrative Director and evaluating their performance annually.
- g) Sell, mortgage, lease, or otherwise use and dispose of the property of the School in such a manner as the Trustees shall deem most conducive to the well-being of the School.
- h) Declare vacant the seat of any Trustee who is absent from any three (3) consecutive meetings of the Board.
- i) Make and amend all By-Laws necessary and proper to carry into effect the powers of the said Board of Trustees as necessary and desirable in the advancement of the interests of the School, provided that no By-Laws shall conflict with the Constitution of laws of the United States, or of the State of New Hampshire or with the provisions of Section D, Article II, of the Articles of Association of the Coastal Waters Chartered Public School.
- j) The Board of Trustees shall have the power to close the School and dispose of its assets in accordance with the provisions of Section 14 h. of the Charter of Coastal Waters Chartered Public School, if, in the judgment of the Board and the Faculty the School no longer adheres to and promotes the purposes as stated in the Charter.

ARTICLE II
OFFICERS OF THE BOARD

Section 1. Officers of the Board

The officers of the Board shall consist of a Chair, Vice-Chair, Treasurer, and Secretary, all of whom shall be members of the Board of Trustees. The term “Chair” shall be defined as the Chair officer position. The offices of the Vice-Chair and the Treasurer may be held by the same person, and likewise with the offices of Treasurer and Secretary; but there must be at least three (3) officers. The Officers of the Board shall be elected to two-year terms and are eligible for re-election to one subsequent term.

The Chair and Vice Chair of the Board shall be elected to a two (2) year term, at the regular Annual meeting of the Board of Trustees or at such other time as becomes necessary. The term length for Chair and Vice Chair can be shorter than two (2) years or extended beyond two (2) years, at the discretion of the Board.

Section 2. Chair’s Powers and Duties

The Chair of the Board of Trustees shall preside at all meetings of the Trustees and Executive Committee at which the Chair is present. The Chair shall appoint a Secretary and Treasurer for the Board subject to confirmation by the Board of Trustees at a regular or special meeting. The Chair shall, when directed by the Board of Trustees, sign with the proper officers of the Board all contracts, securities and other obligations of the school in the name of the School. The Chair shall do and perform such other duties as may from time to time be assigned to the Chair by the Board of Trustees and shall have a general oversight over the business affairs and finances of the school.

Section 3. Vice-Chair’s Powers and Duties

In case of the absence or disability of the Chair, the duties of the office shall be performed by the Vice Chair.

Section 4. Treasurer’s Powers and Duties

The Treasurer shall have the custody of the funds and securities of the school which may come into the hands of the Treasurer and shall, if required by the Trustees at any time, give such bond as the Board of Trustees may require. The Treasurer shall also perform such other duties as the Board of Trustees or the Chair may require. The Treasurer shall also, whenever required by the Board of Trustees or the Chair, render a statement to them or to the Chair of the finances of the school. The Treasurer shall be a member of the Finance Committee.

Section 5. Secretary’s Powers and Duties

The Secretary shall keep the minutes of all meetings of the Board of Trustees. The Secretary shall attend to the giving and serving of all notices for the school. The Secretary shall perform all duties incident to the office of the secretary, subject to the control of the Board, and such other duties as may from time to time be required of the Secretary by the Board of Trustees, the Executive Committee or the Chair.

ARTICLE III
EXECUTIVE COMMITTEE

The Executive Committee shall consist of the Chair(s) of the Board of Trustees, the Vice Chair of the Board of Trustees, the Pedagogy Trustee, and the Administrative Director. In the case of a Co-Chair structure, only one of the Co-Chairs is required to attend an Executive Committee meeting, although both shall be invited. The Executive Committee shall be charged with conducting such Board level affairs and business of the School as deemed necessary and proper between meetings of the Board of Trustees. Members of the Executive Committee may invite guests to Executive Committee meetings when appropriate. The Executive Committee has the authority, in an emergency situation, to make such decisions that are normally reserved to the Board, but such actions must be ratified at the next full Board meeting as is appropriate. The Executive Committee shall keep minutes of any decisions made at meetings.

ARTICLE IV
LEADERSHIP COUNCIL

The Board empowers the Pedagogical Director and faculty to select a Lower (K-5), Middle (6-8), and Upper (6-12) Faculty Chairs. These faculty Chairs work in collaboration with the Pedagogical Director and Administrative Director as the Leadership Council. The Board recognizes the primary role of the Leadership Council to oversee and determine policies and practices in regard to curriculum, student assessments, teacher evaluations, and other matters pertaining to pedagogy.

ARTICLE V
COMMITTEES

The Board of Trustees shall establish the following standing committees:

1. Finance Committee
2. Governance Committee
3. Human Resources Committee
4. Development and Fundraising Committee
5. Enrollment and Outreach Committee
6. Strategic Planning Committee

Committees shall be made up of at least one (1) Board member and other interested parties approved by the Board. Other committees of the Board may be established as the Board sees fit.

Committees shall take minutes of meetings and shall distribute the minutes to the Board prior to Board meetings.

ARTICLE VI
AMENDMENTS

New By-Laws may be adopted or these By-Laws may be amended or repealed by a vote of a two-thirds (2/3) majority of the total membership of the Board, except that Article I, Section 9, paragraph j, may not be amended or repealed.

The Governance Committee shall review the By-Laws on an annual basis, and report to the Board of Trustees, at their Annual meeting, any recommended amendments to the By-Laws. Nothing in this paragraph shall prohibit amendments to the By-Laws at other times of the year.

Appendix J: School Calendar

PORTSMOUTH SCHOOL DEPARTMENT – SCHOOL CALENDAR: 2021-2022

Month	M	T	W	T	F	(days)	Month	M	T	W	T	F	(days)	
August	30	<u>31</u>				(0)								
September	X	7	<u>1</u>	<u>2</u>	X	(20)	February		1	2	3	4	(15)	
	13	14	15	16	17			7	8	9	10	11		
	20	21	22	23	24			14	15	16	17	18		
	27	28	29	30				X	X	X	X	X		
								28						
October					1	(20)	March		1	2	3	4	(23)	
	4	5	6	7	8			7	8	9	10	11		
	X	12	13	14	15			<u>14</u>	15	16	17	18		
	18	19	20	21	<u>22</u>			21	22	23	24	25		
	25	26	27	28	29			28	29	30	31			
November	1	2	3	4	5	(18)	April					1	(15)	
	8	9	10	X	12			4	5	6	7	8		
	15	16	17	18	19			11	12	13	14	X		
	22	23	X	X	X			X	X	X	X	X		
	29	30						25	26	27	28	29		
December			1	2	3	(16)	May		2	3	4	5	6	(21)
	6	7	8	9	10			9	10	<u>11</u>	12	13		
	13	14	15	16	17			16	17	18	19	20		
	20	21	22	X	X			23	24	25	26	27		
	X	X	X	X	X			X	31					
January	3	4	5	6	7	(20)	June			1	2	3	(12)	
	10	11	12	13	14			6	7	8	9	10		
	X	18	19	20	21			13	14	15	16	17		
	24	25	26	27	<u>28</u>			20	21	22	23	24		
	31										TOTAL		180	

X = NO SCHOOL

August

31- Staff Orientation Day

September

1- Staff PD Day – Hathaway K Orientation; Gr. 9 Orientation

2- Staff PD Day – Melville K Orientation; Gr. 5 Orientation

6- Labor Day (No School)

7- Students Report- 1st Day of School

October

11 – Columbus Day (no school)

22 – Staff PD/ Distance Learning Day

November

5 – End of 1st Quarter

11 – Veterans’ Day (No School)

24-26 – Thanksgiving Recess (No School)

December

2 – End of 1st Trimester

23-31 – Holiday Recess (No School)

X = NO SCHOOL

January

17 – Martin Luther King Day (No School)

25 – End of 2nd Quarter

28 – Staff PD/ Distance Learning Day

February

21-25 – Winter Recess (No School)

March

14 - Staff PD/ Distance Learning Day

15 – End of 2nd Trimester

April

5 – End of 3rd Quarter

15 – Good Friday (No School)

18-22 – Spring Recess (No School)

May

11 - Staff PD/ Distance Learning Day

30 – Memorial Day (No School)

June

3 – PHS Graduation (Tentative Date)

16 or 180th day – Schools Close

School Committee Approved 3.9.21

Appendix K: Curriculum Standards Grades K-8

Please see Appendix P for the The Alliance for Public Waldorf Education Recommendations for the Grade Level Placement of the Common Core Standards and further information on the alignment of our curriculum with the Common Core for Math and ELA. Coastal Waters' science curriculum is aligned with the Next Generation Science Standards (NGSS) adopted by NH.

Kindergarten:

Overview

Kindergarten at Coastal Waters is grounded in caring relationships, consistent routines, ample time for play, and creative projects and practical work. The kindergarten day is rhythmic and predictable, leading to a sense of comfort and belonging out of which rich learning arises. The social environment of the kindergarten prepares the students for successful relationships and healthy communication. Circle and story activities cultivate memory capacity, pattern recognition, motor skills, language development, vocabulary, and cultural awareness. Active work and everyday projects allow the students real life opportunities to experience math and science concepts, develop fine and gross motor skills, integrate their senses, develop executive function capacities, and contribute to their classroom and community in meaningful, creative ways.

The kindergarten environment is developmentally appropriate, differentiated, and responsive to the individual child's learning process. Play is the child's primary activity, supported by teachers who tend the environment and guide and provide models for constructive activity. The safe and secure environment of the kindergarten allows for kindergarten students to stretch themselves as learners, take healthy risks, experience joy and belonging, learn about themselves and their peers, and become inspired about school, the world around them, and active learning. The multisensory, interdisciplinary approach supports the whole child and prepares them for first grade in all areas.

Sample Seasonal Rhythm & Rotation

Classroom Community Building
Stories and Tales from Around the World
Birthday Stories and Identity
Music, Instruments & Singing
Festivals and Celebrations
Nature Play and Exploration
Woodwork, Handwork & Crafts
Gardening and Animal Care
Community Service
Painting and Coloring
Toy Making
Cooking and Baking
Imaginative Play

Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

Language Arts

The kindergarten curriculum features very rich oral language and aims to help children develop fluency, vocabulary, phonemic awareness, communication skills, memory, imagination, cultural awareness, inspiration and attention. Circle time includes a range of song, verse, poetry, and finger games, accompanied by intentional movement and cooperative games. Circles are practiced repetitively over the course of a week or two, or more, allowing children to work towards mastery through participation and recitation. Stories, often with complex vocabulary and story arcs, are delivered orally or sometimes with the aid of puppets or picture books, and are repeated for a number of days to encourage deep comprehension. New stories and circles are offered according to the season, activities, festivals, changes in the needs of the students, or to deliver pedagogical support. Conversation and communication skills are modeled by the teacher and facilitated during meals, conversations, play, and group time.

By the end of kindergarten, students should be able to do the following:

1. Speak and converse in full, coherent, responsive sentences.
2. Be familiar with a rich vocabulary of English language words and usage.
3. Listen carefully to oral stories and be able to engage in oral retelling and discussion.
4. Participate in recitation of poetry, verses, and songs, accompanied by movement and meaningful gestures.
5. Engage with books through independent exploration and read alouds.

Mathematics

In kindergarten, mathematics concepts are explored through practical, experiential, and play-based approaches. Baking and cooking provide awareness of measurement. Building with blocks and loose parts allows physics and engineering concepts to be experienced, and imaginative play allows for many opportunities for children to count, measure, balance, and develop number sense. Circle time and music activities introduce and reinforce awareness of patterns, rhythm, and repetition, laying the foundation for later mathematics concepts.

By the end of kindergarten, students should be able to do the following:

- Have general comprehension of numbers as symbols which have meaning in their real lives.
- Create and identify patterns in music, manipulatives, art supplies, and play material.
- Cut, color, identify and move in ways that describe simple shapes and geometric forms.
- Count for practical purposes, i.e. their classmates, their fingers, the number of something they will need.
- Have a sense of larger and smaller, more and less, equal and unequal.
- Measure amounts and distances using everyday objects and spatial senses.

Science

_____ Frequent, authentic interaction with the natural world, the season and elements, plants and animals, and each other, build a sense of wonder, curiosity, and connection. The relationship and oneness with the world around them that the child feels engenders a feeling of care and is a foundation for a later sense of responsibility and stewardship. The outdoor experiences of the day are complemented by such things as cooking, baking, reading/stories, and sand/water table play as other means to engage students within the classroom. All of the Next Generation Science Standards (see rubric in Appendix P) are met through the natural work and play of this age group, and the availability of open-ended materials both indoors and out allow for creativity and experimentation. As teachers observe, they may ask questions to engage students and/or set up scenarios which guide the students in their learning in a developmentally appropriate way.

By the end of kindergarten, students should be able to do the following:

1. Have a sense for the weather and its impact on themselves and their daily experience.
2. Observe the effects of pushing and pulling on objects.
3. Understand that plants need water and sun to grow.
4. Understand that animals (including humans) need water, and food of different types.
5. Share examples of how plants and animals live in, and adapt, their environment.

History & Social Studies

Kindergarten students are offered windows into history and social studies through stories, songs, festivals and celebrations from Waldorf tradition and from around the world. Attention is paid to offering curricula that serve as ‘mirrors, windows, and doors,’ engaging the child’s curiosity and interest in the world while celebrating diversity in all its forms. Stories from throughout time and across cultures bring history and social studies to life in ways that are meaningful and relevant to the kindergarten aged student.

Assessment

Assessment is based on daily observation of the kindergarten students, child studies, twice-yearly conferences with parents, and a formal play-based first grade readiness assessment that takes place in the winter of the kindergarten year.

Motor Skills

Kindergarten as a whole is characterized by a focus on the development of the child’s physical body, sensory system, and will forces. Attention is paid to providing curriculum and activities that support healthy motor and sensory development in many content areas, including circle time, free play, movement, coloring and painting, practical work, cooking and sewing, and self-care. Core strength development and integration of the primitive reflexes are areas of focus for supporting first grade readiness, while fine motor skills like crayon grip are refined.

Social & Emotional

Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

Kindergarten is a safe, nurturing, joyful, and responsive environment where children learn to be in community. Sense of self and sense of the other are developed, while children explore an early understanding of personal and collective responsibility and sensitivity. Communication capacities are developed. Empathy and compassion are modeled and cultivated. The child's developmental transitions in the kindergarten year lead to new self-awareness and emerging intellectual capacities, which are encouraged and tended by the teachers without being rushed.

The play-based approach allows ample opportunities for students to practice skills and navigate their social and emotional environment. Ample free movement and a focus on physical development contribute to the child's sensory and primitive reflex integration, leading to increased attention, self control, capacity to be still, and comfort in the child's own body. Appreciation for diverse identities in the classroom and in the world corresponds with the inclusive, responsive, and respectful practices of the kindergarten.

Music

Music and song are woven throughout the kindergarten day in nearly all spaces. Songs are used to create a mood, deliver content, engage participation, enhance joy, tell stories, and express emotion. Music is both participatory by the students, and delivered as content by the teachers. Repetition is the means of memorization and modeling is the means of teaching new music. Students are encouraged to improvise and create music as well as explicitly learn the songs of the curriculum.

Arts and Handwork

Artistic practice and process is integrated into all aspects of the day, as modeled by the kindergarten teacher. A creative, artistic approach to content is encouraged and the arts and crafts are regular guided parts of the curriculum. Frequently used media include: watercolor painting, coloring with beeswax crayons, modeling with beeswax and modeling dough, sewing, finger knitting, wool felting, nature crafts, paper crafts, and simple woodwork. Via the arts, students practice motor skills, planning, will force, and design thinking. They use the arts to express themselves and to process their learning and observations. By creating meaningful, useful, and beautiful contributions to the world, the children's inner lives are communicated outwardly.

First Grade:

Overview

Everything brought to the first grader arises out of movement, artistry, verse, and story. The goal in first grade is to build a strong foundation for current and future academic work through the imagination. While the students still learn naturally through imitation, the first-grade teacher now begins to engage the memory of the students. The teacher focuses on developing healthy school habits and the social and emotional skills that the students need to navigate the classroom and beyond.

Sample Block Rotation

Form Drawing
Language Arts (consonants) (2)
Mathematics (quality of numbers)
Language Arts (vowels)
Mathematics (four operations) (2)
Language Arts (lower case letters)
Nature Stories

Language Arts

The students' first and primary experience of language in first grade is through the spoken word. They are immersed in language in the fairy and folk tales told by the class teacher, through choral recitation of memorized poems, word sound activities, and through class discussions, such as the students' retelling or re-enacting of a previously heard story. The students learn the letters of the alphabet from stories full of imagery.

After the initial study of the alphabet, including the proper formation of each letter, the students learn to write by copying a familiar word or a poem that they have already memorized. They then read what they have written. The students are able to find meaning in what they have written right away, without the need to encode or decode individual syllables. After the students have experienced success in writing familiar words, sentences and poems, the teacher uses this foundation to build encoding and decoding skills. By the end of first grade, most students will be comfortable writing and reading consonant-vowel-consonant words at the very least.

Throughout the school year, first graders write in and illustrate their own main lesson books using pencils, colored pencils, and beeswax crayons. The students' first experience of writing is artistic, and their main lesson books become a tangible product of their first grade studies.

By the end of first grade, students should be able to do the following:

1. Understand the difference between the consonants and vowels.
2. Recognize the 26 upper case letters of the alphabet by sight and sound.
3. Draw and write each letter with care, accuracy, and artistry.
4. Listen carefully to oral stories and be able to engage in oral retelling of the story in subsequent lessons.
5. Engage in recitation of poetry and verse, accompanied by movement and meaningful gestures.
6. Read, chorally and individually, common letter blends such as TH, CK, CH, and recognize common words like THE.
7. Begin to read simple sentences already copied and memorized by heart.
8. Copy short sentences neatly and accurately.
9. Write the upper- and lower-case letters beautifully.

Mathematics

In first grade, students begin their study of arithmetic by exploring the qualities of numbers one through twelve. We ask questions such as, “Where do we see one in the world?” The students may point to the sun, their class, or their families as examples of “oneness,” or unity. They may even exclaim, “There is only one of me!” We look for examples of the other numbers in the world as well: we see two in the night and day, we see three in our bodies, four in the seasons, five fingers on each hand, etc. We practice counting forwards and backwards through gross and fine motor movements, spoken exercises, as well as with the use of manipulatives. Developing the students’ sense of numbers and their ability to estimate are important areas of focus.

The students learn to use all four operations in daily mental math story problems from the beginning of the year. Each operation is introduced more formally in the second half of the year, including written equations. Stories are used to enliven and assist the students’ thinking by keeping arithmetic grounded in the world. Students are introduced to basic math facts for addition and subtraction. They begin working on multiplication tables chorally and through movement.

By the end of first grade, students should be able to do the following:

- Experience a qualitative relationship with numbers 1 – 12.
 - Count forwards and backwards from 100.
 - Read and write numbers up to 100.
 - Read and write Roman Numerals up to XII.
 - Work with numbers in the foreign language classes, as well.
 - Read and write number sentences, beginning with the whole and moving into the parts. This allows for a flexible understanding of how a specified number can be formed. (E.g., $5 = 3 + 2$, $5 = 1 + 4$, $6 = 3 \times 2$, $6 = 1 \times 6$, $8 = 10 - 2$, $8 = 11 - 3$)
 - Recognize the difference between odd and even numbers.
 - Use concrete objects (stones, fingers, acorns) to solve arithmetic problems.
 - Answer mental math stories presented in an imaginative story (introduction to word problems).
 - As a group, skip count by 2’s, 3’s, 4’s, 5’s, 10’s, and 11’s.
 - Have a sense of larger and smaller (e.g. how many objects might be in a bowl, or a hand) and practice simple estimation.
 - Describe basic geometric shapes through movement, walking patterns, and drawing.
 - Be comfortable working with addition and subtraction number facts up to 24 beginning with the whole and forming the equation with the parts. (e.g., $10 = 1 + 9$, $10 = 2 + 8$, $10 = 3 + 7$)
 - Recognize the uses of the four basic processes/operations and apply these in solving simple arithmetic problems given in story form.
 - The student should be able to solve problems of addition and subtraction using forward and backward counting and the use of objects such as counting stones.
 - Multiplication and division problems should be able to be done by the grouping of objects
- Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

such as counting stones.

- Recognize the equal sign and what it means in a story problem and in a written equation.

Science

The student's earliest introduction to science is embedded in nature stories and their experience of the outdoors, and this continues in the lower elementary years. Seasonal festivals and a classroom nature table help introduce the young student to the rhythms and gifts of the natural world. As students take their big step into the grades, they are ready and eager to take on greater challenges. The science curriculum meets all Next Generation standards by expanding on what was learned in kindergarten and introducing such concepts as light and vibration through play experiences (i.e., making a cup and string "telephone"), as well as asking students to look further beyond their world into the patterns of the sky (which is taken up formally in Grade 6 Astronomy). Just as in kindergarten, much of the first grader's time is spent outdoors observing nature and working in the garden.

By the end of first grade, students should be able to do the following:

1. Identify a relationship between sound and vibration, and light and sight.
2. Develop an understanding of how plants and animals use external parts to meet their needs (i.e. thorns, bark, feathers, etc.)
3. Make observations about how offspring are similar, yet different from parents (i.e., bean patterns in the garden).
4. Observe movement of objects in the sky (i.e., the sun travels across the sky during the day).

Behavioral / Social / Emotional

A major theme of first grade is the unity of the class. The students learn to become part of the group. They learn to adopt social norms that contribute to a culture of care, respect, and responsibility for both the group and the individual. With the teacher's guidance, students learn to navigate and resolve conflict, to share, and to value the diversity within the group.

By the end of first grade, students should be able to do the following:

- Sit in a chair in a classroom setting for activities lasting up to 15 minutes.
- Listen when a teacher or a classmate speaks.
- Take turns.
- Stand in line while waiting for turns.
- Agree to compromise in play.
- Be inclusive in play.
- Wait for and then follow instructions in a classroom setting.
- Begin and end activities as requested.
- Raise their hand before speaking in class.

- Refrain from calling out in class.
- Develop a sense of the class as a whole.
- Shake the teacher’s hand and make eye contact during greeting.
- Strive to be fair in play.
- Treat teachers and classmates with respect, appreciation and a supportive attitude.
- Express joy about their work.
- Demonstrate appropriate boundary awareness of self and others.

Homework and Assessment

At the end of each school day, children are left in freedom to process what they have learned without the burden of homework.

Student assessment is continuous and individual. The teacher routinely reviews student’s main lesson books and observes successes and challenges in the classroom. Near the end of the year, a teacher may make time for special activities that will help inform each child’s year-end narrative report. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations.

Other

ClassPlay

The first-grade students perform a class play near the end of the year. The theme arises out of the curriculum, and care is taken to provide an age-appropriate experience for the entire class. The play is usually performed in the first-grade classroom with a limited audience.

Class Trip / Field Trips

The first grade typically enjoys local field trips during the year, usually starting with the annual hike day in early October.

Motor Skills

Intentional physical movement is a part of every lesson plan in the first grade. In the main lesson, the class teacher leads circle activities in which the class recites and moves to a series of poems, songs, rhymes, dances, and games that incorporate gross motor and fine motor movements. The students learn through imagery from the teacher. Motor skills are also developed outside of the daily main lesson in games classes, foreign language, movement/eurythmy, handwork, painting, and beeswax modeling classes. All teachers use movement activities as an important tool to bring balance to lessons by engaging not just the students’ minds but their whole bodies, as well.

By the end of first grade, students should be able to do the following:

- Show ability to accurately demonstrate gestures during poems and movement activities.
- Demonstrate rhythmic ability in clapping, skipping, dancing, jumping, etc.
- Use the correct crayon or pencil grip.
- Write and do form drawing from left to right.
- Recognize left, right, up, down.

- Make the correct placement of words or forms on a page.
- Form numbers and letters correctly.
- Form a circle with classmates.
- Understand their place in a circle or in a line.

Painting

Students in first grade are guided in weekly wet-on-wet watercolor painting. As the teacher tells a story, creating a quiet mood, the students have a rich inner experience of color through the activity of painting. The primary colors are explored first, followed by various color combinations.

Modeling

Throughout first grade, students model beeswax on a weekly basis. The teacher guides the students as they hear a story and form the beeswax into various objects, mostly from nature. The students experience a quiet mood as they exercise their fine motor skills to shape the wax. The texture and warmth of the wax in the students' hands is therapeutic.

Form Drawing

In addition to the form drawing block that may begin the first grade year, students have a weekly form drawing class. Over the course of the year, students master increasingly complex forms, demonstrating spatial awareness and integrated movement.

Music (Chorus and Instrumental)

Singing is a key feature of the students' classroom experience on a daily basis. Choral singing is used for the shared sense of beauty, as a natural way to manage transitions, as a way to celebrate the festivals and seasons, and as a medium for classroom content. In first grade, students learn to play simple melodies using pentatonic flutes or recorders. All musical instruction in first grade is through imitation and choral practice.

Other classes include Handwork, foreign language(s), Games, and Eurythmy/Movement, and Health and Wellness

Second Grade

Overview

The students in grade two live between the worlds of the wholeness of the first grader and the approaching nine-year change. Material is still presented imaginatively through story, movement, and artistic presentations. Students learn through imitation and joyful practice, and they are increasingly ready to explore and formalize the patterns and rules in mathematics and language arts that were introduced in first grade.

Sample Block Rotation

Form Drawing

Language Arts with stories from lives of heroic individuals (2)

Mathematics (review of operations and math facts)

Language Arts with Fables Mathematics (place value) (2)

Language Arts with Nature Stories

Language Arts

At this time in their development, the children are becoming more aware of the duality of human nature in the world and in themselves. Literature in second grade is drawn from stories from the curriculum, fables, and Native American tales. The good, humble person who cares for humans and animals alike is contrasted with the wily and often self-serving ways of the characters in fables. These characters are most often animals acting out those traits that represent the foibles of humans. The Native American tales bring aspects of both through humans and animals and are also an accompaniment to nature science.

The skills developed in first grade are strengthened and used as a foundation to move into a more formal reading and writing curriculum. Second graders will continue to write sentences based on the stories of the lives of virtuous individuals, fables, and Native American tales. The sentences will increase in length, and punctuation and other mechanics are taught gently. Later in the year, simple compositions created and copied as a class will take the place of teacher-led sentences.

More complicated word families and spelling rules are introduced. Students are expected to begin to read from printed texts if they have not already. Because students will come to read on their own at different rates, classroom reading time takes various forms, with some students reading to classmates, some students reading on their own, and others continuing to read chorally from readers.

By the end of the year, students will be able to do the following:

- Sound out words phonetically
- Recognize basic sight words from Fry or Dolch List
- Read simple texts and main lesson bookwork
- Read and spell words within word families
- Read in a group and discuss the content
- Write simple dictations and spelling words
- Write in both upper- and lower-case alphabets
- Copy writing from the board and follow a guided drawing for main lesson bookwork
- Listen to and be able to recall oral stories
- Engage fully in recitation of verses and poetry and the accompanying gestures

Mathematics

The arithmetic work of grade one continues and is expanded upon and solidified. The qualities of numbers, counting, estimating, and the four processes are reviewed. Addition and subtraction tables are practiced extensively and become automatic. Times tables are also worked with in a more formal way and are put into the main lesson book. Seeing the relationship between multiplication and division is more clearly emphasized. Written problems will move from being written horizontally to vertically in preparation for regrouping.

The new mathematics content for this year is place value. The concept of place value is presented imaginatively in the context of a story. Work with manipulatives reinforces the meaning and application of the concept, and initial equations arise directly out of meaningful story problems. After students have become comfortable with place value, the teacher introduces regrouping, carrying and borrowing. In second grade, students are not required to carry and borrow across place-holder zeros.

By the end of the year, students will be able to:

- Work with more complex story problems using the four processes
- Confidently know the 2, 3, 4, 5, 6, 10, and 11 multiplication tables
- Understand the vocabulary connected to multiplication, “2 is one group of 2”
- Be able to read and recite times table sentences, “ $6 = 2 \times 3$ ”
- Work with geometric patterns related to the times tables
- Answer oral math questions individually
- Confidently estimate answers to math questions
- Be fluent in addition and subtraction facts
- Work comfortably with both manipulatives and pencil and paper to solve problems
- Understand the concept of place value; work with place value in numbers up to 1,000
- Work with regrouping for borrowing and carrying (without place-holder zero)

Science

The natural science curriculum continues to be embedded in nature stories and time in the outdoors. Seasonal festivals, gardening, and a classroom nature table bring attention to the rhythms and patterns of the natural world. Awareness of the seasons, the weather, and the environment around us is brought through story, song, and celebration. Observations in the natural world prepare us for Grade Three agricultural studies as we look at how to work with the land around us, the seasons that affect us in our region, and how birds and animals contribute to the success of plant propagation (or not). In addition to the science curriculum woven throughout our day, we also introduce a new engineering and design learning period into the week in Grade Two, called Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

“Creative Challenge”, which offers students interesting hands-on, or hands-on/verbal challenges to solve using teamwork and a variety of common objects.

By the end of second grade, students should be able to do the following:

1. Begin to understand that plants need animals for seed dispersion (more formally in Gr. 3).
2. Be able to describe diversity within particular areas/environments.
3. Observe and describe the impact of wind and water, and how it can be used.
4. Observe and describe basic properties of matter.

Social Sciences

Literature from diverse cultures provides an early introduction to the larger world.

Behavioral / Social / Emotional

By the end of the year, students should be able to:

- Sit in a chair in a classroom setting
- Listen when teacher or classmates speak
- Wait for a turn in any activity, raise hand and wait to be called upon
- Follow oral directions of the teacher
- Exercise personal boundaries
- Show verbal control
- Engage in fair play
- Show consideration of others
- Shake teacher’s hand and make eye contact during greeting
- Show a respectful attitude towards teachers and classmates
- Respond appropriately to requests by the teacher

Homework and Assessment

At the end of each school day, children are left in freedom to process what they have learned without the burden of homework.

Student assessment is continuous and individual. The teacher routinely reviews student’s main lesson books and observes successes and challenges in the classroom. Near the end of the year, a teacher may make time for special activities that will help inform each child’s year-end narrative report. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

If a student is not making age-appropriate progress by the beginning of second grade, the teacher may consult with colleagues and specialists to better understand the student’s challenges and learning needs. Though it may be premature to draw the child’s attention to their learning

differences by pulling them out of the classroom setting, the teacher will want to design classroom activities that support individual learning needs, whenever possible.

Other

ClassPlay

The class play reflects the themes of the second-grade year and is a chance to re-enact a favorite story from the curriculum. It may be a recitation in verse by the class, or small groups may recite parts together. Even if individual students have their own lines, these are recited with the support of classmates. The choosing of a play is often based on the needs of the class or several individual students. It brings together speech practice, community building, painting, drawing, and music, and can build individual confidence as well as strengthen class relationships. Students learn their lines through imitation and choral practice.

Class Trip / Field Trips

Trips are local and usually seasonally connected – apple picking in fall at a local farm, nature hikes, skating and sledding.

Motor skills

Students should be able to:

- Form, with spatial accuracy, elements of the straight and curved line in form drawing.
- Form simple figures from a single piece of modeling beeswax.
- Use both the knit and purl stitch to complete handwork projects.
- Sew felt into a variety of projects using the blanket and running stitches.
- As part of the group, join in morning activities involving singing, recitations, and movement.
- As part of the group play simple melodies using pentatonic flutes or recorders.
- Demonstrate appropriate boundary awareness of self and others.

Painting

Discovering color as a living language of creative beings continues to be the focus of watercolor painting in second grade. Form is not indicated early on; the focus is on the movement and the experience of color and the relationships between the colors. Color stories in which the qualities of the colors are brought forth in conversations and drama form the basis of each painting. Form may enter in a simple way towards the end of the year.

Modeling

The primary material for modeling in second grade is beeswax. Warming and shaping fragrant beeswax into pure forms while hearing an accompanying story is an important part of the second-grade year. Gradually more sculptural forms can come into being. Animals from the fables are favorite first sculptures. Small lumps of easily warmed clay may also be used.

Form Drawing

Students should form, with special accuracy, elements of the straight and curved line in form drawing. They should be able to copy a running form from left to right on a page. Forms in second grade also include mirrored forms. The second grader will be able to draw a mirror image of a vertical or horizontal form.

Music (Chorus and Instrumental)

Work with the pentatonic flute or recorder continues with emphasis on everyone contributing to create a group sound. Singing may still include songs in the mood of the fifth, but most songs now have a major or modal tonality. Strong rhythm may also be brought in. There is still a lot of daily singing with games and movements and during transitions.

Other classes include Handwork (knitting), foreign language(s), Games, Eurythmy/Movement, and Health and Wellness

Grade Three

Overview

The third graders find themselves at an important developmental threshold. As they wake in their consciousness of themselves and the world, students of this age crave the reassurance that comes from stories of people finding their way upon the earth and meeting their most basic needs. Ancient Hebrew legends, international farming practices, measurement, the study of house building/shelters from many different cultures, and practical arts are the focus of the third-grade curriculum. These stories and practical skills offer a path to finding one's place in the world through the understanding of both self-sufficiency and interdependence.

Sample Block Rotation

Language Arts with Hebrew legends (3)

Mathematics (review)

Mathematics with measurement and time

Language Arts with shelters from around the world

Mathematics with farming and fibers (2)

Nature Stories

Language Arts

The students will continue with compound words, homophones, and encoding and decoding by syllable. Grammar will be introduced with the parts of speech: doing words (verbs), naming words (nouns), describing words (adjectives), and how words (adverbs). Articles and conjunctions are also introduced. Cursive handwriting is formally introduced as the children begin creating their own compositions, utilizing skills in spelling, punctuation, and editing which they have recently acquired. Reading groups continue with an emphasis placed on comprehension and

reading with attention to punctuation.

By the end of the year, students should be able to:

- Write comfortably in print and cursive.
- Read approximately the first hundred sight words on the Fry lists.
- Apply weekly spelling lists to single word and simple dictations.
- Write compositions on their own based on a story presented and then recalled in Main Lesson.
- Demonstrate a basic understanding of the four kinds of sentences: declarative, command, question, and exclamatory.
- Demonstrate an understanding of: doing words (verbs), naming words (nouns), describing words (adjectives), and explaining words (adverbs).
- Correct own work with help from the teacher, focusing on capitals, correct punctuation, and spelling.
- Participate successfully in free reading and group reading activities.
- Read aloud with articulation and working knowledge of punctuation.
- Recognize who or what a sentence is about and the action taking place within the sentence.
- Comprehend the themes of the class reading books.

Mathematics

Mental arithmetic problems continue to be practiced using the four processes. Number relationships and computation skills are strengthened as the children learn, memorize, and practice their multiplication tables up to twelve forward and backward. Students continue working on their comprehension of place value through one million and are comfortable adding and subtracting two- and three- digit numbers. Multiplication with two and three-digit multipliers is introduced, and long division may be introduced late in the third-grade year (or saved for fourth grade). Measurement of time, linear measurement, liquid measure, dry measure, and weight are taught through practical application. Students become comfortable with unit conversion to the point of nearly committing the most common conversions to memory.

By the end of the year, students should be able to:

- Answer mental math problems using the four processes.
- Solve more complex written math problems on paper.
- Demonstrate understanding of place value into the millions.
- Understand place value through expanded notation ($325 = 300 + 20 + 5$).
- Perform short division.
- Multiply with two and three-digit multipliers.

- Carry numbers in addition.
- Borrow numbers in subtraction.
- Tell time.
- Understand days, weeks, months, years, and units of years (decades).
- Comfortably use linear measurement, liquid measure, dry measure, and weight to solve problems.
- Comfortably use equivalents of various measures (2 pints = 1 quart).

Science

In the third grade, special attention is paid to becoming a steward of the earth. The children study the cycles of the year and the growing seasons of our New England climate. They are immersed in practical activities such as farming, gardening, composting, measurement, and house building. Plant and animal fibers are studied and worked with as well. Likewise, the weekly “Creative Challenge” period continues, this year bringing problems with magnets and simple electricity, and balance.

By the end of Grade Three, students should be able to do the following:

1. Work with the forces of balance, magnetism and basic electricity.
2. Have an understanding of the life cycle of an organism. (More in-depth in Gr. 4 Zoology & Gr. 5 Botany)
3. Observe that traits can vary, and how this can be beneficial. (More in-depth in Gr. 4 Zoology & Gr. 5 Botany)
4. Discuss the impact of habitat on survival. (More in-depth in Gr. 4 Zoology & Gr. 5 Botany)
5. Observe and record weather patterns, especially as it relates to agriculture.
6. Be familiar with, and participate in, sustainable farming and animal practices.
7. Be able to describe how animals participate in seed dispersion (Gr. 2 NH standard).

Social Sciences

What will evolve into the world geography and cultures curriculum in later grades has foundations in the third grade as students explore shelters, animal husbandry and farming practices from around the world. The study of silk, for example, is embedded in the rich culture and geography of ancient China, and the study of flax takes the class to the banks of the Nile and early Egyptian culture.

Behavioral / Social / Emotional

Students should be able to:

- Recognize and embrace differences among their classmates.
- Take turns in games and activities.

- Engage in fair play.
- Focus on fun over competition.
- Control verbal and physical expressions.
- Respect the authority of the teacher in any given class.
- Participate positively on field trips.
- Complete physical work in the company of others (e.g., chores during the farm trip)
- Correct academic work under the guidance of the Class Teacher.

Homework and Assessment

At the end of each school day, children are left in freedom to process what they have learned without the burden of homework.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. Regular spelling tests, short dictations, individual composition work and daily math practice help alert the teacher if a student is struggling. Near the end of the year, a teacher may make time for special activities that will help inform each child's year-end narrative evaluation. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

If by the end of second grade, students were not demonstrating age-appropriate progress, third grade is often the year to begin exploring interventions. Depending on the insights of teachers and others who know the child well, intervention might include academic tutoring, therapeutic Eurythmy/Movement, therapeutic painting, or occupational / physical therapy (e.g. for persistent issues with spatial awareness or sensory integration).

Other

ClassPlay

The class play in third grade is often inspired by the ancient Hebrew legends or the farming curriculum. The children still recite the speech together; however, they also have their own individual lines as they now experience themselves as separate from others. For the first time, students may receive a written copy of the script, but they continue to learn their lines primarily through imitation. The class play is typically performed in the classroom.

Class Trip / Field Trips

Day trips and visits to local craftspeople and farms are spread throughout the year to help the children experience the practical aspects of third grade. A 3-4 day farm trip is encouraged to help the children gain an understanding of where our food and clothing originates and to experience the joy of working the land and relating to the earth around them. This is often the first, multi-night trip away from home and therefore becomes a significant rite of passage for the children.

Painting

The child's relationship with color remains the focus of painting in third grade. Simple forms such as vegetables and grains, shelters, and depictions of ancient Hebrew stories are drawn out of this world of color. The children begin to experience the major and minor mood of color through their paintings.

Modeling

Forms are modeled out of beeswax in relation to the curriculum incorporating archetypal human and animal gestures. These gestures are created out of story. Animals and characters from the ancient legends are the focus in modeling this year. Clay or plasticine projects, such as making coil pots, bowls, or an adobe village, can be introduced this year to support the house building and practical arts curriculum.

Form Drawing

Form drawing lessons include a continuation of symmetrical and running forms with the addition of quadrant forms. Running forms practiced since first grade guide handwriting into forming cursive letters. Circle forms with an exchange between the center and the circumference are practiced this year as the child is experiencing the difference between themselves and the world.

Music (Chorus and Instrumental)

The diatonic notes of the recorder are introduced this year, and the children learn all of the notes of the major and minor scale. Songs are often seasonal and may be drawn from Hebrew culture and other aspects of the third grade curriculum. Singing continues to be a daily practice, and rounds can be introduced in the third-grade year when the class teacher sees that the children are ready. All music instruction continues to be out of imitation.

Other classes include Handwork (crochet), foreign language(s), Games and Eurythmy, Health and Wellness

Grade Four

Overview

In fourth grade, the child is beginning to stand on their own two feet with new interest in the larger world around them. Geography, Zoology, and Norse Mythology inform our studies and are guided by the essential question "How do I, as a human being, find my place in the world?" Having spent third grade beginning to differentiate themselves from their surrounding world, they are well-aware in fourth grade of the differences between themselves and their peers. They see Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

themselves as a part of a larger whole, which is reflected in the study of fractions this year. In many ways, the fourth graders are more independent, confident and capable than they were in third grade.

Sample Block Rotation

- Mathematics (review & long division)
- Language Arts (Norse mythology) (3)
- Mathematics (fractions) (2)
- Language Arts with Human and Animal (2)
- Local Geography (2)

Language Arts

Formal grammar instruction is continued this year, rooted in the students' imaginative experience in language from earlier grades. Knowledge of parts of speech is expanded to include prepositions, conjunctions, articles, interjections, and exclamations. Basic verb tenses are introduced through stories of the Norns from Norse Mythology, who represent the past, the present, and the future.

Students are now capable readers. At least one class period each week is spent reading silently to themselves out of a chapter book of their choosing. In each class they spend a few minutes reading aloud to the teacher and giving a summary of the story so far. Report writing is introduced toward the end of the year in the form of guided research of an animal of each child's choosing.

By the end of the year, students should be able to:

- Recite poetry clearly and expressively.
- Articulate thoughts during story recall and discussions.
- Speak with confidence, clarity, and volume.
- Properly use basic grammar rules in conversation (e.g., I vs. me, irregular verbs).
- Learn new spelling words and take quizzes on a weekly basis.
- Show competency in spelling dictations
- Demonstrate an understanding of basic punctuation, parts of speech (noun, verb, adjective, adverb, preposition, article, interjection, exclamation, and conjunction) and verb tenses (past, present and future).
- Work with plural and possessive nouns, regular and irregular.
- Show an understanding of paragraphs, and open and close compositions appropriately.
- Write in clear, beautiful, and appropriately-sized cursive writing.
- Write a simple composition recalled from a main lesson story.
- Read from text in main lesson book and from the board.

- Read aloud fluidly with articulation and with a working knowledge of punctuation.
- Recognize who or what a sentence is about and the action taking place.
- Participate in silent reading periods during the school day.
- Describe the plot of a book verbally to a teacher.
- Establish a regular reading time at home.

Mathematics

Students in fourth grade are beginning to be more capable of abstract thought and can see things as having separate parts. The mathematics course this year begins with seeing the inner and outer qualities of numbers and how they relate to each other. Secret numbers, casting out nines, and the four kinds of numbers serve as a beautiful way to bridge the students' understanding of number sense into the world of abstract thought.

It is a natural time to introduce fractions. Brought in an imaginative way, the child's emerging intellect is fostered to develop a deep and natural understanding of the topic at hand before mathematical formulas are introduced. Having spent the first three grades gaining an understanding of division as a concept, long division in the form of a multi-step formula is now introduced. Long multiplication is extended to longer multi-digit numbers. Students fully memorize all times tables this year.

By the end of the year, students should be able to:

- Recite the multiplication tables (up through the 12 table) by heart and in random order.
- Recite basic addition and subtraction facts by heart.
- Demonstrate understanding of the relationship between multiplication and division by checking one with the other.
- Demonstrate understanding of place value (through the millions) through expanded notation ($1,062 = 1,000 + 60 + 2$).
- Perform long division of six or seven numbers with two-digit divisors
- Multiply with three-digit multipliers.
- Add any group of numbers.
- Subtract large numbers with place-holder zeros in many places.
- Calculate story problems and mental arithmetic using all four processes.
- Continue work telling time.
- Solve equations regarding days of week, months, etc.
- Demonstrate comfort with calculations of dry and liquid measurement.
- Measure and calculate using linear measurement.
- Demonstrate understanding of all fraction work, including adding and subtracting by finding the lowest common denominator, multiplying and dividing fractions, and

expanding and reducing fractions.

- Demonstrate an understanding of factors and prime factors.
- Demonstrate an understanding of improper fractions and mixed numbers and how to change one into the other.

Science

The science curriculum unfolds in Grade Four through formal studies of Zoology. The student studies what it means to be human in relation to animals. The kingdoms of nature are introduced, as well as the threefold-nature of the human being (head, trunk, and limbs). Ungulates, carnivores, and rodents are studied through a process of comparison to highlight functional similarities and differences. Experiments with energy waves are brought in the weekly “Creative Challenge” classroom experiences. Earth science, while a more detailed focus of the fifth grade curriculum through regional geography, is begun in Grade Four with Local Geography.

By the end of Grade Four, students should be able to do the following:

1. Use deductive reasoning to make observations within a theory.
2. Discuss ways in which forming groups, inheriting specific traits, and habitat play a role in animal survival. (NH Gr. 3 standards)
3. Demonstrate an understanding of life cycles. (NH Grade 3 standard)
4. Design and conduct experiments using speed and energy transfer.
5. Understand and describe how waves work.
6. Describe characteristics of the kingdoms - especially animals.
7. Be familiar with taxonomic classification.
8. Describe how humans are generalists, and give examples of how animals are specialists.
9. Describe how animals’ food used to be energy from the sun. (Gr. 5 NH standard)

Social Sciences

Through a general look at the forces that shaped the land of their home, fourth grade combines an introductory historical and scientific approach to understanding one’s surroundings. Seeing their house, neighborhood, school, county, and state from a bird’s eye view satisfies the fourth graders desire to see their place in the world. Freehand mapmaking is introduced from historical through current times. Through drawings, maps, and hikes, the children discover and follow local bodies of water and see their effect on the local culture. This block marks the transition from home surroundings to the first presentation of local history. Students are able to take an inner interest in the historical connections that define and underlie our modern life. Through this, a budding understanding of the inheritance and influence of local resources that the local culture is built upon.

Behavioral / Social / Emotional

Student should be able to:

- Resolve peer conflicts with less adult support.
- Engage in fair play.
- Be respectful of differences in opinions and preferences within the group.
- Respect personal boundaries.
- Focus on fun over competition.
- Control verbal and physical expressions.
- Follow classroom rules and agreements.
- Raise hand and listen respectfully to others.
- Work independently with focus and without distracting others.
- Maintain order of personal materials (i.e. desk, notebooks, and cubby items).
- Complete homework assignments neatly and in a timely fashion.
- Engage in chores for class competently and without reminders.
- Behave and engage appropriately with all adult chaperones on field trips.
- Be a positive member of class during specialty classes.

Homework and Assessment

Homework now becomes a regular part of the students' experience, with homework assigned and due in a predictable pattern. A research project assigned in the later part of the year requires a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a diorama.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, and worksheets designed by the teacher provide ample opportunity to measure student progress. Near the end of the year, a teacher may make time for special activities that will help inform each child's year-end narrative evaluation. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

For students who are receiving individual support outside the classroom (e.g. tutoring, physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other**ClassPlay**

Drama here plays a very important role in the fourth grader as it meets the students' new-found confidence, articulation, and powers of projection. Subject matter arises directly out of the

curriculum, usually the Norse myths. The students are particularly proud to graduate from plays that are performed in the classroom to using the Assembly Room stage and performing for a wider community.

Class Trip / Field Trips

With a new approach to taking in their surroundings based on their recent study of local geography and history, the fourth graders are ready for a trip to the heart of New Hampshire geography: The White Mountains. The Appalachian Mountain Club's *A Mountain Classroom* leads the fourth graders in a 3-day, 2-night trip up to Lonesome Lodge. Other day trips led by the class teacher enhance a study of geography, such as walks through local trails to find boulders moved from the last ice age, to zoology in the form of farm, stable, and other wildlife trips.

Motor skills

By the end of fourth grade, students should be able to:

- Draw human figures, animals, trees, etc., using crayons and colored pencils with increasing clarity to express proportions.
- Use color to express the essence, nature (gesture) of subject matter.
- Shade with control and smooth quality.
- Execute initial form lightly and carefully, center on the page, and correct it until it has been brought into balance.
- Draw woven forms competently from woven stars to Celtic knot patterns.
- Draw small, diagonally-slanted strokes taking up a whole page with varying degrees of pressure.
- Demonstrate control of brush strokes and the paint in a painting.
- Blend colors and bring the painting into balance.
- Bring form out of the color, painting from a particular aspect of the curriculum or the season.
- Paint subjects which include Norse images, animals, and landscapes.

Painting

Students continue wet-on-wet watercolor painting this year and expand their skill set to taking away paint, gauging how much liquid paint is needed for painting more detailed representations of human figures, animals, and plants.

Modeling

Modeling continues with both beeswax and clay, but this is now led by the art teacher.

Form Drawing

With beautiful images from Norse and Celtic forms providing inspiration, fourth graders

further their understanding of weaving from third grade and extend it into drawing two, three, four, and five-strand braids, and woven forms that are formed around a square, circle, or rectangle.

Music (Chorus and Instrumental)

The daily singing and recorder practice that is part of main lesson includes increasingly complex music, and instruction often includes sheet music for students to read. In addition to participating in music that is led by the class teacher, students now participate in the strings program and chorus classes taught by the music teacher.

By the end of the year, students should be able to:

- Read simple songs and recorder pieces from musical notation.
- Play recorder songs both with the group and individually.
- Hold a group part while singing a multi-part song.

Other classes include Handwork (cross stitch), foreign language(s), Games, Eurythmy, Chorus, Strings, Woodwork and Health and Wellness.

Fifth Grade

Overview

The fifth-grade student lives in harmony between the sheltered world of early childhood and the tumultuous years of the middle school. With this balance, the students find themselves poised to take up more academic challenges, having mastered many skills previously learned. All of our studies in fifth grade, ranging from ancient cultures to North American geography to botany help to unite the student to the earth. A sense of belonging arises and with that develops an inner feeling of stewardship. We are becoming world citizens!

Sample Block Rotation

Botany (2)

Ancient Civilizations (India, Persia, Egypt and Mesopotamia) (2)

North American Geography (2)

Mathematics (review & decimals) (2)

Greek Mythology

Ancient Greek History

Freehand Geometry

Language Arts

The language arts curriculum is tied closely to the literature and social science curriculum. We have several class readers, for example, that help to illustrate the history and culture of the Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

Ancient World (e.g. *The Golden Goblet*) or the geography and Native Peoples of North America (e.g. *The Sign of the Beaver*). For regular composition practice, the students listen to stories about mythology or history and then summarize the story in writing. Once edited, these compositions will be copied by students in their neatest penmanship into their main lesson books.

Spelling work also continues, and the students are asked to memorize increasingly challenging words. A teacher may choose words from the main lesson subject or other sources. Vocabulary words begin to be studied as they naturally appear in class readers, main lesson discussions and workbooks.

Typically the fifth grader will also write a state report, or similar research project, which would require students to use library books to research their topic and then write several paragraphs from their notes. Book reports may also be assigned from class readers. Work with grammar continues to expand.

By the end of the year, students should be able to:

- Form a paragraph with topic and concluding sentences.
- Continue a thought over multiple paragraphs, writing a variety of compositions about recalled main lesson presentations.
- Use simple outlining as a means of organizing thoughts into a written form.
- Demonstrate proofreading skills of written work.
- Show mastery in grammar, including: parts of speech, simple and compound sentences, plural possessives, and the use of prepositional phrases.
- Work with passive and active voices.
- Work with direct and indirect speech, and work comfortably with quotation marks.
- Show mastery of ever more complex weekly spelling/vocabulary exercises. Words should come from both the main lesson content and typical fifth grade spelling lists.
- Use a dictionary to identify parts of speech, definitions, and syllabication.
- Read fluently and with comprehension at or above a fifth-grade level.

Participate in conversations about reading books that show strong comprehension abilities.

- Understand unfamiliar words using context, prefix/suffix clues and related words.
- Understand that the same word can be used as different parts of speech by altering prefixes and suffixes.
- Learn dramatic speaking parts from a script.
- Memorize and expressively recite presented poetry.
- Complete the process of: outline, rough draft, final draft, and final edit.
- Write beautifully with a printed and a cursive alphabet.
- Write comfortably with an ink pen.

Mathematics

Woven throughout the grades in our math curriculum is a desire for the child to experience the wonder of numbers. We strive to foster creative thinking with numbers and to discover the interesting relationships between numbers. Mental math problems will be given as well as practice problems on paper. Fifth grade is a year when all previous work will be strengthened, expanded and regularly practiced. Fractions, which were learned in fourth grade will be thoroughly reviewed before we would move on to the new material of decimals.

In the new work with decimals, students will be expected to:

- Understand the relationship between fractions and decimals
- Complete decimal problems using all four processes
- Transform any fraction into a decimal and vice versa
- Compare and round decimals
- Work with increasingly complex word problems

Geometry is another area of the math curriculum which would be covered. This class should still be considered an artistic activity, making figures and drawings freehand while incorporating geometric topics. Angles of triangles and components of a circle will be introduced as well as concepts of perimeter and area.

Science

In fifth grade, the study of science develops further with an emphasis on Botany, as well as Geography and Ecology. The kingdom of plants – from the lower forms of algae, lichen, moss, and ferns to the higher orders of conifers, deciduous trees, and flowering plants are studied. The relationship between plants, animals, insects and the earth itself provides many learning opportunities to build more formally on what has been observational since kindergarten.

By the end of Grade Five, students should be able to do the following:

1. Describe types and shapes of land and water in a given area, and where water is found. (NH Gr. 2 standard)
2. Describe the distribution of water on Earth.
3. Describe ways that the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
4. Be able to identify types of maps and their uses. (Continuation of NH Gr. 4 standard)
5. Discuss how weather impacts physical geography through erosion. (NH Gr.4 standard)
6. Identify the different families in the plant kingdom and their characteristics.
7. Understand how the concepts of life cycles, genetic traits, and habitat discussed in Grade Four Zoology also apply to the plant family. (NH Gr. 3 standard)
8. Conduct experiments relating to the properties of matter.

Social Sciences

The study of ancient cultures begins this year with a growing focus on history. The curriculum allows students to experience the development of human consciousness gradually, starting first with ancient India, Persia, Mesopotamia, Egypt, and culminating in ancient Greece. In each of these cultures, we will study the geography and how it affected the people of each period. We will also learn the mythology and how it may have helped the ancient peoples to understand the world around them. Architecture and art forms will also be a part of our discussions.

The social science curriculum of fifth-grade is expanded to connect with physical science through the study of North American Geography. These two main facets of our social science curriculum. A focus could be of the United States with a lesser study of Canada and Mexico. Teachers would begin this block studying the region closest to the student, for our school, New England. How a teacher presents the continent could take different forms. One might choose to approach the subject region by region or by examining major geographical features and the states connected to them. Native Americans, early settlers, plant and animal life of these areas could broaden the studies of North America.

Behavioral / Social / Emotional

Students should be able to:

- Confidently complete regular homework assignments.
- Speak with confidence and clarity.
- Give an oral report on a researched topic.
- Show willingness and ability to help others.
- Interact positively with classmates.
- Express a positive attitude towards school

Homework and Assessment

By fifth grade, homework is a regular part of the students' experience. The amount of homework may increase from fourth grade, but homework is still assigned and due in a predictable pattern. More challenging spelling tests and an occasional quiz add a new element to the weekly homework rhythm. Students will frequently be making time for reading assignments in a class reader. A research project assigned in the later part of the year requires a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a diorama or other artistic element.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, and worksheets designed by the teacher provide ample opportunity to measure student progress. Near the end of the year, a teacher may make time for special activities that will help inform each child's year-end narrative evaluation. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

For students who are receiving individual support outside the classroom (e.g. tutoring, physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other

Class Play

The class play helps to strengthen the student's understanding of a particular culture or story presented in the curriculum and it fosters a sense of interdependence among the students.

Class Trip / Field Trips

There are many opportunities for field trips related to the social science curriculum and may be a highlight of these blocks. Visits to history museums or other trips around New England may foster a student's appreciation of these subjects.

During a spring botany block, fifth graders might have their main field trip to Cape Cod Sea Camps. Studying shore vegetation as well as the marine animal life is a focus to this trip. Participating in ranger programs, whale watching expeditions and studying the tidal action upon the land all provide rich learning experiences for the students.

Painting

Students continue wet-on-wet watercolor painting this year, further developing the quality of their experience and skills.

Form Drawing

As freehand geometry is introduced in fifth grade, traditional form drawing classes may or may not continue this year, at the teacher's discretion. If form drawing continues, increasingly complex forms are often less angular than the celtic designs of fourth grade and have an organic, botanical quality.

Music (Chorus and Instrumental)

The daily singing and recorder practice that is part of main lesson includes increasingly complex music, and instruction often includes sheet music for students to read. In addition to participating in music that is led by the class teacher, students now participate in chorus classes taught by the music teacher, and participate in either band or orchestra. Students are expected to take private instrumental lessons, as well.

Other classes include Handwork (knitting on 4 needles), Spanish, Games/Physical Education, Eurythmy, Chorus, Woodwork, Band or Orchestra and Health and Wellness.

Sixth Grade

Overview

The curriculum in grade six acknowledges that the sixth grader is physically at the point of “arriving” on the earth, and during this year we begin to see many of the changes that remind us of the coming of puberty and adolescence. The balance of 5th grade—think of the plant living between sun and earth—falls into weight and the curriculum must help the sixth grader take hold of this situation. This year, the students transition into an important area of their development in which there is a newly awakened desire for causal thinking. This need should be met by all the different subjects studied in school. At previous age levels, causes and effects were experienced and used, but, in general, it is only now that the desire to recognize logical connections comes to the fore.

Sample Block Rotation

Geology/Mineralogy

Roman History (2)

Mathematics (business math, percentage)

Geometry and Geometric Drawing

Physics (Light, Sound, and Warmth)

Middle Ages (special events: Medieval Ceremony and Games)

Mathematics (ratio & proportion)

Geography of South America

Astronomy

Language Arts

The language arts curriculum in grade six is closely linked to each of the subjects of study. Physics, for example, offers the possibility of detailed and descriptive scientific writing, while business letters and other forms of formal writing are linked to the study of Business Math or Economics. Students write different types of compositions based on block material, offering a place to practice self-editing skills. Individual research projects on different and topics, such as geography, further enhance the students’ language skills.

Weekly writing assignments will help the students develop their writing skills, not just in creative writing, but writing in response to questions, and writing to convey accurate information as well. The goal is for every student to become an independent writer, to be able to approach a writing assignment with confidence, and to have the tools to edit and suggest improvements to their own writing.

By the end of the year, students will be able to:

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- Review and solidify all the grammar learned over the last three years
- Work with spelling and vocabulary words connected to the block material and from traditional 6th grade lists.
- Write compositions about block material -- this is understood also as a vehicle for teaching the self-editing skills mentioned above.
- Recite and memorize poetry from the block.
- Work with commas, colons and capitalization.
- Read several assigned books.
- Write different types of compositions.
- Work with clauses and their uses.
- Practice writing business letters.
- Continue work with creative writing.
- Work with the conditional sentence.
- Continue working with the parts of speech.
- Be introduced to a scientific writing style: i.e., materials, procedures, observations.
- Practice writing factual, yet interesting, compositions about the areas of study.
- Focus on sentence structure and the difference between kinds of sentences.
- Research and prepare written and oral reports.
- Work with the six verb tenses.

Mathematics

The sixth-grade work on mathematics begins with a thorough review of foundational concepts (division, fractions, decimals) with a new way of using these tools in a more practical manner (ratio, proportion, percentage). The students will review the foundations of economics and business, from self-sufficiency to bartering, introduction to currency and monetary value of goods and services. The curriculum further expands upon the students' knowledge to include calculations of profit and loss, commission, tax, discount, etc. Students begin their work with equations using simple formulas. This work will become the foundation for the students' transition into algebra in seventh grade.

In Geometry, students focus on executing precise drawings and discovering the lawfulness therein. The students construct each form using geometric instruments (compass and ruler) for the first time, building on their work from previous years. That which up to now has been treated by means of drawing and describing, is now to be grasped by means of finding geometrical proofs and lawfulness; visual proof is the main tool to find these. Great stress will be laid on neatness and accuracy. The drawings will be constructed using pencil, and then carefully colored in.

By the end of the year, students will be able to:

- Answer (verbally) one, two and three-step problems involving any number up to 12 using
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any of the four basic operations.

- Demonstrate a firm grasp of place value both above and below the decimal from million/millionths.
- Demonstrate understanding that fractions represent a division problem.
- Use fractions in all four basic operations as well as to convert mixed numbers to improper fractions and the reverse.
- Understand ratios and their conversion to fractions.
- Demonstrate confidence with decimals in all operations.
- Convert percentages from fractions and decimals and the reverse.
- Find the percent of a number (4% of 60) and determine percent relationship between numbers (4 is what % of 60).
- Be introduced to the concepts of profit and loss, commission, tax and simple interest, discounts and rates of pay.
- Understand averaging (mean, median, and mode).
- Calculate basic area and perimeter expressed as formula for square, rectangle, triangle and parallelogram.
- Understand the use of variables.
- Decide word problems (Pick out pertinent information, choose proper process).
- Be introduced to various types of graphing.
- Work with the metric system.
- Work with exponents and perfect square roots. (e.g. $5^2=25$, the root of 25 is 5).
- Learn rules of divisibility.
- Accurately work with prime factorizations.
- Begin work with a compass and straight-edge.
- Learn to bisect an angle.
- Learn to bisect a line segment.
- Learn to construct perpendicular lines.
- Work with triangles, angles, and simple proofs.
- Begin to work with the circle and the measurement of pi.
- Learn to reproduce a specific angle.
- Construct many geometric drawings based on the six and four division of the circle.
- Work with the concept of perimeter.
- Work with vocabulary words having to do with geometry.

Science

Science becomes much more in-depth as students enter their middle school years. Honing observation skills becomes an essential element no matter the topic, as well as focused inquiry,

accurate identification, consideration of cause and effect, and encouraging an overall curiosity. The students study astronomy by considering the observations that led earlier civilizations to a geocentric conception of the universe; and at the same time, make their own observations of the sun, moon and stars and their apparent movement. We begin with what we can see with the naked eye, and move on to using instruments and looking at existing research to add to our experience. This is complemented by the study of physics, in which students will be confronted with phenomena that are not always easily unraveled and comprehended, and will learn about forces that can be experienced only through their manifestations. Acoustics, heat, magnetism, optics and electricity are some of the topics covered.

In continuing with their study of science, students will learn to not only consider what they can observe above and around themselves, but also the forces that have created the mineralogical landscape below us. The students will, through their observations of mineralogy and geology (within the context of geography), be able to establish a much broader relationship to the world. This includes the study of the rock cycle and different types of rocks, minerals and crystals.

By the end of middle school, students will be able to meet all of the performance expectations outlined in the Next Generation science and engineering standards. There are no grade-specific skills broken out for science because it is a cumulative experience at this level.

Social Sciences

Students delve into the study of the geography and culture of Latin America, focusing on the way cultures arose in the unique setting of the South American continent. The students learn about the unique relationships established by these cultures to the earth, making connections to economic, trade and industrial developments. Studies begin with a physical overview of this continent, followed by some of the main cultures established there and finally we will delve into religion and art in Latin American cultures.

Building upon their studies in the previous year, the students learn about the different stages in Roman history. They study the times when Rome was ruled by kings and later when Rome became a republic. Students study key figures of Imperial Rome, as well as the experience of non-Roman subjects in the Roman Empire and the influence of Jesus of Nazareth. The students also learn about the fall of the Roman Empire, the life of Mohammed and the rise of Islam.

Finally, a study European history, with an emphasis on medieval life, is undertaken. Students identify the effects of history in the present day. The focus lies on the ideals of honor and service that inspired so many to strive to lead virtuous lives.

Behavioral / Social / Emotional

Students are now expected to engage in more challenging academic situations, that will require effective time management, cooperation among peers, a proactive stance when encountering difficulties and self-control. Their interactions with peers and teachers should

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demonstrate they are capable of being accountable, resolving conflict and asking for teachers' help when needed. Students are increasingly held accountable for their actions and are gradually given further responsibilities. They are expected to be able to:

- Manage work time effectively.
- Work cooperatively in groups.
- Show initiative in asking questions if instructions or information is not understood.
- Impose conscious will over impulsive behavior.
- Strive to give their best effort in a conscious way.
- Complete assignments when they are due or present a plan to complete work.
- Take responsibility for their actions and accept when they are at fault.
- Take initiative to approach teachers as mediators in a difficult social conflict.
- Apply non-violent and non-abusive strategies to resolve conflict.
- Demonstrate consistent good-sportsmanship in both cooperative and competitive games.
- Demonstrate awareness of each member of the group, so that no one is deliberately excluded.
- Demonstrate awareness and rejection of bullying behavior, practice social inclusion.

Homework and Assessment

Homework continues as a regular feature of the students' experience, but the assignments and due dates are less predictable for students in middle school. Some assignments require time management over several weeks, while others are due the next day. Keeping track of assignments and due dates is an important part of preparing students for future success.

More challenging spelling tests and regular quizzes add a new element to the weekly homework rhythm. Students will frequently be making time for reading assignments in a class reader. Multiple research projects assigned throughout the year require a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a diorama, presentation board or other artistic element. Depending on the teacher assessment of students' needs, students may be allowed to use online resources to supplement research in books.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, worksheets, quizzes and even tests provide ample opportunity to measure student progress. Middle school students receive midterm and year-end narrative evaluations. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

The use of formal block tests to assess students' understanding of the block material may begin in grade six, but the exact timing depends on the class and the class's readiness to respond to this feedback. While students may receive evaluative marks in addition to written feedback on their work, letter grades are not typically introduced in sixth grade.

For students who are receiving individual support outside the classroom (e.g. tutoring, Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other

Class Play

The sixth grade class play is an opportunity for young adolescents to step out of their comfort zone and try out different characters. It is drawn from the sixth-grade curriculum and invites the students to experiment with drama. The class play provides the perfect opportunity for clear speech development and for exploring language. Memorizing their lines, working with others and exercising their capacity of imagination are only some of the added benefits from this endeavor.

Class Trip / Field Trips

Sixth graders are just beginning a long quest for independence. Class trips offer them the possibility to leave home and spend time with their peers in a safe environment. Sixth-grade class trips typically include camping, rafting, mountain biking and hiking experiences.

Other classes include Spanish, Physical Education, Art, Handwork, Woodwork, Eurythmy, Middle School Chorus, Middle School Orchestra or Band and Health and Wellness.

Seventh Grade

Overview

In seventh grade, the students meet the world with new questions and the theme of the Renaissance in science, religion, philosophy, politics, and art offers many opportunities for exploration and stimulating conversation. The content of many of the blocks overlap this year. The study of Perspective Drawing, for example, offers the perfect opportunity to link Renaissance art, science, mathematics and history. The students have passed beyond a key developmental threshold (the twelve-year-old change) and are much more comfortable in the world of cause and effect. This year their newly developing confidence facilitates novel possibilities for personal responsibility and independent work. The teacher's authority rests even more on the respect the children have for what is logical and sensible. They meet their new academic challenges with a beginning capacity for collaboration with their teachers.

Sample Block Rotation

Physics

Inorganic Chemistry

Renaissance History & Perspective Drawing (2)

Algebra

Geometry and Geometric Drawing World Geography

Age of Exploration & Reformation Physiology

Creative Writing

Astronomy (partial block if covered in sixth grade)

Language Arts

The language arts curriculum on grade seven is primarily based upon each of the subjects of study. The Natural Science blocks offer the possibility for descriptive writing, where students will practice careful observation, objective assertions and clear language. The Social Sciences lend themselves to the practice and development of different writing skills, such as essays, note taking and retelling of class content in a more precise and thorough manner. Students are expected to be able to proofread and correct their own work. A block on Creative Writing offers the students the possibility to experiment with both prose and poetry through their original work and through the study of accomplished authors.

By the end of the year, students should be able to:

- Demonstrate increased ability to proofread and edit their own work.
- Demonstrate the capacity to write creatively in both prose and poetry -- main lesson content, independent research, and book reports provide the subject material for writing.
- Craft an outline from recalled material to use as a source for writing assignments.
- Copy dictations that exceed a paragraph in length with appropriate punctuation and spelling.
- Write in clear, legible, well-formed script or print
- Independently recite poems or prose by heart.
- Write with an awareness of mood and style.
- Participate in a literature curriculum, being able to actively discuss plot, theme, and character development of their reading book.
- Complete an independent research project involving written, oral and artistic components using several source materials.

Mathematics

By the beginning of grade seven, students are expected to be comfortable with times tables, addition, subtraction, multiplication, division, fractions, whole numbers, mixed numbers, decimals, perimeter, and average. Students will begin the use of formulae arising out of the study of business math in sixth grade. They will be gradually introduced to the foundational rules for Algebra, such as order of operations, arithmetic with negative numbers, exponents, etc. Ratios, area and perimeter of closed forms are just a few of the additional topics covered during Mathematics. Building on the skills and concepts introduced in previous years, students will continue to work with a straightedge and compass, adding Euclidean proofs and the Pythagorean theorem to their knowledge base. An initial exploration of irrational numbers is brought through the study of the golden proportion and the Fibonacci sequence, as well as the derivation of Pi.

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By the end of seventh grade, students should be able to:

- Work with the PEMDAS algorithm, highlighting the order of operations.
- Memorize the rules of divisibility.
- Craft and decipher a variety of graphs.
- Work with mean, average, and median.
- Solve problems using metric measurement.
- Turn numbers into their prime factors, round whole numbers and decimals.
- Work with both perimeter and area of closed shapes.
- Work comfortably with variables in simple equations.
- Demonstrate an understanding of the principles of algebra.
- Associative Principles, Commutative Principles, Identity Principles, Distributive Principle, The Principle of Dividing by Zero
- Explain the Golden Rule of Equations
- Work with more complex ratio problems.
- Work with exponents.
- Understand the concepts of variables, coefficients, and the rules for grouping like-terms in algebraic equations.
- Work with word problems using the concept of negative numbers in debt, altitude, and temperature.
- Work with the five and seven division of a circle (and their variations such as the ten division) using geometric drawing tools.
- Construct forms using various progressions.
- Construct concentric and other types of nested circles and work with the circumference and area of a circle. Solidify understanding of pi.
- Construct parallel lines through a fixed point.
- Demonstrate a strong understanding of the Pythagorean theorem. Be familiar with Euclidean principles, especially involving triangles and congruence (ASA, SAS, SSS, etc.).
- Understand the Golden Mean and the work of Leonardo of Pisa (Fibonacci).
- Continue working with basic geometric proofs with regular closed shapes and straight lines (For example, prove that there are 180 degrees in a straight line, an open angle).

Science

The study of astronomy is completed in Grade Seven in looking at influential thinking of the Renaissance (combining social sciences and earth sciences), and following that through to the present day to include technological advances and looking ahead to the future.

Chemistry is continued from its introduction in the lower grades, and students will have

opportunities to carefully observe an experiment and write about it, including materials, procedure, and what they saw. They will also develop and use models, plan and conduct their own investigations, and then analyze and interpret the data to construct explanations. The same skills are practiced as physics continues in Grade Seven, expanding to include mechanics.

Finally, the study of anatomy and physiology will offer the opportunity to reflect upon the student's own health and the choices they may face in this regard. This will allow the students to look at and live in their bodies with more awareness. Included in the study of seventh grade anatomy and physiology are the digestive, respiratory and circulatory systems, as well as the sensory organs.

By the end of middle school, students will be able to meet all of the performance expectations outlined in the Next Generation science and engineering standards. There are no grade-specific skills broken out for science because it is a cumulative experience at this level.

Social Sciences

Before students take up the European Age of Exploration, they will complete an in-depth study of the African continent. This study is timed to fully develop an appreciation for the diverse geography and cultures on the African continent that existed well before the arrival of European explorers. Note that it is equally important to complete a similar study of Latin America before the Age of Explorations block.

The study of the Renaissance will be the backdrop for the students' studies of European history this year. The development of the arts, the growth of banking, the development of the City-State, and the unfolding of the sciences will be exemplified through the study of biographies of men and women of those times. The study of History will be undertaken from the perspective of great explorers of those times. Cartography, map-making and navigation tools will be thoroughly discussed.

Behavioral / Social / Emotional

Students should be able to:

- Manage work time effectively.
- Work cooperatively in groups.
- Show initiative in asking questions if instructions or information is not understood.
- Present a plan to complete work if an assignment is not finished.
- Strive to give their best effort in a conscious way.
- Impose conscious will over impulsive behavior.
- Accept when they are at fault and take responsibility for their actions.
- Take initiative to approach teacher as a mediator in a difficult social situation.

- Apply non-violent and non-abusive strategies to resolve conflict, practice social inclusion.
- Demonstrate good-sportsmanship in both cooperative activities and competitive games.
- Demonstrate awareness of each member of the group, so that no one is deliberately excluded.
- Demonstrate awareness and rejection of bullying behavior.
- Demonstrate the capacity to be a positive role model in the school community.

Homework and Assessment

Homework continues as a regular feature of the students' experience, but the assignments and due dates are less predictable for students in middle school. Some assignments require time management over several weeks, while others are due the next day. Keeping track of assignments and due dates is an important part of preparing students for future success.

Preparing for spelling tests, regular quizzes and block tests adds a new element to the weekly homework rhythm. Students will frequently be making time for reading assignments in a class reader. Multiple research projects assigned throughout the year require a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a presentation board or other artistic element. Depending on the teacher assessment of students' readiness, students may be allowed to use online resources to supplement research in books.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, worksheets, quizzes and tests provide ample opportunity to measure student progress. Middle school students receive midterm and year-end narrative evaluations. Beginning in seventh grade, students receive a separate report for each academic block. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

The use of formal block tests to assess students' understanding of the block material is typical in seventh grade, but the exact timing depends on the class and the class's readiness to respond to this feedback. This is also the case for letter grades, which may or may not be appropriate for a given class.

For students who are receiving individual support outside the classroom (e.g. tutoring, physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other

Class Play

The seventh grade class play is an opportunity for young adolescents to step out of their comfort zone and try out different characters. It is drawn from the seventh-grade curriculum and invites the students to further experiment with drama. The class play provides the perfect

Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

opportunity for clear speech development and for exploring language. Memorizing their lines, working with others and exercising their capacity of imagination are only some of the added benefits from this endeavor.

Class Trip / Field Trips

Seventh graders are keen on exploring ever further territories. Class trips offer the possibility to leave home and spend time with their peers in a safe environment, further away each time. The Seventh-grade class trip could be a 5-day trip to Quebec City, where students are confronted with a different culture, architecture and cultural atmosphere.

Other classes include Spanish Physical Education, Art, Handwork, Woodwork, Eurythmy, Middle School Chorus, Middle School Orchestra or Band, and Health and Wellness.

Eighth Grade

Overview

The goal in grade eight is to solidify academic skills, support the students' move into independence, and bring the elementary school curriculum to completion. The specialty program is quite extensive in this grade, but the academic work remains largely overseen by the class teacher. New material is presented in both main lessons and in skills classes, and students are responsible for a wide variety of assignments that exercise their growing capacity to think independently and with ever-deeper levels of understanding. It is understood that a significant portion of the work in the main lesson books is composed and edited by the students themselves. The curriculum presentation works to enliven the heart forces of the students, although there is quite a bit of intellectual challenge in the content. The main lesson still includes music and poetry recitation, however that part of the lesson now serves to infuse the morning with a bit of an artistic experience. Most of the main lesson is concerned with recall, the daily presentation, class discussion, and the students' independent work.

Sample Block Rotation Revolutions (2)

Meteorology

Algebra

Physics

Geometry (Platonic solids)

Anatomy

Modern History

Organic Chemistry

Asian Geography

Language Arts

English skills are strengthened through regular writing assignments. These might be, but are not limited to, compositions, stories, first-person historical accounts, book reports, independent research projects, geography reports or scientific observations.

By the end of the year, students should be able to:

- Demonstrate increased ability to proofread and edit their own work.
- Demonstrate the capacity to write creatively in both prose and poetry -- main lesson content, independent research, and book reports provide the subject material for writing.
- Craft an outline from recalled material to use as a source for writing assignments.
- Write in clear, legible, well-formed script or print
- Independently recite poems or prose by heart.
- Write with an awareness of mood and style.
- Participate in a literature curriculum, being able to actively discuss plot, theme, and character development of their reading book.
- Complete an independent research project involving written, oral and artistic components using several source materials.
- Compose an original short story.

Mathematics

Students will build on the foundations of algebra introduced in sixth and seventh grade, gaining increasing facility with algebraic problem solving. In geometry, the focus changes to the Platonic solids and the measurement of volume.

By the end of eighth grade, students should be able to:

- Work with the PEMDAS algorithm, highlighting the order of operations.
- Memorize the rules of divisibility.
- Craft and decipher a variety of graphs.
- Work with mean, average, and median.
- Solve problems using metric measurement.
- Turn numbers into their prime factors, round whole numbers and decimals.
- Work with both perimeter and area of closed shapes.
- Work comfortably with variables in more complex equations.
- Demonstrate an understanding of the principles of algebra.
- Associative Principles, Commutative Principles, Identity Principles, Distributive Principle, The Principle of Dividing by Zero
- Work with more complex ratio problems.

- Work with exponents.
- Estimate the square root of any number.
- Understand the concepts of variables, coefficients, and the rules for grouping like-terms in algebraic equations.
- Solve equations with signed numbers.
- Demonstrate capacity with polynomials, first-degree and second- degree equations, the quadratic equation, word problems with variables, number lines, and graphing.
- Develop the nets (patterns) for and construct the five Platonic solids.
- Comfortably work with circumference, area, and volume of a circle.
- Solve perimeter, area, and volume problems using a variety of geometric shapes and regular solids.
- Use the coordinate system to solve equations.

Science

Students will again carefully observe and record a variety of experiments and demonstrations, deepening their knowledge in physics (now, hydraulics and pressure) and chemistry (organic chemistry). As stated in the Grade Seven curriculum, they will also develop and use models, plan and conduct their own investigations, and then analyze and interpret the data to construct explanations.

To continue the study of anatomy and physiology from seventh grade, the eighth grade curriculum brings in the skeletal, muscular, and nervous systems to complete the picture of how the systems and components of the human body form a working whole.

The studies of meteorology and climatology rounds out the science curriculum in eighth grade. Starting from the formation of clouds, students synthesize knowledge gained in previous blocks to understand how wind and weather systems are formed. This is applied to such topics as the interpretation of weather maps, the typical path of hurricanes that approach the eastern seaboard, and climate patterns across the globe.

By the end of middle school, students will be able to meet all of the performance expectations outlined in the Next Generation science and engineering standards. There are no grade-specific skills broken out for science because it is a cumulative experience at this level.

Social Sciences

Central to the social science curriculum for eighth grade are the themes of revolution and civil rights. The first history block of the year focuses on the early European settlement of the eastern United States, the different character of the thirteen colonies and the tensions and motivations that led to the Declaration of Independence and the Revolutionary War. The theme of rights is picked up again with the plight of Native Americans forced to move west in the mid-Coastal Waters Charter Application - Appendix K: Curriculum Standards Grades K-8

nineteenth century, and then again with the study of slavery from the earliest settlement years leading up to the Civil War. The theme of revolutions is further developed in a separate block. Here students explore the French revolution, the industrial revolution, and the civil rights movement.

The world geography curriculum culminates in the study of the Asian continent. Coming at the end of the year, this block is a chance to combine many previous areas of study, including meteorology, geology, botany, creative writing and inspiring biographies.

Behavioral / Social / Emotional

Students should be able to:

- Manage work time effectively.
- Work cooperatively in groups.
- Show initiative in asking questions if instructions or information is not understood.
- Present a plan to complete work if an assignment is not finished.
- Strive to give their best effort in a conscious way.
- Impose conscious will over impulsive behavior.
- Accept when they are at fault and take responsibility for their actions.
- Take initiative to approach teacher as a mediator in a difficult social situation.
- Apply non-violent and non-abusive strategies to resolve conflict, practice social inclusion.
- Demonstrate consistent good-sportsmanship in both cooperative activities and competitive games.
- Demonstrate awareness of each member of the group, so that no one is deliberately excluded.
- Demonstrate awareness and rejection of bullying behavior.
- Demonstrate the capacity to be a positive role model in the school community.

Homework and Assessment

Homework continues as a regular feature of the students' experience, but the assignments and due dates are less predictable for students in middle school. Some assignments require time management over several weeks, while others are due the next day. Keeping track of assignments and due dates is an important part of preparing students for future success.

Preparing for spelling tests, regular quizzes and block tests adds a new element to the weekly homework rhythm. Students will frequently be making time for reading assignments in a class reader. Multiple research projects assigned throughout the year require a considerable amount of effort outside of school, for the research and writing of the report, as well as the careful preparation of a presentation board or other artistic element. Depending on the teacher assessment of students' readiness, students may be allowed to use online resources to supplement research in books.

Student assessment is continuous and individual. The teacher routinely reviews students' main lesson books and observes successes and challenges in the classroom. In class, regular spelling tests, composition assignments, worksheets, quizzes and tests provide ample opportunity to measure student progress. Middle school students receive midterm and year-end narrative evaluations. Students receive a separate report for each academic block. Parent-teacher conferences are scheduled twice yearly to allow teachers and parents to share their observations and insights.

Block tests are used to assess students' understanding of the block material.

For students who are receiving individual support outside the classroom (e.g. tutoring, physical therapy, special Eurythmy, etc.), the teacher maintains regular dialog with those providing support to ensure continuity and effectiveness for the student.

Other

Class Play

The eighth grade class play is an opportunity for young adolescents to step out of their comfort zone and try out different characters. The class play provides the perfect opportunity for clear speech development and for exploring language. Memorizing their lines, working with others and exercising their capacity of imagination are only some of the added benefits from this endeavor.

Class Trip / Field Trips

Eighth grade trips are chosen by the class teacher in consultation with colleagues and parents to match the individual character of a class. Destinations could include a trip to Nantucket, Washington D.C., the coast of Maine or New York City.

Other classes include Spanish, Physical Education, Art, Handwork, Woodwork, Eurythmy,/Movement Middle School Chorus, Middle School Orchestra or Band and Health and Wellness.

Handwork Curriculum

The handwork curriculum begins in the Kindergarten and follows the developmental stages of the student through the eighth grade. In first through fifth grade each class has handwork twice per week for forty minutes. Beginning in sixth grade each class has handwork for one hour and twenty minutes twice per week for half the year. In sixth grade the students begin to have class in the art room.

Each grade works with acquiring a particular skill and gesture appropriate to the developmental needs of the age. The ability to transform the material world and create objects that are both beautiful and functional brings students more fully into their humanity. Students in all grades are taught that everything must not only be pleasing to the eye with color and form but also be created in such a way as to serve a function. Design and the use of color should express and adapt to the use of the object.

Cotton, silk, and wool are used, cultivating a respect for natural material and where it

comes from as well as awakening a feeling for the natural world through their senses.

Overarching Educational Goals

- To engage the whole human being, bringing the thinking and feeling life down into the will
- To develop an awakening interest in the world through the heart and feeling life
- To train the faculties of judgment and attention through bringing the children into movement. This brings skill into later life and also works deeply into the organization of the child, bringing balance and intention
- The use of rhythm, repetition, the ability to follow patterns and problem-solving strengthens forces of will and mental flexibility
- To develop courage and determination when making mistakes. Finishing projects with care is paramount in all grades

First Grade handwork focuses on finger knitting, winding wool, and knitting. The atmosphere in the class should be one of quiet and reverent work, but with the space for friends to help one another.

- Finger knitting is reviewed and each child finger knits a belt
- Wool is wound from skeins that have not been overly processed, still retaining some lanolin.
- The children are told the story of a little child who loses her sheep before learning to knit with bulky natural wool. Knitting skills and projects include:
 - Carefully crafting needles
 - Casting on
 - Casting off
 - Continental knitting stitch
 - Decreasing and increasing
 - Sewing seams
 - Stuffing
 - A beanbag for the class and a “heavy” kitty cat are projects completed by all
 - A shoulder bag and a knitted gnome are additional projects

Grade Two continues knitting where they left off in first grade. Projects become more complicated.

- Projects include
 - A knitted hat
 - Knitted animals
- Skills attained

- Purling
- More complicated increasing and decreasing
- Working with color harmonies

Grade Three curriculum consists of crochet and embroidery. Special emphasis is placed on working in the circle. Crochet helps to establish dominance, strengthening the left or right side, depending on the predilection of the student.

- Projects
 - Potholders
 - Hats
 - Flute case
 - Market basket
 - Embroidered trivets
- Skills Attained
 - Crochet- multiple types of stitches
 - Using personal judgment for increasing
 - Following a pattern that gets more complicated through the year
 - Counting stitches
 - Estimating more vs. less in colors and stripes- comparison

Grade Four The inner gesture of the ten-year-old can be described as one of the cross (x), or holding oneself, for the first time, away from the world. This experience is directed into the activity of crossing stitches in design work.

- Projects
 - Pencil cases are designed using symmetry and color composition to reflect the form and function of the cases. The color sequence creates a holding gesture for the pencils to find their way into. There is the challenge of working freely and intuitively with color, counting stitches, and paying attention to the symmetry of right and left.
 - Pincushions- Fourfold symmetry in pincushions may also be practiced using the same technique, bringing another dynamic quality to color and design.
 - A handwork bag created with embroidered initials is a possible project
 - Various other cross stitch projects, ie. a glasses case or belt.
- Skills Attained
 - The basics of cross-stitch
 - Mirroring is used with each side of the pencil case and four corners of the pincushion, encouraging crossing of the mid-line.

- Back stitch, threading a needle, knot tying, careful cutting of fabric

Grade 5 introduces knitting on five needles. With a bit of refreshment it is satisfying to remember what one's fingers knew so well in the early grades.

- Projects
 - Knitted socks
 - Hand warmers
 - Hats
- Skills Attained
 - Cable knitting (optional)
 - Knitting in the round on 5 needles
 - Turning the heel
 - Knit, purl repetition
 - Complex counting, rhythmical repetition

Middle School Handwork- Deepening the connection of handwork to the image of the human being, the animal, and the plant world is the task of the curriculum in middle school. To experience one's interconnectedness to the earth through engaging in the process of creating beautiful and practical items is integral. In addition, striving for quality in one's work, awakening aesthetic sensibilities and bringing them down into the practical sphere becomes an essential preparation for any vocation in life.

Grade Six sews an animal of the student's choosing. This project encourages the student's thinking and willing in complex ways. Patience is of the utmost importance.

- Projects
 - Sewn animal of the student's choosing
 - Frisbee
- Skills Attained
 - 3 dimensional Pattern making with gussets, including seam allowances etc.
 - Cutting, pinning cloth
 - Backstitch, zipper stitch
 - Stuffing firmly and evenly
 - Forethought of turning the two dimensional into the three dimensional
 - Imagination of gesture and decoration

Grade Seven learns to felt. Sensitivity, skill, and patience are needed to create quality work. Another option for grade seven is leatherwork. Leather moccasins may be created, using the student's own feet as the template. This project builds upon the pattern making and sewing skills learned in grade seven. The tough medium of leather encourages development of the will.

- Projects
 - Felt juggling balls (to use in the middle school circus)
 - Felt trivet
 - Felt ball
 - Felt scarf
 - Felt slippers
 - Moccasins
- Skills Attained
 - Careful control of water and felt requires patience and sensitivity
 - Leatherworking skills include hole punching, careful measuring, use of awl

Grade Eight - The age of the Industrial Revolution in the curriculum brings the introduction to sewing on the sewing machine. Machine maintenance and sewing skills are stressed in creating articles of clothing.

- Projects
 - Pajama bottoms
 - Tote bag with batik pocket
 - Wool cap (optional extra project)
- Skills Attained
 - Cutting, pinning, basting, ironing, and (often) seam ripping
 - Operating, threading, and bobbin winding on a machine

Technology Grades 1-8

The approach to technology in the curriculum is informed and driven by an understanding of child development and supports age-appropriate engagement with technology. In accordance with the NH Computer Science Standards K-6 there is a focus on the important ideas underlying the use of technology: social and emotional learning, pattern recognition, problem solving, representation and sequencing. These skills are taught and reinforced through games, movement and handwork and integrated into the daily curriculum in grades 1-5. In the Middle School we utilize the cyber civics curriculum, an award winning comprehensive digital literacy curriculum in 3 levels that addresses digital citizenship, information literacy and media literacy. This curriculum is research based and emphasizes ethical and critical thinking skills. It is specifically designed for Middle School Students and meets Common Core Standards.

Cross Disciplinary Goals

In addition to measurable grade-level subject-specific learning goals, we are guided by a set of broad, cross-disciplinary goals for the development, over four years, of abilities and capabilities that are needed for learning in all subjects and for overall school success. These include

Cognitive and communication skills: students will increasingly

- Appreciate the value of active listening;
- Achieve mastery of abstract and complex concepts;
- Be capable of clear, informed, critical thinking and able to observe, compare, analyze and synthesize information;
- Be able to effectively access, evaluate and integrate information from a variety of sources;
- Be able to communicate effectively both verbally and in writing and have strong computation, research and problem-solving skills;
- Understand the uses of technology and appropriate media to communicate and create effectively.

Confidence, competence and collaboration: students will increasingly

- Be capable of correcting their own work upon observation, reflection, discussion or completion of additional lessons;
- Demonstrate the development of concentration, persistence and responsibility;
- Be able to effectively collaborate with others by cultivating trust, developing listening skills and the ability to compromise.

Creative imagination: students will increasingly

- Demonstrate creative problem-solving skills;
- Be able to express their internal experience through literary, artistic, musical and/or athletic endeavors;
- Develop an appreciation for the aesthetic and disciplined work of others.

Sustainability and stewardship: students will increasingly

- Demonstrate an understanding of the interconnectedness of the natural world;
- Acquire an understanding of the need for sustainable practices and effective stewardship in regard to the environment, agriculture, the economy, and social and personal life.

Appendix L: Curriculum Standards Grades 9-12

The following standards are listed by grade and illustrate the developmental intention of the curriculum through each of the four years. Each year has an underlying theme that helps guide students through their studies of the world as well as supporting individual inner growth. Students are guided in the appropriate use of technology within the context of each course. Course content may vary with the credentials and interests of the faculty.

Courses are taught in either main lesson blocks (three to four weeks long) or trimesters (approximately nine weeks). Most English, History/Social Science, and Science courses are block courses. Mathematics courses are year-long (three trimester) courses. World languages are year-long (three trimester) courses. Arts courses may be either block or trimester courses. Skills courses are trimester courses. Teachers may adjust the specific learning standards to reflect changes in course content. This curriculum will be expanded in the future to include, in each subject area, electives and courses for advanced students and those with special interests.

The proposed Coastal Waters curriculum is modeled on “The Waldorf School Curriculum: An Overview for American Waldorf School Teachers (possibilities for teachers to expand on)” available from the Research Institute for Waldorf Education (www.waldorfresearchinstitute.org).

The curriculum at Coastal Waters is aligned with the Common Core State Standards; the Next Generation Science Standards (NGSS); the NH College and Career Ready Standards; and the NH core-aligned Math, English/Language Arts, Science and Arts, Work-Study Competencies and NH Computer Science Standards.

Ninth Grade

Developmental Theme: Educate the power of observation through a study of polarities and the question, “What?” As young people are transitioning intellectually, emotionally, and physically from childhood to adulthood, many feel conflict between the desire for affiliation and a sense of alienation. The ninth grade educational experience is designed to reflect these polarities back to them. The objective is to train the exacting powers of observation and recollection so that the students can experience the steadiness of their own thinking and to place their feet firmly on the ground in the often confusing world of adolescence around them.

English

Comedy and Tragedy

This course in drama introduces ninth graders to the development of theater, beginning with its origins in ancient Greece. Texts read include Sophocles: *Oedipus the King*, the medieval morality play *Everyman*, Shakespeare: *A Midsummer Night’s Dream*, Lorraine Hansberry: *A Raisin the Sun*, excerpts from Eugene Ionesco: *The Bald Soprano* and Samuel Beckett: *Waiting for Godot*. Students study plays within the framework of classical tragedy and comedy allowing them to examine the fundamental nature of laughter and tears. Ninth graders experience this

material on three levels: by journeying through the physical development of theaters, by experiencing drama as a reflection of the evolution of human consciousness, and by mirroring their own inner polarities through the polarity of tragedy and comedy. Students participate in dramatic readings, write three essays, compose main lesson books, take a final exam and present a final independent project.

Students should be able to do the following:

- Participate in dramatic readings, do speech work with passages from Sophocles, Shakespeare and Hansberry.
- Write and revise an essay based on imaginative situations (e.g., write 1st person about seeing a play at the Globe Theatre in 1602).
- Create summaries and illustrations for main lesson books, take a final exam and present a final independent project.

The Novel: *Moby Dick*

Focusing on the novel's four principal characters—Ishmael, Queequeg, Starbuck and Captain Ahab—the students explore, through class discussions, descriptive writing assignments and artistic work, the formation and development of relationships depicted over the course of the novel: the unexpected bosom-friendship between Ishmael and Queequeg, the tense, uneasy kinship between the Captain and First Mate, and the relations formed among the crew as they engage in the work of hunting, capturing and processing whales that Melville so powerfully portrays. The students also practice tying nautical knots such as the bowline, the clove hitch, the Carrick bend, and the square and thief's knots. The class may also visit Mystic Seaport, the New Bedford Whaling Museum and take on a whale-watching cruise.

The students should be able to do the following:

- Keep a running glossary of vocabulary words drawn from the nightly reading, for which they have to find the definitions.
- Participate in-class discussions and reading aloud and examining specific passages carefully.
- Complete assigned descriptive writing assignments and artistic work.

English Skills: Grammar

With a series of short writing assignments, students review and master basic grammar, spelling (vocabulary lists), and writing skills.

By the end of ninth grade should be able to do the following:

- Write without run-on sentences, fragments, or comma splices.
- Use accurate subject-verb agreement.
- Use correct capitalization and use of periods.
- Use correct spelling of certain words/
- Use correct spelling of book titles and character names.
- Correct comma use: in compound sentences with coordinating conjunctions; after certain introductory elements in a sentence (e.g. adverb clauses, participial phrases; a succession of prepositional phrases; appositives).
- Correct semicolon use.

- Correct use of possessive forms and punctuation.
- Demonstrate use of paragraph unity and good topic sentences.

English Skills: Writing for High School

The class reads *Red Scarf Girl*, an autobiographical account of a young person’s experiences during China’s Cultural Revolution, which generates many thought-provoking discussions exploring the dangerous mingling of personal and political matters during the revolution, as well as themes of family responsibility and loyalty, especially when one is faced with tremendous social pressures. In the context of *Red Scarf Girl*, the students work with the skills of summary and precise writing, condensing a chapter first into a paragraph and then into one or two sentences. This work culminates in a four-paragraph essay tracing the intertwined themes of loyalty and betrayal in the life of the book’s teenage protagonist. There are also vocabulary tests, with words drawn from the book.

Students should be able to do the following:

- Complete assigned summaries.
- Write and revise assigned essays.
- Pass vocabulary tests.

History/Social Studies

Revolutions

The Revolutions course asks the question, “What is a revolution?” By studying the American, French, Haitian, Russian, Indian, as well as the Industrial and Technological Revolutions, the students gain insight into the current conditions and context of our present world. Readings from Paine, Dickens, Marx, and Orwell help students experience the thinking behind these changes and build connections between the readings and history.

Students should be able to do the following:

- Participate actively in class discussions.
- Write two in-class essays.
- Complete one artistic assignment, e.g. a drawing of a revolutionary figure or event.
- Write a brief biography of a key figure.
- Working in groups, create a utopian society and the “revolution” to bring it about.

American History

Crevecoeur’s question in 1751, “What is this New Man, this American?” is the theme of this course. Students examine who came to this ‘new world’, for what reasons, and how that began to forge a new kind of society, unique in history. They explore the 17th century footprints of great powers on the North American continent, the settling of the southern and northern colonies and the distinct cultures they produced (emphasizing geographic & economic factors), Loyalist and Patriot arguments for the Revolution, the failures of the Articles of Confederation, and early continental expansion up to the Mexican War. Students review the rise of conscience in the 1830’s and 40’s (abolition, women’s rights, etc.) and begin to address the paradox embedded in the founding of America that “all men are created equal,” and the events leading up to the Civil War and in the Civil Rights movement of the 20th century with its philosophy of non-violence.

Students should be able to do the following:

- Demonstrate in class discussions, tests, and writing assignments, mastery of the fundamentals of United States History from 1607 to the middle of the 20th century.

Comparative Government and Modern History

Students concentrate on the U.S. Constitution, beginning with the story of its genesis, examining its compromises, and work toward a full understanding of the basic principles that underlie the American democratic republic, the functioning of its government, and how it compares to parliamentary systems. They spend time on research techniques, evaluating information, issues of attribution, and basic word processing and proper computer skills. Students write the first of four major research papers (one each year in their social studies skills classes) and make an oral presentation on a topic of their choice from modern (post WWII) U.S. history—such as the Marshall Plan, the Little Rock School Crisis, Woodstock, Rachel Carson, or 9/11.

Students should be able to do the following:

- Demonstrate in class discussions, tests and written assignments an understanding of the system of American and Parliamentary systems of government.
- Understand how proposals become enacted into law both at the local and national level.
- Be able to draw information from primary and secondary sources in order to be able to discuss them and put key elements in their own words.
- Participate actively in discussions of issues relevant to modern life.
- Write a research paper drawing on a variety of source materials, including the internet for finding relevant sources, and accurately cite their sources through footnoting and bibliography.

Mathematics

Algebra I

In the first trimester students venture into the written and spoken language of higher math, beginning with a thorough review of fundamental arithmetic processes as they are expressed in algebra, as well as a review of the properties of equalities and the laws of ratio and proportion. Students gain proficiency in working with algebraic terminology, simplifying algebraic expressions and solving linear equations of varying complexity, including fractional equations and systems of equations. They learn to write verbal statements to describe numeric or algebraic relationships, and they write original integer and age problems of varying complexity before they encounter them as given problems in a broader range of real-world applications. Having made the transition from arithmetic to algebraic forms, students enter the more abstract realm of exponential operations, including raising the power, negative exponents, and scientific notation. They also study operations with polynomials, and factoring, leading to a thorough study of quadratics.

Then we turn our attention to the irrational numbers as a geometric progression of right triangles (a logarithmic spiral) and explore the properties of radical numbers as they apply to the four basic operations (addition, subtraction, multiplication, and division). Students take up a

thorough study of binomial operations: expanding and factoring quadratic expressions and proving their equivalence in the areas of quadrilaterals. They learn to perform the four basic operations with algebraic fractions. They solve quadratic equations using various approaches, from factoring to completing the square, and finally, they derive the quadratic formula, arguably the gem of all equations in algebra and a beautifully compact tool for honing the skills they learned throughout the year.

Students should be able to do the following:

- Recognize different types of numbers.
- Recognize the nature of and difference between counting and measuring, precision and accuracy, analog and digital.
- Use various measurement techniques to determine physical quantities such as area, volume, mass and time.
- Apply algebraic operations to solve any linear equation in 1 variable or set of linear equations in 2 variables.
- Graph linear equations using concepts of slope, intercept, intersection.
- Solve word problems by translating into algebraic forms.
- Apply factoring laws to simplify and solve equations.
- Solve factorable quadratic equations and derive the quadratic equation.
- Use laws of fractions, exponents, and radicals to simplify and evaluate expressions and solve equations.
- Understand set notation (domain, range).
- Understand function notation (including sums of, differences of, and composite functions).

Life Science

Human Anatomy

In this course students study the anatomy of the different systems: sensory-nervous, digestive and excretory, circulatory, and reproductive.

Students should be able to demonstrate through class discussion, diagrams, tests and written assignments that they:

- Understand elements of the human nervous system, including: the structure and function of a neuron; of the ventricular system and lobes of the brain; peripheral nervous system; sympathetic and parasympathetic functions.
- Understand the structure and function of the digestive system, including all organs and their specific role in digestion.
- Understand the structure and function of the circulatory system, including: the heart and its diastole and systole rhythm; the major vessels of the arterial and venous system; the structure of the trachea, bronchioles and alveoli of the lung; the oxygen/carbon dioxide transport system.
- Understand the structure and function of the kidney and bladder.
- Understand the structure and function of the reproductive system.

Physical Science

Plant Chemistry (Organic Chemistry)

Coastal Waters Charter Application - Appendix L: Curriculum Standards Grades 9-12

Broadly defined, chemistry deals with the properties of substances and the changes they undergo. The focus of this course is the properties of the substances involved in plant respiration, the properties of substances making up plants, and the properties of plant products. By focusing on these properties, the changes surrounding plant growth and decay become apparent. This look into one of nature's most amazing transformations (essentially from water and air into a plant) lays a foundation for the tenth grade inorganic chemistry block where the focus is the lawfulness surrounding chemical change.

Students should be able to demonstrate through class discussion, diagrams, tests and written assignments that they:

- Understand the concept of an element and a compound.
- Can take complete and accurate lab notes.
- Understand the chemistry of carbohydrates and the food cycle of photosynthesis and its relation to metabolic processes in the human body.
- Have facility with the metric system, metric/English conversions and density calculations.
- Have gained familiarity with laboratory safety and the proper handling of liquids, solids and gasses.
- Can use beam balances and graduated cylinders and form glass tubing with a Bunsen burner.

Physics of Heat

In this course students explore some of the basic principles of Thermodynamics. Hot and cold are held up against each other and their effects on the physical world are considered. From this the Zeroth Law of Thermodynamics and the idea of temperature emerge. Heat, as an imagined entity that is exchanged as two objects come into thermal equilibrium, is defined mathematically. The math is used, for example, to figure out the specific heat of an unidentified rock. The utility of heat to produce work occupies the last third of the course. Pulling apart and trying to understand a lawnmower engine is an important part of this. This practical work is supported by discussions around the principles of the First Law of Thermodynamics.

Students should be able to demonstrate through class discussion, diagrams, tests and written assignments that they:

- Understand global and local energy issues such as fossil fuels, renewable and non-renewable sources, energy supply and demand, and energy conversion.
- Can differentiate between concepts of temperature and heat (warmth).
- Understand principles of thermal expansion and relevant applications and inventions.
- Understand the principles of heat transfer, the types, examples and applications of heat transfer, and identify specific processes to minimize or maximize heat transfer.
- Understand the ideas of phase and phase change processes.
- Can use algebraic formulas to evaluate elementary heat processes and to solve basic temperature and calorimetry problems.
- Can differentiate between a physical quantity (temperature, volume) and the magnitude of change of the quantity (temperature rise, volume expansion).
- Understand the basic parts, principles, and operation of simple heat engines including the reciprocating steam engine and the 4-stroke internal combustion engine. Recognize how

they evolved historically.

- Are able to carefully follow procedures in the lab, demonstrate lab safety, record data and analyze findings to determine quantities such as density or heat gain, and understand the concepts of accepted values and experimental error.

Earth Science

Geology

This course begins with an exploration of the biography of William Smith, the consummate phenomenologist, whose efforts to understand the rock layers he was observing led him to create the first geologic map and bring geology from an area of natural science to a field of study in its own right. Through him we develop a meaningful understanding of geologic time, stratigraphy and the fossil record. A survey of the history of geology, through individuals such as Nicholas Steno, James Hutton and Alfred Wegener, provides context for the evolution of geologic thought. Geologic concepts covered include but are not limited to: geologic cycle and the processes of erosion, sedimentation, lithification, metamorphism, deformation, volcanism, plate tectonics, mountain building, geologic time line and geomorphology.

Students will make field trips for direct experience with geologic features in the northeast, potentially including Mt. Monadnock, the marble region of central Vermont, and the slate region of eastern NY, with opportunities to explore solution and talus caves and a slate quarry. Each student is expected to: keep a geology journal that engages a process of observation and reflection; create a hand-written, hand-drawn Main Lesson book containing eight to twelve entries that captures the major work of the block; pass up to three tests, and participate in field trips and class discussions.

Students should be able to do the following:

- Complete the assigned geology journal.
- Complete a main lesson book with assigned writings and diagrams.
- Pass three tests.
- Understand the historical development of the Theory of Continental Drift and how it transformed into the Theory of Plate Tectonics.
- Understand the historical shift in continent location through the mechanism of Plate Tectonics.
- Understand the tectonic forces involved in plate movement and where these processes can be seen on the earth today.
- Understand the geological events and formations at plate boundaries: volcanoes (location and type), earthquakes (location and depth), mountain building, island chains, oceanic trenches.
- Understand chemical cycles in earth processes and their effects on earth if balanced or not: carbon cycle, nitrogen cycle, phosphorus cycle, water cycle.

Computer Science

Computer History, Structure and Anatomy

The course is a practical and philosophical examination of information and telecommunications technology - from the semaphore and telegraph to the modern laptop
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computer and iPhone.

Students need to understand the machines they use every day, and no machine dominates their lives today more than the computer. In this class, students gain an understanding of the “computer” as a programmable calculation engine with memory and a processing unit. We study binary numbers and combine logic gates to form the basic components of a modern microprocessor. We consider the design and presentation of information (digital vs. analog, virtual vs. personal) and how it affects the human capacities for knowledge and human connections. They learn to understand and to be able to explain the physics and design principles behind common components of modern electrical devices—power supplies, keyboards, memory devices, disk drives, CRT or LCD displays, radio transceivers, networks, cell phones, and touch pads. This course satisfies the NH state technology requirement for graduation. This curriculum is aligned to the NH State Computer Science Standards I and II on the DOE website and supports the vision outlined in those standards students should be able to do the following:

- Learn foundational STEM concepts, including computer science and engineering.
- Apply STEM practices, including scientific research methods and engineering design and development processes.
- Utilize and develop communication and collaboration skills.
- Explore the connections between the STEM disciplines, their relation to the humanities, and their importance in our world.
- Become self-directed and empowered by making meaningful decisions in their education, and having access to pathways that lead to high-skill, high-demand occupations

World Languages

German or Spanish-I

The goal for this class is to nurture the love of the German/Spanish language and culture, and also to bring all students to a beginner’s level of writing, speaking, and reading skills. We work towards these goals through poetry recitation, practicing ever-more-challenging tongue-twisters, and expanding vocabulary. We review grammar and vocabulary that may have been learned in previous years, with a particular focus on verb conjugations, word order, prepositions and adverbs, and use of the possessive.

Students should be able to do the following:

- Engage in basic conversation.
- Listen to the teacher reading short paragraphs and answer questions about them.
- Apply learned vocabulary and grammar when giving 2-3 minute oral presentations.
- Write simple compositions based on vocabulary and grammar learned.
- Pass written exams based on various grammatical topics and composition writing.
- Appreciate the beauty of the sounds through learning and reciting poems.
- Become aware of national differences in the various German- or Spanish-speaking countries.

Art

Aesthetics: History Through Western Art

We open with the question, “Why has man since remote antiquity created art; after all, it cannot feed nor clothe him, nor can it protect him from weather or the power of an enemy?” With that, students embark on the first part of the four-year high school aesthetics curriculum

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and understanding human development through the study of aesthetics. The visual arts start this journey because they are a means of awakening and refining powers of observation, so crucial to develop in early adolescence. Understanding then grows out of observation. Since, as Aristotle said, “The aim of art is to represent not the outward appearance of things, but their inward significance,” students are asked to carefully observe and write about art from prehistoric through Egyptian, Greek, Roman, early Christian and Byzantine art, up to the high Renaissance. Individual works are presented in historical context, as a reflection of, and a window into, understanding historical epochs. Students visit Boston’s Museum of Fine Arts.

Students should be able to do the following:

- Write and revise three essays.
- Complete a portfolio of illustrations of selected styles/paintings.
- Identify works of western art in their historical context.
- Understand how Egyptian and Greek art form the foundations of all subsequent art and architecture in the western world.
- Know a certain amount of art vocabulary, both terms for media such as mosaic and impasto, and elements such as lintel and column.
- Be able to look at a work of art and analyze in written form, using appropriate vocabulary its composition, subject and meaning.
- Understand significant art historical periods from 20,000 BC to 2,000 AD

Art Skills: Black and White Drawing

The basis for all forms are straight and curved lines with their infinite possibilities of connecting, interpenetrating and blending into each other. The phenomenon of light and darkness reveals the physical world to our senses. Students will draw in black and white through guided studies to advance the artistic process by creating forms anew through exact observation. Students will complete exact observations of the sphere and polygon under theatrical lighting, of fabric folds and large bones; they will complete studies of reflected light and receiving light, and do copies of drawings by masters such as Durer, Rembrandt, Da Vinci, Raphael and Michelangelo.

Drawing mediums will be pencil, charcoal, ink and conte crayon on white, grey and black paper.

Students should be able to do the following:

- Demonstrate the basic elements of drawing and use the drawing mediums.
- Demonstrate a sense of what constitutes a good composition.
- Use the contour line and shading in drawing.
- Master a scratchboard technique as in diagonal shaded drawing.

Tenth Grade

Developmental Theme: Educate the powers of comparison through a study of processes with the question, “How?” By tenth grade adolescents are actively seeking equilibrium and order between the life of feelings and the life of thoughts. The curriculum explores equilibrium through the study of balance in natural and social phenomena. Students are expected to develop and utilize powers of comparison and a deep acceptance of differences.

English

Aesthetics: The Art of Poetry

An introduction to, and exploration of, some of the core elements of poetry—beginning with the word and the powers embedded within language—and also a survey chronicling the development of the English language as a medium for poetry. Through in-class journal exercises, homework assignments and active discussion, the students also explore diction, tone, and the word-based tools that give poetry its visual and musical potential. Students read five new poems by diverse authors as homework daily, discuss their choices in class, and as a class choose a piece for group recitation. Over the course of the block, the students compose their own poems,

Students should be able to do the following:

- Demonstrate understanding of the connections between diction and tone.
- Be able to discuss the relationship between the diction/form and the intended meaning of a poem.
- Compose at least five poems, to be included in their main lesson book.
- Recite and then explicate a poem of their choice on the last day of the block.

The Odyssey

Homer’s Odyssey uniquely meets the soul journey of the developing individuality of the 10th grader. Odysseus must find his way home in a world that seems constantly on the verge of breaking apart. In this world, Odysseus must develop the capacity for inner sight to find and keep his way, contending with gods and monsters, temptations and enchantments, loss and despair.

Odysseus’ story allows 10th graders to consider the value of self-restraint in the face of our world’s many monsters, temptations and enchantments as each seeks their own home base. This block may include a six-day, five-night water journey as an experiential component. Taking up oars and journeying under their own power, students brave strainers, rapids, and downpours. Each day of the journey, they read the Odyssey aloud, furthering this work with discussion and journal writing. Students also memorize and recite the opening five lines in Ancient Greek.

Students should be able to do the following:

- Complete a main lesson book with chapter summaries and illustrations.
- Be able to recite from memory the opening five lines in Ancient Greek.
- Write a final essay focused on one of the main characters.

English Skills: The Short Story

Students read selections by writers such as Saki, William Faulkner, Hernando Tellez, Katherine Mansfield, Ernest Hemingway, Edgar Allan Poe, Shirley Jackson, D.H. Lawrence, and Willa Cather. This selection allows the students to examine how diverse writers employ the essential tools of fiction—point of view, characterization, conflict, conceit, symbol and theme—to produce unique effects. Ongoing vocabulary-building work is supported by words drawn from the short stories. They will work on composing their own short story while in-class work increasingly focuses on grammar, covering concepts such as: the parts of speech, the functions of the noun, the five basic sentence patterns, and the study of prepositional, participial, gerund and infinitive phrases.

Students should be able to do the following:

- Write an original short story.
- Continue development of ninth grade grammar and writing skills.
- Show proper use of commas in relation to essential and non-essential modifiers.
- Demonstrate proper pronoun usage and agreement.
- Demonstrate correct subordination and reduction.
- Use proper pronoun reference.
- Demonstrate paragraph unity and development (variety and richness of support).
- Understand the distinction between active and passive verb use.

History/Social Studies

Ancient Cultures

Students examine the origins of culture, society and civilization and the development of human consciousness. After an introduction to prehistory as revealed through prehistoric cave art of France, the “Great Transition” from hunter/gatherers to agriculturalists, and the “first city” of Catal Huyuk in Turkey, students concentrate on five ancient cultures—hunter/gatherers (the still-extant Mbuti pygmy tribe of central Africa), India, Persia, Mesopotamia and Egypt. Students explore the values and ways of life of these cultures, with special emphasis on views of the material world, creation, death, the afterlife, the purpose of existence, and what it means to be a “right-living” human being. Readings include excerpts from Colin Turnbull’s *The Forest People*, the *Bhagavad Gita*, the *Zend Avesta*, *Gilgamesh* in its entirety, and *Isis and Osiris*.

Students should be able to do the following:

- Complete a group project of creating a culture with languages and artifacts.
- Write essays on assigned topics from the readings.
- Complete a portfolio of written class notes and artistic assignments.

Greek History

An exploration of Ancient Greece from the Trojan War—the genesis of the Greek cultural identity—to the death of Socrates, which is generally considered the end of that extraordinary period known as the Golden Age of Athens, and ending with the dissemination of Greek culture through Alexander and Greek thought through Plato and Aristotle. Over the course of the block, the students read many original sources: The Iliad, Hesiod, Herodotus, Plutarch on Lycurgus and Solon, Thucydides on Pericles, and many sections of Plato’s dialogues of Socrates and the Allegory of the Cave. Students learn how Greece received through Crete the gifts of the great civilizations of Egypt and Mesopotamia, which were transformed into something altogether new in the world—an interest in what was inside the human being, and a sense of the individual. Students contrast Egypt and Greece, Athens and Sparta, and become familiar with the rise of the polis and democracy, the Persian Wars, the wonder of Periclean Athens and, the gadfly Socrates with his question: “How do I know what I know?”

Students should be able to do the following:

- Complete a portfolio of written class notes and artistic assignments.
- Write essays on assigned topics from the readings.
- Pass a final in-class test showing they grasp the key issues of Greek history and how they have come to affect thinking in later periods of history.

Civil liberties & the American legal system

Students will study the Bill of Rights, the workings of American law and the structure of the U.S. legal system. Class discussions will consider the rules that make for a civil society and the ever-shifting boundary between individual rights and those of the group. Students greatly increase their vocabulary of legal terms and understanding of legal concepts. Frequent readings are drawn from current news articles on civil liberty issues and the Supreme Court's current sessions.

Students also review research techniques, how to formally attribute information, and how to evaluate it (especially on the Internet) for extensive research papers on modern civil liberties topics of their choosing. They view two powerful films in class: *Twelve Angry Men* about the jury system and how to evaluate evidence "beyond the shadow of a doubt," and *The Exonerated* about capital punishment. The class takes trips to a courtroom to observe an actual trial.

Students should be able to do the following:

- Understand background and sources of the Bill of Rights (Magna Carta, British Common Law, The Enlightenment, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, The Social Contract, origins in colonial America).
- Know the content of the Bill of Rights and relevant other sections of the Constitution.
- Fully understand the American legal system and accompanying vocabulary.
- Carefully evaluate evidence and discuss it dispassionately.
- Investigate a subject in depth via sources available on the internet, including magazines, newspapers and advocacy groups.
- Evaluate the credibility and reliability of internet sources.
- Write a major term paper on a current civil liberties issue, pulling together information from a variety of sources.
- Present both sides of the issue in a balanced manner.
- Discuss issues in a way that shows willingness to actively engage with the ideas of others in an open, courteous manner.

Mathematics

Geometry / Logic

The Ancient Greek geometers looked to the ideal world of forms, seeking no worldly reward for the efforts other than to exercise the human capacity of pure thought. In the fourth century B.C., Euclid combined all that was previously understood to be true by geometers of old and developed a logical system of investigation and proof, based solely upon common acceptance of five axiomatic statements, or postulates, and precise definitions of point, line, and plane. He explored their relationships and validated common truths by way of proof. Euclidean Geometry provides a structure for philosophical argument, hence, an engaging endeavor for our tenth grade students. After considering the difficulties and paradoxes of the ideal point, line, and plane in a three-dimensional concrete world, students learn the basics of propositional logic in order to arrive at the definition of a definition, and eventually learn to apply deductive logic to writing a formal two-column proof. With new confidence and skills they go on to prove their own hypotheses regarding more complex geometric forms.

Students study conic sections and develop the capacity as stationary observers to move inwardly along the path of points as a cone is sectioned by a plane rotating through it. Cutting through a clay model of the cone confirms the students' first intuitive observations and lends the necessary

foundation for exploring the sections with more attention to the mathematical relationships within them. Like the Greeks, students use compass and straightedge to render each of the archetypal forms arising from the section cuts. The delicate beauty of the conic forms is most striking when shaped from without, and students learn to use the directing circle to construct the forms within the envelope of their tangents. In the final week, those students capable of the work use the distance formula to derive the standard formulas for the ellipse, parabola, and hyperbola, the applications of which launch them into the Algebra II curriculum.

In the Plane Geometry trimester students graph linear functions, and from their observations of the resulting lines, they develop the slope/intercept form of a linear equation, which lies at the foundation of our further explorations, including graphing inequalities. Given two of the three elements of a line: its slope and any point, or any two points, students determine the equation of the line containing them. They find the algorithm to determine the midpoint of a line segment, the equation of a line parallel or perpendicular to the given line, and the equation of the perpendicular bisector of a line segment. These skills enable students to solve challenging problems relating to measures and areas of triangles. We continue with an exploration of perpendicular and parallel lines, triangle congruence, special right triangle theorems, and quadrilaterals. Students develop and prove the areas of various polygons and explore the unique proportional relationships of similar triangles, leading to the introduction of the trigonometric functions of sine, cosine, and tangent. The most advanced students develop and graph systems of equations to find the four centers of a triangle, determined by the intersection of line bisectors, angle bisectors, medians, and altitudes.

Students should be able to do the following:

- Construct plan, view, section, and axonometric projections. Apply these to drawing a range of forms including the Platonic solids.
- Know the names of and comprehend the nomenclature and characteristics of a range of geometric shapes, primarily polygons and conic sections.
- Be familiar with basic theorems of Euclidean geometry.
- Understand the development of logical thought and have ability to apply various methods of proof: deductive, indirect, and inductive.
- Express relationships in Cartesian coordinates: location, distance / length, slope, parallel/perpendicular, etc.
- Be able to compute areas / volumes.

Trigonometry and Surveying

Trigonometry handily lends itself to practical purposes, and students solve common problems in navigation, height, angles of elevation and depression, as well as surveying. The course is divided approximately into thirds. After covering the essentials of mapping, similarity, and trigonometry in the classroom, students venture to a nearby cemetery. Using measuring tapes, directional compasses, and clinometers (devices for measuring angle of elevation) that they have made, students collect 3D positional data at about 100 locations in an area of their choice. The final week is spent taking the points, which are in Polar coordinates, and, using trigonometry, partially converting them to Cartesian coordinates that could be easily transferred to a map. With the data points on their map they undertake the task of drawing isobars to represent the topography of the surveyed area. Assessments include a main lesson book covering their experiences and the theory, a final test on the trigonometry portion of the course, and the map itself.

Students should be able to do the following:

- Complete a main lesson book with full notes on their experiences and the theory.
- Pass a final test on the trigonometry part of the course.
- Complete the map based on the field experience.
- Master techniques of land surveying.
- Be familiar with spherical geometry including the relationship of spherical earth to flat map.

Life Science

Biology—Human Embryology

In the 10th grade we focus on the circulatory system, endocrine system and human reproduction and development in greater depth. We first consider arterial and venous circulation and the different cell types and fragments that constitute blood and their functions. The structure and dynamic role of the heart in human physiology are studied. Students examine their blood under the microscope, design heart rate experiments and type their own blood by testing for the presence of A and B antigens. Students are introduced to hormones and the endocrine system and examine the role of the pituitary gland and hypothalamus in maintaining homeostasis.

The second part of the block focuses on human reproduction and development. The anatomy and physiology of reproductive organs is reviewed and then we follow the process of development from a fertilized ovum through birth. Students are encouraged to consider the potential of a single cell to differentiate into the specialized tissues in organs so well adapted to their specific functions. In addition, the concepts of pluripotency and stem cell are introduced and stem cell research is presented from a scientific approach, while students consider the moral and ethical issues involved in this research. Students investigate a health topic of their choice (diseases, medical technology, music therapy, etc.) and write a research paper with citations. They present their topic to the class in the last week of the course.

Students should be able to do the following:

- Complete a research paper with citations and present it in class.
- Understand the physiological, structural and behavioral polarities of the human sperm and egg.
- Understand the sequence of events in fertilization.
- Understand the morphological gestures of blastulation and how the germ layers of ectoderm, mesoderm and endoderm are formed.
- Understand the morphological gestures of neurulation and the formation of the primordial heart, nerve system, axial mesoderm, spinal cord and vertebrae, the cerebro-spinal cavities and primitive gut.
- Understand the morphological movements and tissue differentiation that determine sex in the early embryo.
- Understand the morphological gestures in limb formation.

Physical Science

Chemistry- Acids, Bases, and Salts

In this course students follow the great paradigm shift that occurred at the inception of modern chemistry at the turn of the 19th century. By using objective measures (such as mass) students

are able to quantify chemical reactions and arrive at some of the laws of chemical change including the Law of Conservation of Mass and the Law of Definite Proportions. Lab work gives students an appreciation for the careful experimentation practices and insights of those who were the original discoverers. The students eventually arrive at the realizations of early modern chemists like Dalton; that elements unite in very particular ways to produce the range of compounds that make up our physical world. With this idea in mind and a list of chemical symbols students are in a position to write balanced chemical equations for the reactions observed in class (“stoichiometry”). A major component of the course is an individual project that has students observing, recreating, and trying to understand a chemical reaction that occurs in the world around them. It entails all aspects of the course – carefully listing properties of reactants and products, quantifying as much as possible, getting to the important substances (the reactants and products), and creating a chemical equation describing the reaction they observed.

Students should be able to do the following:

- Complete an individual project on a chemical reaction.
- Understand the polarity of acids and bases and how neutral salts are formed within this polarity.
- Understand how metals differ from non-metals.
- Understand the terms valence and atomic mass, and write and balance chemical equations using chemical symbols for elements and compounds.
- Demonstrate the ability to handle acids and bases and understand oxidation/reduction chemistry.
- Show familiarity with pH and the use of pH meters.

Physics-Principles of mechanics and motion

In this course students are met with an orderly world; a lawful universe. They discover and apply simple mathematical equations and rules of logic in an attempt to describe how the universe works. The result is a set of rules that allow you to work out A when you know B; blueprints for a deterministic universe. Topics include simple machines, mass, center of gravity, motion in a straight line, inertia, force, acceleration ($a=f/m$), rotational motion, gravity, projectile motion, and celestial kinetics. Skills that are developed are objective observation, modeling the physical world using mathematics, the scientific approach, and practical skills as they make machines of their own.

Students should be able to do the following:

- Understand and differentiate among the concepts force, work, energy, power.
- Be familiar with the units of each in SI and English units.
- Understand the concepts of position, velocity (speed) and acceleration, and be able to use elementary kinematic equations of motion.
- Understand the historical development of the concepts of gravitational freefall and uniform acceleration from Aristotle to Galileo and Newton.
- Differentiate between mass and weight.
- Understand the simple machines from the point of energy/ work conversion including mechanical advantage and efficiency. (Includes: “lever laws” and speed/torque relationship)
- Understand the basic concepts of Newton’s Three Laws of Motion.
- Use Newton’s 2nd Law ($F=ma$) to solve basic dynamics problems.

- Identify the connection between freefall and orbital motion, and recognize that any circular motion requires a center-pulling force.

Earth Science

Meteorology/Hydrology: Weather and Climate

Students are introduced to atmospheric phenomena and water circulation on and near the earth's surface. We will examine the interplay of properties such as density, temperature and pressure with the forces of gravity and the Coriolis "force" to build a picture of the atmosphere and terrestrial water. We will explore various forms of precipitation, bodies of water and clouds and look at patterns in global wind and ocean currents. Week three of the block will be spent observing weather and ground water flow in the White Mountains in northern New Hampshire. This will give us the unique opportunity to experience very clear and potentially extreme examples of some of the phenomena that we will have examined in the classroom.

Students will make daily entries into a weather journal diligently noting their observations. The Late Summer/Early Autumn weather will give students an opportunity to observe/experience the atmosphere in its most active phase. Each student will create a main lesson book, make daily entries into a Field journal, write two tests and participate in experiments, demonstrations and small group projects.

Students should be able to do the following:

- Complete a main lesson book with full notes and illustrations.
- Complete a Field journal.
- Pass two tests.
- Participate in demonstrations, the field trip, and small group projects as assigned.
- Understand the forces that generate local and global weather and produce the world's climates.
- Master the concepts of cloud forming, high/low pressure systems, the Coriolis force, cyclones and anticyclones and the thermohaline current.
- Understand the structure of the atmosphere, the jet stream, dominant North American air masses, and the geometry of the changing relationship of the earth to the sun throughout the year.
- Understand the importance of the ozone layer and ionosphere.
- Use humidity charts and make calculations involving relative humidity.

Art

Painting Out of Color

In this course students are re-acquainted with color and its many qualities. Through a series of short painting exercises and some longer, more cumulative projects, students learn the beginnings of how to apply principles of Goethe's color theory to problems of composition and expression. Basic critiquing skills are practiced and the importance of process and investigating one's own color and mark-making preferences are recognized during frequent group discussions. Students become accustomed to putting up their paintings immediately after completing them and reflecting on both the process and the results of their efforts. In the final three weeks, students are asked to bring their new skills to bear in a collaborative project as well as an individual final painting.

Students should be able to do the following:

- Demonstrate familiarity with color theory.
- Complete paintings as assigned.
- Participate in discussions and a collaborative project.

World Languages German or Spanish-II

The goal of tenth grade German or Spanish this class is to bring the students to a basic level of proficiency, as well as infuse them with a love of the language and culture. They work towards attaining these goals through poetry recitation, practicing tongue twisters, studying different idiomatic expressions, and expanding their vocabulary. They review and expand the grammar learned the previous year with a particular focus on additional verb conjugations, adjectives, conjunctions and prepositions, the use of the possessive and the demonstrative, and more. They address cultural differences in informal discussions. Teaching and conversations are conducted in the language for 50 percent of class time.

Students should be able to do the following:

- Added the conditional tense and a few present subjunctive tenses to their repertoire.
- Expanded their vocabulary substantially.
- Understand new grammatical concepts and apply them in speech and writing.
- Understand the different uses of pronouns.
- Mastered the 10 most used verbs in all tenses learned so far.
- Express themselves at a basic level and be able to write a short paragraph about a chosen theme or in answer to a question connected to a text.

Eleventh Grade

Developmental Theme: Educate the powers of analysis with the question “Why?” The curriculum delves further into purely abstract concepts in order to strengthen the student’s ability for independent analysis and abstract theorizing. Students are encouraged to ask why are things this way? Deeper questions such as life purpose and social responsibility also find their way into the classroom as students search for their own identity and independence.

English

Dante’s *Inferno*

Like Dante on his journey, students have the opportunity to gain their footing in the unfamiliar and minutely ordered moral universe of the *Commedia* and engage one another in thoughtful discussions of: the relationship between sin and punishment; the distinctions between transgressions of incontinence, violence and fraud; and, throughout, the role that intention plays in all human action. After studying Dante’s life and times, students immerse themselves in the *Inferno*, followed by selections from the *Purgatorio* and *Paradiso*, offering a rich, compact picture of how the medieval mind understood the ordering of human and cosmic worlds. For each night of reading, the students are required to learn a passage of 3-5 lines by heart; they also choose a minimum 15-line passage to learn by heart and recite on the last day. Their block books are composed of: two illustrations, a diagram of both Ptolemy’s model of the universe and the *Inferno*, a biography of Dante, an original essay on one of the *Inferno*’s themes, a selection of daily quotations, and an original Canto, with its own designated “sinners” and their attendant punishment.

Students should be able to do the following:

- Complete a main lesson book with assigned illustrations, diagrams, essays, quotations, and an original “canto.”

Wolfram von Eschenbach’s *Parzival*

Parzival, is a story of the individual human quest to bring spiritual and service ideals into the life of this world. Through the intertwined stories of Parzival, the archetypal idealist, and Gawain, who navigates the world through his feelings, students explore a variety of themes, including: parent-child relationships, rules and parental guidance, the human capacity to sense the “other”, the “awakening” power of sorrow, thinking vs. feeling, and the value of failure. Students generate a discussion question that emerges from the previous night’s reading. The majority of class is structured as a roundtable discussion, with occasional lecturing. The course may include a trip to a nearby life-sharing community for people with special needs. Students are given wide latitude in designing the contents of their lesson books, but encouraged to enrich their work with illustrations; an original essay is required. Students are expected to develop a sustained, substantive engagement with the material and with the writing process.

Students should be able to do the following:

- Participate actively in daily class discussions.
- Complete a main lesson book of discussion notes, chapter summaries, illustrations, and an original essay on a main theme of the book.

Shakespeare: *Hamlet*

This block offers a near-perfect opportunity to consider the essential human struggle to form an identity, replete with all the ambiguity, uncertainty and doubt that life can offer. Having become familiar with Ptolemy’s model of the universe, the Great Chain of Being, and Humanist philosophy, core concepts which informed the Elizabethan world view, students are also able to appreciate the extent to which in *Hamlet* we glimpse a world view coming into being in that era and continuing into our present times. Nightly homework includes reading the text and answering focused discussion questions. The final exam comprises an in-class essay whose thesis (of each student’s own devising) reflects their individual interest in the themes explored in the class. Students will identify and perform a linked selection of scenes from the play.

Students should be able to do the following:

- Answer questions and participate in class discussion.
- Write and pass a final essay exam.
- Participate in performance of selected scenes.

English Skills: Comparison and Contrast—The Epic Hero I/SAT Prep

Students will focus exclusively on the piece-by-piece construction of the Compare and Contrast essay. This project begins with a close reading of two texts: a passage from Book 18 of the *Iliad*, in which Homer describes the intricate designing of Achilles’ shield, and W.H. Auden’s “The Shield of Achilles”, a poem that re-imagines the making of this shield in a 20th century context. The class will divide both texts into sections, from which students extract the core human concepts behind the images and depictions. They then make an outline, devise a thesis to organize its headings, and compose a substantive, college-level paper (averaging 7 – 9 typed pages) rooted in close reading and detailed analysis of quoted passages.

After the completion of this unit, in-class time was devoted to preparation for the SAT, especially the essay, through the taking of practice tests.

In the final essay, students should be able to do the following:

- Demonstrate skill in presenting and defending their thesis.
- Avoid usage errors (see Chapter 10 in *Warriners*).
- Demonstrate dictional appropriateness.
- Use adult sentence structure and emphasis.
- Demonstrate standard use of footnotes and bibliographies.
- Demonstrate paragraph unity, development and coherence .

English Skills: Comparison and Contrast-The Epic Hero II

This course provides a view toward the history of the English language through literature. It begins with an exploration of the Anglo-Saxon epic *Beowulf*: the class recites the opening lines in Anglo-Saxon, composes original poetry in alliterative verse, focusing on the story’s arch-antagonist, Grendel; and explores in depth the key themes of the story. Next, the class reads from Geoffrey Chaucer’s *The Canterbury Tales* and *Sir Gawain and the Green Knight*, a work that is contemporary with Chaucer’s but whose protagonist and plot have interesting parallels to the story of Beowulf. The class recites passages from both texts, allowing them to directly experience two different streams of Middle English. The unit culminates in a comprehensive essay that asks the students to compare and contrast aspects of Beowulf, Sir Gawain, and/or one of Chaucer’s pilgrims as reflections of their respective cultures.

In the final essay, students should be able to do the following:

- Demonstrate skill in presenting and defending their thesis.
- Avoid usage errors (see Chapter 10 in *Warriners*)
- Demonstrate dictional appropriateness
- Use adult sentence structure and emphasis
- Demonstrate standard use of footnotes and bibliographies
- Demonstrate paragraph unity, development and coherence

History/Social Studies

Medieval and Islamic History

This course is part of a yearlong exploration of the question “Why?”—the theme of 11th grade in the high school curriculum. It is out of the thousand-year crucible of the Middle Ages in Europe that the modern Western world emerged. Students concentrate on the four great elements that fed into that crucible—classical Rome, the Germanic invasions, Christianity, and Islam. These are the threads that weave our world today, from our legal system to our conflicts with the Middle East. Students study Rome’s fall, the contrast between the Germanic comitatus and the autocratic absolutism of the late empire, the rise of the Catholic Church and Benedictine monasticism, the feudal system, the rise of Islam and the glories of Abbasid Baghdad and Omayyad Spain, the impact of the Viking invasions on Europe and of the Crusades on Europe

and the Middle East (with us to this day), the Norman Invasion and the birth of English, courtly love and troubadours, Gothic architecture, and the rise of towns in the 12th c. Students will read from selected original sources. The class will make a field trip to a modern Benedictine monastery. They will visit a Sufi Mosque in New York for a prayer service and a teaching from the imam on Islam and the significance of the physical movements of Islamic prayer. They will experience Gothic architecture at the world's largest Gothic cathedral (including a “vertical tour”), and study and draw the symbolic language of medieval art at the Cloisters Museum in New York City. As part of a larger educational experience, the trip also includes walking tours of NY City including the United Nations and the 9/11 Memorial. During the course students write and revise three essays, complete several maps to strengthen geographic skills, and take several quizzes and a final exam.

Students should be able to do the following:

- Demonstrate a grasp of how Western culture and ideals arose out of Greek, Roman and Medieval civilizations.
- Understand the rise of Islamic cultures.
- Participate in all field trips.
- Complete assigned essays and maps.
- Pass class quizzes and a final exam.

Rise of the West

Around 1500, what is called “The West” began to radically diverge from the rest of the world, eventually growing to dominate the cultural, political and economic aspects of the modern era. This is our culture—we are products of its worldview, totally immersed in its way of thinking. What unique questions did the West pose in its rise to prominence? Continuing where the Medieval History course ended, this course broadly surveys the development of the West from the 14th century Black Plague to the 19th century Industrial Revolution. Students are asked to step back and try to perceive bigger themes running through specific events and individuals.

They follow four main threads—Philosophy & Individuality, Science & Exploration, the Arts, Nation & the Common Man—through overlapping periods of the Reformation, Renaissance, Age of Exploration and Enlightenment. With a huge cast of characters (from Henry V and Joan of Arc to Blake & Beethoven) and many readings from original texts, the students engage questions that lie at the base of Western consciousness: Where do I stand? Who is my neighbor? What is a nation? How can we make sense out of the world? What is progress? To help understand what we might mean by the “West,” the block begins with a case study of the effects of late 20th century rapid westernization on Ladakh, a remote region of Himalayan India. Besides frequent quizzes, students complete a research paper on a prominent figure from the time periods they study.

Students should be able to do the following:

- Understand the interweaving of thematic threads in the rise of the West.
- Know the dates of the overlapping periods covered in the course.
- Pass quizzes on required readings.
- Participate actively in class discussions.
- Write a research paper on a key figure from one of the time periods studied.

Latin America & Africa

In this course, students extend their focus out into the world to include the often-neglected (from the North American viewpoint) continents of Latin America & Africa. By exploring history (geo-political, socio-economic and ethnographic), geography, culture and the similar destinies of these areas, as well as their current social and political situations, students begin to view these societies with more interest, understanding and compassion. Readings include parts of the Mayan *Popol Vuh* (and experience some vigesimal—base twenty—Mayan math) and other readings from original sources. They read biographies of the five major Latin American revolutionaries, and excerpts from *Things Fall Apart* by Chinua Achebe and the excellent *A Continent for the Taking* by Howard W. French, veteran West Africa correspondent for *The New York Times*. They view the documentary, *These Girls Are Missing*, about the educational obstacles women face in two disparate parts of Africa and *Hotel Rwanda*, about the 1994 genocide. Students learn all the countries and capitals of Latin America and most of Africa as well as become familiar with regions and geographical features. During the course they write and extensively revise a major research paper and take several quizzes.

Students should be able to do the following:

- Pass quizzes on factual knowledge.
- Research and write a paper on a theme, a specific country, or major event.
- Demonstrate an understanding of the geography, cultures, ethnography, and history of Africa and Latin America.
- Understand the effects of colonialism on those two continents.
- Be able to draw on a wide variety of current source materials to understand trends within Latin America and Africa today.
- Be able to effectively use internet and other source materials for their discussions and in their research paper

Aesthetics: History Through Music

The origins of our music lie veiled in myths about the Ancient Greek gods and their muses. Through them, music was bestowed not only as an art form, but also as a key to practicing mathematics, astronomy, medicine, architecture, and ethics. From these lofty beginnings, this block traces the course of music from Ancient Greek to modern American times. At each major moment of transition—Medieval, Renaissance, Baroque, Classical, Romantic, and the 20th century leading into contemporary times—we pause to listen for differences and innovations that point to changes in human consciousness.

Students should be able to do the following:

- Complete short essays on the different musical eras.
- Write a research paper on a major composer.

Mathematics

Projective Geometry

Euclid's deductive system of geometry based on just 5 postulates ("givens") has been the staple in geometry classes for over 2000 years. In this course, students explore an entirely new, and occasionally entirely whacky, system of geometry that grew out of perspective drawing (among other things) in the later stages of the Renaissance. So-called Projective Geometry insists that parallel lines meet at a single point, treats infinity as a place just like any other, has an opposite to every rule that is always just as true, and abhors exceptions - even when common experience insists on them. Yet students discover a kind of beauty and orderliness in this peculiar world; when they can detach themselves from the concrete world they live in and instead rely on mathematical reasoning and conceptual ideals, they experience a more expansive, more inclusive, and more exciting view than that offered by Euclid's system of geometry. This course thus develops the ability to live in a world of abstract reasoning, to explore such a world, and to experience beauty therein.

Students should be able to do the following:

- Pass a final test demonstrating understanding of the difference between the two systems of geometry.

Algebra II and Trigonometry

In Algebra II students review order of operations, inequalities, absolute value, systems of equations, radicals and operations with exponents. Students are introduced to functions and work with identifying functional relationships and writing functions from real world problems. We work with operations and composition of functions and graphing inverses of linear and quadratic functions. We study Cartesian graphing in depth and graph linear functions, quadratic functions and polynomial functions. We also review and deepen our understanding of permutations and combinations, and probability. Students are introduced to logarithms and are guided to the change of base formula and to so-called logarithmic identities-mathematical relationships between terms involving logarithms. A number of practical applications of logarithms are either referred to or experienced throughout this course. We continue and deepen our study of trigonometry including: solving right triangle problems, the trigonometric functions and their inverse functions and the Law of Cosines and Law of Tangents. The unit circle is introduced and students work with radians as well as degrees in their measurement of triangles. Throughout the semester we work to solve complex word problems and practice for standardized tests by problem solving using numerical, algebraic and graphical approaches.

Students should be able to do the following:

- Be able to graph, to recognize the graphs of and to analyze the following functions: Linear, Polynomial, Direct and inverse variation, Quadratic, Circle and ellipse, Trigonometric (circular) with applications to non-right angle triangles, Exponential, Logarithmic.
- Be able to apply the above functions to solve problems, including practical problems drawn from the physical and social sciences.
- Recognize and work with sequences and series.

Life Science

Biology: Cell Biology

Cell theory is introduced and students identify differences between plant cells and animal cells (their own cheek cells) under the microscope and in prepared slides. Correct microscopy and staining techniques are emphasized. Cell organelles and their functions are characterized and the students examine chromosomes during cell division in onion root tip. The stages of mitosis and meiosis are studied. In addition, they study Gregor Mendel's work with inheritance in garden peas, and the principles of independent assortment, dominance, incomplete dominance, codominance, and sex-linked inheritance. Modern genetic theory is introduced and students analyze genetic problems from plants, animals and human studies.

Students should be able to do the following:

- Demonstrate an understanding of the chemical basis of life.
- Understand the composition of matter.
- Explore the parts of an atom and understand how atoms will bond.
- Understand the properties of water.
- Explore the molecules of life.
- Understand the role of glucose, lipids, amino acid chains, and enzymes in life.
- Demonstrate an understanding of and measure the cell.
- Explore the plasma membrane and transport across a membrane.
- Explore the chloroplast and the mitochondrion.
- Understand working cells and energy.
- Explore light energy; burning; how ATP stores energy.
- Understand working cells and sunlight, and explore the process of photosynthesis.
- Understand the cellular basis of inheritance; mitosis; meiosis; Mendel's laws.
- Analyze fruit fly experiments.
- Explore the structure and process of replication of DNA.
- Understand evolution, homology; natural selection in action.

Biology:

Botany

Students consider the classification and nomenclature of living organisms including the taxonomy system developed by Carolus Linnaeus in the 18th century and the present classification system of kingdoms: Monera (Eubacteria and Archaeobacteria), Protista, Fungi, Plants and Animals. They look at the incredible diversity and form of plants, focusing on the ferns, equisetum, club mosses, gymnosperms and angiosperms. The emphasis is on reproduction, analyzing different forms of flowering and seed dispersal. Students become proficient in using a dichotomous key to identify native wildflowers and illustrate their own wildflower field manual. Students research a medicinal plant and prepare a presentation that includes an overview of the form, growth and habitat of the species as well as the healing qualities of the substances derived from the plant.

Students should be able to do the following:

- Complete a portfolio of assigned diagrams and illustrations.
- Complete a field manual of wildflowers.
- Research a medicinal plant and give a class presentation.

Physical Science

Chemistry: Atomic Chemistry

This course focuses on two questions: (1) Is the world made up of tiny, invisible bits? And (2) If so, what are they like? Students come to their own answer to the first question by looking deeply into experiences they have already had and by considering some new experiences they have in class. Although it is easy to ascribe an atomic explanation, it is recognized that this is not the only explanation. The historical development of the modern atomic theory is presented as an accompaniment to the students' own explorations. The question of the nature of atoms is approached historically, using experiment, and by exposure to modern technologies that are based on modern subatomic models. Students will make a trip to UMass Lowell where they tour a nuclear reactor lab and an electron microscope lab. Student projects include an essay on whether atoms are real, an investigation of a chemical element of choice, and an artistic presentation inspired by the strange qualities of the modern electron.

Students should be able to do the following:

- Demonstrate familiarity with early atomic theory and the organization of the periodic table of elements.
- Show comfort with the writing and balancing of chemical equations and know how to work with atomic and molecular masses.
- Work with the ideal gas laws.
- Demonstrate familiarity with the analytic balance and procedures, the spectroscope, Boyle's and Charles' Law apparatus and basic circuitry in the lab.

Physics: Electricity and Magnetism

In this course students are given the chance to form meaningful relationships with the essentials of electricity and magnetism. They develop the tools that will allow them to further navigate this important topic (due to the prevalence of electronics and electromagnetic radiation) in the future. Students approach electricity and magnetism by breaking down the phenomena they experience into their essential parts and forming working models. Their own investigations are supplemented by historical perspectives (e.g. the findings and ideas of Faraday, Franklin, et cetera). An important component of the students' work is to understand some electrical device at their disposal by pulling it apart and analyzing the components. Subject areas include electrostatics, chemical batteries, electrical circuits, electric and magnetic fields, magnetism, the electric motor, and electric generators.

Students should be able to do the following:

- Understand basic principles of magnets and magnetic fields including poles, strength, attraction/repulsion, induction.
- Understand basic principles of electrostatics and electric fields including charges, repulsion/attraction, strength, induction, conduction, capacitors, electrostatic generators.
- Understand the historical development by Galvani, Volta, and others of the battery.
- Understand the concept of "current analogy" for electricity including voltage, current, resistance, energy and power. Use Ohm's law and the power formulas for series, parallel, and simple combined resistance circuits.
- Understand principles of electromagnetism and applications such as telegraph and electric motor.
- Understand basic principles of electromagnetic induction and applications such as the generator, transformers, and the AC power grid.

- Understand the basic principles of the vacuum tube and/or the solid state transistor as a device to rectify, amplify or switch electric signals.
- Understand the basic principles of wireless (radio) communication.
- Understand the difference between analog and digital signals and information.
- Understand all of the above within a historical context.

Computer Science

Technology: Computer Programming

Students learn HTML scripting and JavaScript programming. They use their new knowledge and skills to create their own interactive game embedded in a web page. Students also learn and use principles of logic and general programming structure, and peek into machine hardware and language. Students are assessed on acquisition of skills, participation and the level of thought, skills and effort that goes into making their own game.

World Languages

German or Spanish-III

Throughout the year, the focus for this course is perfecting already known grammar and expanding vocabulary, reading skills, comprehension of medium-length texts, and pronunciation, writing, and conversation skills. Homework is assigned with the goal of reinforcing material learned in class and to bring continuity to the course as a whole. The aim of the curriculum is to give students all the linguistic tools needed to be able to engage in basic conversation in the context of social interaction: role play, asking and answering questions, offering opinions and comments, relating one's life to the outside world. Teaching and conversations are conducted in the language 50 percent of the time.

Students should be able to do the following:

- Demonstrate a greater level of mastery of grammatical concepts/vocabulary.
- Understand basic patterns of the spoken and written language, regardless of their ability to express themselves correctly.
- Correct most mistakes when pointed out

Art

Painting from Nature

The intention of this block is to help students use their artistic tools to come into a deeper relationship with the surrounding natural world while simultaneously becoming aware of the role of the artist in that relationship. The students are first taught to properly use the tools and materials for this course. This includes watercolors, and oil paints and mediums. How to modify the paint for specific effects is covered. Brushes are discussed as to their uses and care. We then cover the techniques of glazing and stucco style painting and their application. How to care for paint, medium and brushes is covered, and all students are expected to care for their tools for the duration of the class. We study color theory and how to mix colors in specific palettes and then begin our observations and expressions of color and form in the natural world. We work outside much of the time painting in the field. A series of color sketches in the form of small paintings develop the student's ability to paint what they see and translate it onto their painting. We then do a larger and longer study of a natural form to develop a depth of tone and color. Throughout the course we will examine paintings from the art history that directly apply to our studies.

Students should be able to do the following:

- Understand color theory and mixing.
- Complete assigned paintings from observation and imagination focusing on soul moods of nature.

Twelfth Grade

Developmental Theme: Educate the powers of synthesis through integration of all previous learning with the question “Who?” Senior year continues to delve into purely abstract concepts while encouraging students to synthesize those learned in previous years and across disparate disciplines. All students present a senior project including a comprehensive research paper, an oral presentation to the school and an artistic component involving a medium of their choice.

English

The Birth of American Literature

This block offers an in-depth, intensive survey of the writers that gave rise to the first truly American literature within the broader context of the 12th grade’s year-long, global exploration of the human condition in the Modern Age. Students examine the unique character of our national literature at its source, and, in the process, explore the unique character and quality of their own voices. Through substantial readings by Ralph Waldo Emerson, Frederick Douglass, Margaret Fuller, Henry David Thoreau, Walt Whitman, and Emily Dickinson; nightly journal entries; and class discussions, students explore the tangible (family, society, education) and intangible (soul, spirit) sources of the self, the nature of individuality, and the relationship of the individual to his/her society, with particular regard to ethics and morals. They are graded on the basis of their participation in the class discussions, their journal work, and a Lyceum-style essay/lecture which each student presents in seminar-fashion on the last day of class.

Students should be able to do the following:

- Complete a journal of reflections on the readings.
- Participate in class discussions.
- Prepare and present to the class a lecture on a theme from the course.

Faust

Goethe’s *Faust* is a drama of the modern human being’s struggle to find balance in and through his constant striving. Through Faust’s paroxysms of success and defeat, self-awareness and callousness, the students explore the two inextricably bound but often imbalanced forces of human striving—the passionate, appetite-driven, experience-seeking impulse, and the idealistic, big-ideas-driven, power-seeking impulse. In addition to nightly reading, the students answer reading comprehension questions, compose an essay on a topic of their own choice, and take an in-class, open-book final exam. They also complete an artistic project of their own devising and recite, by heart, an eight-line passage from the text.

Students should be able to do the following:

- Write satisfactory answers to in-class reading comprehension questions.
- Complete an essay on a theme from the drama.
- Memorize an assigned passage from the text.
- Complete an artistic project.

Russian Literature

Students read excerpts from Pushkin, Gogol, Tolstoy, Dostoyevsky, Soloviev—and later, Pasternak, Akhmatova, and Solzhenitsyn to gain an understanding and appreciation of the Russian folk soul. They begin with fairy tales—filled with ancient pagan roots, archetypes, and timeless themes, and then move through the 19th and 20th century. Authors and poets, and end with a brief introduction to later 20th century Russian poets. Students discuss various dimensions of Russia and its historical contexts and write journal reflections based on their readings, class discussions, and on their own insights.

Students should be able to do the following:

- Complete a journal of reflections on readings.
- Participate in class discussions.

English Skills: Art of the Informal Essay

The central goal of this unit is to enable students to wield with competence the writing devices that enhance style and voice. Reading selections by writers spanning the Age of Enlightenment, the Romantic Age, and the truly contemporary—writers such as Francis Bacon, Jonathan Swift, Virginia Woolf, George Orwell, Zora Neale Hurston, and Ian Frazier—students learn to identify and understand the function of a variety of rhetorical devices, from image, metaphor and analogy to anaphora, antistrophe and chiasmus. Through reading comprehension questions, free-writing exercises, and shorter practice exercises, the work focuses on sharpening writing skills, leading to the composition of two personal essays on a topic of the students own choosing; with the goal of giving shape to an essay of a personal experience such that the experience could be inhabited and enjoyed by the casual reader. In writing their own essays, the students are encouraged to imitate the style and voice of the essays read in class. This unit also supports ongoing grammar and vocabulary-building work.

Students should be able to do the following:

- Write satisfactory answers to reading comprehension questions.
- Complete assigned free-writing assignments.
- Demonstrate understanding of common rhetorical devices.
- Complete two personal essays on a personal experience.

History/Social Studies Economics

Students are introduced to economics through study and discussion of the capitalist market of Adam Smith as compared to Marxist socialism and Rudolf Steiner's associative economics. Topics include price and value, division of labor, motivation for work, distribution of wealth, land and labor, capital, threefold social order, and the story of money. In addition, students follow the life cycle of a t-shirt as a way to view the global economy at work, and hear about socially responsible organizations like Fair Trade and B Corporations. The main work in this block is exploring entrepreneurship—students imagine themselves as producers of products or services that meet perceived needs in the community. The product or service will be student-choice and inspired by the student's talents and interests. Over the course of three weeks, this planning touches on such topics as: creating a vision/mission, determining forms of ownership, establishing price, raising capital, developing industry, understanding the market for the item or service, socially responsible business practices, and creating financial projections for income

and expenses and a balance sheet. Through this practical activity, basic concepts of accounting are introduced.

Students should be able to do the following:

- Understand the life cycle of products in a global economy.
- Understand the basic tenets of capitalism and socialism.
- Complete a project of imagined entrepreneurship (plan, financing, marketing, accounting).
- Grasp the nature of the free market system as well as command economies.
- Master some of the key concepts of modern economic thinking.

China and the Rise of Asia

Students look back through Chinese history, from the early dynasties through the glorious years of the T'ang and Song dynasties and on up through the period of foreign dominance that led to the tumultuous 20th century. They survey the wonders of Chinese art, philosophy, and technology and also compare each period with what was happening simultaneously in Europe and other parts of the world. A major theme is the way Confucianism, Buddhism, Taoism, and artistic impulses have washed in and out of China from as far afield as India and Japan—and how these countries all view one another today.

Students should be able to do the following:

- Pass a final essay test on topics in the course.
- Understand Chinese history and culture and its influence in China today.
- Recognize the changing character of life in modern China and her neighbors.

Modern World History

In this class, students solidify a comprehensive grasp of recent world history. The course emphasizes a symptomatological approach—discernment of the great patterns working beneath surface events. Students explore the “isms” that dominated the last century (nationalism, colonialism, totalitarianism, etc.), and experience specific events and times more directly through poetry of witness and films as original historical documents: *Triumph of the Will* (fascism), *Night and Fog* (the Holocaust), *Hearts and Minds* (Vietnam), *Dr. Strangelove* (Cold War paranoia), and *Hotel Rwanda* (the 1994 genocide). Each student produces a research paper on a current topic.

Students should be able to do the following:

- Understand some of the major issues arising from the twentieth century and how they are influencing life today.
- Become familiar with the wide variety of sources now available for understanding trends in the modern world.
- Speak effectively about major issues in the world today.
- Research and write a paper on a current topic.

Mathematics

Introduction to Calculus & Statistics

Students begin by stepping back and asking “What is mathematics?” They are asked to explore both the experience and the philosophy of math. They gain competence with the concept of a limit which will lead to the formation of a method for finding the instantaneous rate

Coastal Waters Charter Application - Appendix L: Curriculum Standards Grades 9-12

of change for a function of one variable, which is related to the slope of a curve at a point. This method will be used to interpret and draw graphs of polynomial functions. Students extend their skills into finding the derivatives of trigonometric functions and then turn their attention to the integral which will be introduced first analytically, then graphically (area under the curve). The relationship of the integral and derivative is explored leading to the fundamental theorem of calculus. Two projects: essay on “What is mathematics?” and a presentation on how calculus is utilized in a real world application of their choice. Multiple tests are given along the way. Students also study statistics with the overarching goal of striving for statistical literacy in their approach to prediction and assessing probability. Topics covered include set theory, permutations, combinations, sampling, mean, median, variance, normal distribution and standard error. Students are expected to learn how to interpret statistical results in context and to look critically at statistical significance in published studies.

Students should be able to do the following:

- Understand and be able to calculate limits of functions.
- Calculate instantaneous rates of change of any function by successive approximation.
- Differentiate polynomials and use the results to determine rates of change and slopes.
- Understand the fundamental law of calculus.
- Integrate polynomials.
- Calculate areas and volumes by integration.

Life Science

Biology: Zoology and Evolution

In the senior biology course, students study anatomy, physiology and behavior of the major animal phyla. They will travel to Hermit Island, Maine for a weeklong study of marine invertebrates and coastal ecology. Students observe the characteristics, qualities and the physiological processes of the invertebrate in their natural habitats. Every morning for two hours students tide pool along the algae covered rocky coast observing sea stars, sea anemone, tunicates, crabs and other invertebrates in their natural habitats. Students research an animal species and prepare an oral presentation that includes an overview of the behavior, anatomy and physiology and habitat of the species in relationship to the animal’s environment. We then consider the observations of the natural world and subsequent questions that led to the development of the theory of evolution in the 19th Century by Charles Darwin and others. We discuss new observations and investigative tools, especially those from the study of inheritance, which contributed to the twentieth century synthetic theory of evolution. We examine and contrast the form of animals and of man. Finally, students are encouraged to contemplate the role man plays in protecting animal species and our unique place in the world.

Students should be able to demonstrate in class discussions, drawings and diagrams, and end-of-block test that they:

- Understand the broad sweeps of the history of the theory of evolution from Buffon through the modern synthetic theory of natural selection.
- Understand the logical sequence in the argument that Charles Darwin made for the role of Natural Selection as the driving force in evolution.
- Understand the singular role that the advent of photosynthesis and aerobic respiration had on the atmosphere, and consequently life, on earth.
- Understand the anatomical and physiological characteristics of the major phyla.

- Understand the anatomical and physiological characteristics of the classes in Phylum Chordata, Subphylum Vertebrata.
- Understand the major adaptive changes that occurred in the last 7 million years in Order Primates, Family Hominidae ending with the significance of culture as a separator between the economic activities of an organism and reproduction in human beings.
- Understand the major sequences in the geological column and how the changes seen in the fossil record are roadmaps to evolutionary development.
- Understand the relationship between phylogeny and ontogeny in relation to heterochrony as a key to major evolutionary changes.
- Understand the role of genetic information and body form, environment, the economics of survival strategies and evolution.
- Through field experience on the coast of Maine, discover the relationship between environment, niche, behavior, physiology and economic survival strategies in the major invertebrate phyla.

Physical Science

Organic Chemistry

Students study processes and substances in living organisms, with a focus on synthetic and metabolic activities. The properties of the chemicals of life- lipids, phospholipids, esters, steroids, nucleic acids and enzymes and other proteins, will be investigated in the lab and in readings. We thoughtfully consider and discuss the nature of these substances and the transformational processes in plants, animals and humans. In this course we also study transcription, translation, and the field of epigenetics, as well as the amazing process of protein folding. Students will be asked to find relationships between an organism and its physical environment and to understand how the organism transforms these materials, and lastly to explore the role of these activities in the biosphere.

Students should be able to do the following:

- Demonstrate by the end of the first semester a good understanding of matter and the states of matter, calorimetry, the gas laws, and reaction energy (enthalpy, entropy and free energy) and have a sound grasp of basic organic chemistry.
- Demonstrate by the end of the second semester chemical and physical equilibrium, reaction rates, solutions (molarity and normality), stoichiometry (the calculation of the quantities of chemical elements or compounds involved in chemical reactions), the basics of electrochemistry and electrical theory and practical wiring.

Physics:

Optics, Waves

Students explore the nature of light and to take a peek into the physiology and psychology of vision. In working with light itself, students explore various theories and develop their own informed views. They discover that light escapes our attempts to understand it via analogy; that perhaps it should simply be understood in terms of the phenomena it displays. Reflection, refraction, diffraction, color theories, lenses, Maxwell's Equations, and special relativity are all topics that receive considerable attention. The last half of the course deals with our involvement as cognizant human beings in the process of vision. Students discover for themselves that their minds are active participants in the process of building up pictures of the world during vision. A current theory of perception is presented (Bayesian model of perception) and a range of visual

and multisensory illusions are explored in light of this theory and considering the experiences that are had in and out of class. We learn about applications in optical instruments such as corrective lenses, cameras, telescopes--ideal for integrating numerous topics in this block.)

Students should be able to do the following:

- Recognize perception as the way we first experience the world before we form concepts or judgments.
- Understand basic properties of sound: pitch, loudness, and quality and how a sound wave “embodies” these qualities.
- Understand types of waves and basic properties including amplitude, wavelength, frequency, reflection, refraction, interference, Doppler effect, etc.
- Recognize basic properties of light such as reflection, refraction, color and color mixing, polarization, etc.
- Understand refraction and reflection mathematically using mirror laws, Snell’s Law, thin lens formulas, and optical drawings.
- Understand the history of our understanding of a physical mechanism for light from particle (Newton) and wave (Huygens) approaches, and the discoveries leading to a blended theory and quantum physics.
- Contemplate the nature of human thought, of our ways of “describing” nature, and whether any limitations might exist in how we can understand the world beyond the observer/observed interface.

Art

Aesthetics: History of Architecture

This block is an overview of the evolution of architecture from ancient building methods to modern trends. The lessons include presentations on the historical progression of styles and their corresponding structural innovations, which lead to discussions about the underlying cultural beliefs and ideas expressed therein. Students are expected to put together a block book that highlights key stages and aspects of architecture with annotated schematic drawings. Notes and drawings for the book are periodically collected and checked. Each student also creates a two or three dimensional project on a specific building or architectural theme that is presented to the class in the last week of the block. The course culminates in a final review test. By the end of the course, students have gained a basic understanding for how architecture expresses changing human aspirations and needs, on ideological, aesthetic, and functional levels.

Students should be able to do the following:

- Complete a portfolio of notes and schematic drawings.
- Complete a three-dimensional project.
- Pass a final test on various schools/periods of western architecture.
- Identify historical western periods of architecture
- Identify particular elements using architectural terminology (e.g. entablature, nave, pediment)
- Be able to identify the classical or ancient influences in a modern building
- Demonstrate an understanding of the development of architectural forms through time

- Understand the relationship between form and function in an architectural work

Art Skills: Self-Portraiture

Students work with self-portrait drawing and painting skills, and developing work from observation—both in mirrors and from photographs. This course is designed to develop skills to enable the student to use tools to achieve accurate and representational drawing and paintings in the self-portrait form. We measure the face and head and create a template for each student, and then proceed to use the tools we have created to free the ability to just draw what you see. In this block, we focus first on understanding proportion and building a repertoire of tools that help us quickly and accurately establish correct proportions. Once we have established this framework, we work to enliven these measurements with direct observational drawing to bring expression to the math. The culminating project is a large self-portrait painting in oil. The students are asked to execute the portrait accurately in form and detail, but are given freedom to choose from a wide range of colors.

Students should be able to do the following:

- Copy a large-scale portrait painting from Rembrandt into a watercolor veiling technique.
- Demonstrate skill in drawing from observation.
- Complete a self-portrait.

World Languages German or Spanish IV

Students will increase oral, writing, and understanding skills to a higher level, with a focus on more advanced grammatical concepts and exceptions to the rules. Substantial reading skills will be expected. Teaching and conversations will be solely conducted in the language. This is considered an advanced or honors Class.

Students should be able to do the following:

- Express oneself with reasonable fluency and accuracy.
- Give 10-15 minute oral presentations without notes.
- Read twentieth century literary texts.
- Participate in productive literary discussion.
- Write draft compositions based on literary readings.
- Demonstrate in-depth understanding of grammatical concepts.
- Demonstrate creative, original thought when writing poems.
- Link language study to the larger context of a humanistic education.

Independent Study—Senior Project

Seniors will make a yearlong commitment to study/learn a subject, skill, or craft in depth. It can be an intensification of something the student has already been pursuing, but preferably is a new and different craft, discipline, study, or area of research that the student wishes seriously to take up and master. Key to any senior project is the student's work with a skilled mentor and the ongoing mentor/apprentice relationship. Seniors conceive of these independent projects on their own and ideally commit blocks of time to pursuing them. The intention is that, with a mentor's help, they fully acquire the skills their projects require, and then present the results of their efforts to an audience composed of peers, parents, and teachers with whom they share what they have learned and experienced. The presentation itself and its preparation represent a significant portion of the project experience.

Students should be able to do the following:

- Complete a project that culminates in a comprehensive research paper, and artistic component, and an oral presentation to the entire school.
- Work independently under the guidance of a mentor.
- Communicate orally with fluency and accuracy.

Curriculum and Standards for All-Grade Courses in the High School

Physical Education and Movement

Students are required to participate in four years of physical education. Depending on school facilities and collaborations with other schools, the program will include team sports (soccer, basketball, alpine and cross-country skiing, track and field); yoga; social dance, circus arts, and martial arts. Throughout the high school years a **health and wellness curriculum** will be incorporated into the PE and Movement classes as well as other appropriate academic classes. Topics to be covered will include support of physical and emotional well-being through exercise, diet, meditation and mindfulness, substance use and abuse, human sexuality and systemic discrimination.

In physical education and movement classes, where progress and achievement rely on the full participation of every group member, teachers take the following into consideration:

- Level of engagement in the activity: that the student shows an interest in the effort of the whole group and works to blend his/her own part with sensitivity.
- That the student displays willingness, motivation, and ability to make progress as an individual within the group.
- Preparedness: that the student comes to class on time and in appropriate attire and equipment.
- Attention to technique and respect and care for the equipment, the tools being used, and the cleanliness of the space used.
- Respect of fellow classmates' work and efforts.
- Attentiveness to safety and expected conduct.

Performing Arts

Theater: Tenth and Twelfth Grade Plays

Because it is such an incarnating experience, drama in a Waldorf high school is one of the most dynamic means of assisting with the gradual unfolding of individuality in adolescence. The make-believe world of a play offers a potent antidote to the tendencies of the adolescent age since it requires activating the powers of the imagination. Drama is the most social of all arts, inherently collaborative and demanding of the ingenuity and artistic efforts of dozens of people. Working on a play becomes then not just an artistic endeavor, but also a social training in community building. Finally, there are truths to be discovered through the illusion of drama—ageless archetypes of characters and human situations; it has revelatory possibilities. Everyone participates, no matter how small the role, in order to experience what it means to intentionally and imaginatively step out of oneself and into another character. Drama is one of our most important pedagogical tools in a Waldorf school: we try to consider what role best serves each student pedagogically, and what will best serve his or her present and future needs.

All strive to produce a good play so that these young people experience success in their artistic collaborations.

We mount a full play production in only 3½ weeks, which can be an intense experience, but one that holds enormous possibilities for adolescents—both individually and as a group—to feel real achievement and accomplishment. After a first group reading, students cast themselves, and these are choices we do our best to follow. Students work with many preparatory exercises to overcome self-consciousness, strengthen the ensemble, open up to others, improvise, develop character, and encourage the freedom to be silly and have fun. They take responsibility for most of the stage managing (partially in 10th, fully in 12th) and many have the opportunity to develop administrative and organizational skills by taking full responsibility for technical tasks such as costumes, make-up, props, lighting, and sound effects (again, in 10th partially supported by adults; in 12th, fully on their own).

Music:

Instrumental and Vocal, Grades 9-12

Students in all grades will be required to participate every year in Orchestra, Band, or High School Chorus.

Students in orchestra should be able to do the following:

- Demonstrate performance practice – stylistically correct musical interpretation, including ornamentation and understanding of historical context of the music.
- Understand musical forms.
- Attend and critique a performance of “concert music”.
- Work on all major scales, dominant scales and some minor scales.

Students in chorus should be able to do the following:

- Work on expanding their vocal range.
- Work on interval recognition and singing in tune with each other.
- Rehearse and perform a wide range of vocal styles from classical to modern and music from around the globe.

In music classes, where progress and achievement relies on the full participation of every group member, teachers take the following into consideration:

- Engagement in the ensemble: that the student shows an interest in the sound of the ensemble as a whole and works to blend his or her own part with musical sensitivity.
- That the student displays willingness, motivation, and ability to make musical progress as an individual within the group.
- Preparedness: that the student comes to class with their instrument and music. Failure to bring their instrument or music will reduce the student’s grade.
- Home practice: that it is evident the student works on the music independently, outside of school in a consistent manner.
- Attention to technique: that the student works to play and/or sing with proper diction, breathing, articulation, posture, and technique.

While innate talent in any of the above fields can produce exceptional work, it does not guarantee a good grade without active participation, engagement, and effort. Conversely,

students who may be less naturally gifted can still obtain high grades through active participation, engagement, and effort.

Practical Arts

Practical Arts and Crafts, Grades 9-12

Courses to be offered as electives will depend on the availability of specialist teachers and may include pottery, sculpture, wood working, book binding, blacksmithing, jewelry making, weaving, or media art. Specialist teachers will set standards for achievement in those courses.

Community Service and School Work/Jobs,

Community service is an integral component of the curriculum and essential for students to enter into new relationships with their community, especially neighboring local businesses and service organizations. In order to connect with and honor the wider world around them, Coastal Waters students fulfill a minimum of sixteen hours per year of community service with outside organizations of their choice. Students in Grade 12 perform eight hours of community service, which may be integrated with their Senior Project. A service component is part of several of our courses, for example, visiting a special needs community in the *Parzival* block, tending the grounds of a Benedictine Monastery on the Medieval History trip, or cleaning the beachfront on the Maine coast Zoology trip.

The community service requirement varies with the grade:

- in ninth grade students will work as one group to perform community service as arranged throughout the year.
- in tenth grade students will work in small groups on community service projects.
- in eleventh and twelfth grade will work on individual community service projects of their own design.

All students will contribute to the practical day-to-day running of the school by taking on daily jobs, such as cleaning, recycling, trash, compost, plant watering and supervision.

General Standards (selected subjects) for Comprehension/Skills, to be applied at all Grade Levels

In English language arts, students will demonstrate that they can

- Read and write at or above grade level;
- Recognize and evaluate themes, style, character, plot, sense of place and relevance to the given time period;
- Apply analytical skills, rhetorical strategies and literary theory to relevant texts to build their understanding of the power of language;
- Appreciate the role literature plays in our understanding of past and present, through exploring the social, political, cultural and philosophical contexts of diverse texts;
- Write and revise essays that reflect the continuing development of their understanding of a particular text and assignment.
- Complete writing assignments as required in every main lesson block, which may include book reviews, expository writing, creative writing, journals, project and lab reports.

In Social studies/history, students will demonstrate that they have

- Learned the basic informational content required for a given course,
- Acquired an understanding of political, social and economic systems;
- Learned to distinguish between sound generalizations and misleading oversimplifications in different interpretations of history;
- Learned how to gather information from primary and secondary sources, evaluate this information, construct and test hypotheses and apply what they have learned in oral and written presentations;
- Learned to identify causal connections between historical events and larger social, economic and political trends;
- Understood how human actions affect our world in terms of environmental, political, economic and social issues.

In Mathematics, students will demonstrate that they have learned

- The mathematical concepts, calculation and problem solving skills required to pass each course at or above grade level,
- The practical uses of math in such diverse fields as surveying, geometric drawing, and environmental sustainability.

In Science, students will demonstrate that they have

- Mastered the basic content required to pass each course at or above grade level,
- Developed the skills of observation, experimentation and analysis to enable critical evaluation of their surroundings and circumstances and to enable informed decision-making about an array of issues from personal health to environmental sustainability;
- Understood the scientific process, including experimental design and proper use of variables and controls as well as relevant mathematical concepts, throughout the full range of topics and levels;
- Achieved competence in communication skills relevant to science, such as written lab reports and oral presentations and projects.

In Visual and Performing Arts, students will have learned to

- Express themselves artistically
- Acquired the confidence to present their work to an audience of students, parents and the larger community;
- Practice such skills as observation, critical analysis and application of technique;
- Value self-expression and appreciate others' self-expression.

Grading Standards for High School

A-/A/A+ (90-93/93-100) (note: an A+ does not affect GPA)

Excellent performance in relation to course objectives with strong evidence of a thorough grasp of the subject matter; observations articulated well, ideas organized, all material analyzed and concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed clearly and convincingly both in speech and in writing, creative solutions found to challenging problems.

B-/B/B+ (80-83/84-86/87-89)

Sound performance with strong evidence of a comprehensive grasp of the subject matter; key observations articulated, central ideas organized, important material analyzed and key concepts synthesized as can reasonably be expected of students at a given stage of development; thoughts expressed effectively both in speech and in writing, progress made on solving challenging problems.

C-/C/C+ (70-73/74-76/77-79)

Performance that meets basic requirements with evidence of a good grasp of just the essential components of the subject material; important observations articulated in fairly clear terms, most central ideas organized; analysis and synthesis of a number of ideas and concepts as appropriate for developmental stage; thoughts expressed adequately in speech and in writing; development of skills necessary to solve basic problems.

D-/D/D+ (60-63/64-66/67-69)

A barely acceptable performance with evidence of a familiarity with the subject material; partially successful efforts to meet course expectations; minor effort to articulate observations, to organize and integrate ideas, to analyze, and/or to synthesize ideas and concepts, as can reasonably be expected of students at a given stage of development; partially successful efforts to express thoughts both in speech and in writing, and/or to solve basic problems related to the subject material.

F (0-59)

Below any satisfactory standard of performance, with evidence of an unsatisfactory grasp of the basic subject material and insufficient effort to meet course expectations.

Cross Disciplinary Goals

In addition to measurable grade-level subject-specific learning goals, we are guided by a set of broad, cross-disciplinary goals for the development, over four years, of abilities and capabilities that are needed for learning in all subjects and for overall school success. These include

Cognitive and communication skills: students will increasingly

- Appreciate the value of active listening;
- Achieve mastery of abstract and complex concepts;
- Be capable of clear, informed, critical thinking and able to observe, compare, analyze and synthesize information;
- Be able to effectively access, evaluate and integrate information from a variety of sources;
- Be able to communicate effectively both verbally and in writing and have strong computation, research and problem-solving skills;
- Understand the uses of technology and appropriate media to communicate and create effectively.

Confidence, competence and collaboration: students will increasingly

- Be capable of correcting their own work upon observation, reflection, discussion or completion of additional lessons;
- Demonstrate the development of concentration, persistence and responsibility;

- Be able to effectively collaborate with others by cultivating trust, developing listening skills and the ability to compromise.

Creative imagination: students will increasingly

- Demonstrate creative problem-solving skills;
- Be able to express their internal experience through literary, artistic, musical and/or athletic endeavors;
- Develop an appreciation for the aesthetic and disciplined work of others.

Sustainability and stewardship: students will increasingly

- Demonstrate an understanding of the interconnectedness of the natural world;
- Acquire an understanding of the need for sustainable practices and effective stewardship in regard to the environment, agriculture, the economy, and social and personal life.

Finally, the founding members, Board, faculty, and supporting community of Coastal Waters are guided by the broad goal of educating the whole human being. By graduation, we hope that each student has developed the capabilities, dispositions, attitudes, and character traits needed to navigate their world and work, and to be prepared for a future yet to be imagined of their own making. Over the course of four years, we aim for each student to make progress toward becoming

A caring contributor to the community who

- Appreciates his/her role as a community member and engages in effective collaboration and community service;
- Understands his/her diverse community and the particular issues it faces.

A world citizen who

- Understands and values the contributions of various groups and individuals to the growth and well-being of the U.S. and the world;
- Is able to function in cross-cultural interactions;
- Appreciates the interconnectedness of individual, community and environment.

A healthy individual who

- Understands the importance of personal health, including that of mind, body and spirit;
- Practices self-awareness, empathy and compassion towards self and others.

A life-long learner who

- Makes ethical and moral decisions and choices for a healthy future;
- Takes responsibility for and understands the consequences of his/her actions;
- Approaches the world with curiosity and finds joy in learning and discovery.

Measurement of non-cognitive goals (e.g., curiosity, confidence, empathy) can only be approximate and will depend largely on teachers' judgements. Standards in this realm are not absolute; benchmarks for progress vary with the individual. Fair assessments in this regard are facilitated at Coastal Waters by close teacher-student and advisor-student relationships, and can be incorporated into the narrative component of end-of-course assessments.

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Appendix N: Detailed Fundraising Plan

Event	Pre-op Fundraising	Annual Fund	Foundation Grants/ Corporate	Gala-silent and live auction/dinner	Raffle-large item or Calendar Raffle	
Goals and Objectives	\$20,000	\$15,000 the first year growing 3% each year	\$40,000 first year growing 3% each year	\$12,000 growing by 3% per year	\$5,000 first year growing 3% each year	
Date of Event	June 2021-September 2022	Begin November 1 with Release of Annual Report, (include Giving Tuesday event in Annual Fund raising-11/29/22)	TBD-ongoing	6/1/2023-end of year	Drawing at Spring Celebration in May	
Assumptions	Use of our current mailing list of supporters; donations solicited online and through web page/Silent Auction	Board = \$2,000 2 x 2000 = \$4,000 5 x 400 = \$2,000 60 x 100 = \$6,000 60 x 20 = \$1,000 Donations solicited online with mailing	Development Director working with grant writer from the development committee or hired grant writer	No covid restrictions	Parents to sell tickets	
Oversight	Development & Fundraising Committee of the Board	Development Director with final oversight by Development & Fundraising Committee	Development Director with final oversight by Development & Fundraising Committee	Subcommittee with Development Director with final oversight by Development & Fundraising Committee	Subcommittee with Development Director with final oversight by Development & Fundraising Committee	
Planning	June 2021- Dev team and Board begins to solicit donations 12/1/2021-Auction goes live and closes 12/15/2021	Annual Report-Administrative Director, Business Admin, and Board prepare by October 1. Board solicitation letter. Create Giving Tuesday (11/29) page pn FB, Website, promote starting Nov 21.	Ongoing research of grants and applications-criteria and deadlines. Identify Foundation contact for face-to-face meeting. Write applications-3 proof readers. For Coporations: identify contact, develop presentation/applications.	Coordinate solicitation of donations from local businesses (start in February), confirm teachers plans for student created projects for live auction, solicit food donations, coordinate volunteers for all aspects of the event-set up/take down, food, decorations, auctioneer, creation/printing of program, invitations (send out mid April), tickets by admin, check out, get sponsors, request wine donation from Board+others, set up online ticket purchase, set up online portion of silent auction.	Ticket price and design 2/1 Poster and web design 2/1 Arrange for sales at local venues 2/1, recruit/organize community volunteers/families Organize volunteer ticket sellers for local venues 2/1 Print Posters 2/15 Ticket sales 3/1	
Advertising	Mailing list, Webpage, Facebook	Mailing list, Webpage, Facebook Visual Display inside School	N/A	Weekly, and monthly newsletters, FB, Website, invites sent out.	Website, Facebook, Newsletters	
Event Needs	Artwork and Business Contributions Auctria.com-Online Platform for Silent Auction Tracking Bids and Winners.	N/A	N/A	Website, invites sent out to mailing list and all supporters. Volunteers to gather donations for auction, class teachers to complete student project for live auction, food donations picked up/all food tables set up, bid sheets on all tables, pens, all tables set up with silent auction items, wine table set up with bid sheet, cash boxes (2) for checkout tables, bags/tissue paper for items, microphone for live auction, paddles for live auction, vounteer keeping track of live bids/wins.	Cash box for sales at local venues Tickets Volunteer ticket sellers Posters	
Grant Needs	N/A	N/A	Research application criteria,	N/A	N/A	
Financial	\$20,000	\$15,200 gross. less \$200 mailing	\$40,000 less paper and copying	\$12,000	\$5,000 (\$6,000 gross Income \$1,000 expenses)	
Follow up	Thank you letters, Personal phone call for donations \$500 and greter, recognition of donors in annual report, Update board on progress	Thank you letters out by January, Personal phone call for donations \$500 and greater, Recognition of donors in annual report Update board on progress	Thank you letter, Follow up with contact-if not accepted ask for feedback, Complete report for funder at end of grant period, Evaluation of grant feasibility for upcoming years, Recognition of donors in annual report, and Update Board on progress	Thank you's to all volunteers, donors, and sponsors. Evaluation meetings with volunteers	Thank you's to all volunteers. Evaluation meeting with volunteers/coordinators with written recommendations and plans for upcoming years.	
Event	Holiday Crafts Fair		Fun Run		Spring Fair/May Day	
Goals and	\$5,000 first year growing 3% each year		\$5,000 first year, growing by 3% year		\$3,000 first year, growing by 3% year	
Date of	Nov 19 or Nov 26, 2022		October or end of May-tbd		May-(day tbd)	
Assumptions	No Covid Volunteer Coordinator, Vendor Coordinator, Vendors Cafè Raffle of vendors donated items, School Store, Children's Crafts and Activities Storytelling/Puppet Show		No covid restrictions		No covid restrictions	
Oversight	Subcommittee with Development Director with final oversight by Development & Fundraising Committee		Subcommittee with Development Director with final oversight by Development & Fundraising Committee		Subcommittee with Development Director with final oversight by Development & Fundraising Committee	
Planning	Identify Coordinators 9/1, Vendor Applications due 8/1 (F and D committee oversee advertising for vendors over the Summer), review and choose vendors by 9/1, notify vendors 9/7, Organizational Meeting of volunteer coordinators 9/15-bi weekly meetings begin, 10/ 15 weekly meetings begin. Assemble Raffle Items 11/1, Arrange Story-teller/musicians 10/1 Assemble School Store Items 11/1, Volunteer Sign Up begin (Sign Up Genius) 10/1, Plan Children's Activities 10/1, Solicit Cafè items (from school community as well as greater community donations) 11/1, pick up day before Fair.		Planning to begin in August or March-tbd. Find sponsors, contact town for all permits needed/routes approved, contact local businesses for donations of refreshments/ice/waters,design, design and print shirts/hats, race numbers, collect tents.		Planning to begin in March, crafts and events planned, volunteer opportunities listed, reach out to local bands for live music, request food donations from local restaurants, create menu with prices, book pony for rides, book dunk booth, farm animals for petting zoo, start creating decorations (fabric flags, banners, etc) with students.	
					Yard Sale	
					\$2,000	
					June 15	
					Able to get donations of sale items	
					Development & Fundraising Committee	
					Advertise in Community asking for donatiuons April, May, June. Ask for baked goods and collect items June 10 until sale day. Collect for bake sale day before sale. Make signs for roadside.	

Advertising	Website, Facebook, Weekly Shopper Ad, Sentinel Ad, Parents Mag		Facebook, Website, Newsletters, Newspapers, Road Signs	Facebook, Website, Newsletters, Newspapers, Road Signs	Facebook, Website, Newsletters, and Roadside signs
Event Needs	Vendors do own set-up (map needed), Cash boxes (3) Raffle Set-up, School Store Set up, Children's activities set up Café set-up (donated goods to be picked up day before)		Route plan, town approval, police presence/traffic control, volunteers for set up, take down, check in and along route, time-keepers, tents, chairs, shirts, numbers, donations of refreshments.	Volunteers for set up/take down/all events/activities, area for live music, food donated, grills borrowed from community if needed, coolers, ice, lemondade stand set up, homemade pickles on a stick stand, marketing/outreach table set up, tickets for activities, cash boxes (3).	Families to donate items, volunteers to organize, set up, take down, make refreshments to sell, police officer to direct traffic, parking attendants, cash boxes for check out tables, food table
Grant Needs	N/A		N/A	N/A	NA
Financial	Income: Café, School store, Vendor fees, and Raffle	\$5,000 (\$9,200 gross income, less \$4,200 expenses)	\$5,000	\$3,000	\$2,000
Follow up	Email acknowledgment to all parent volunteers (week after event) Thank you letters to volunteer coordinators by 12/1 Thank you letters to donors for Silent Auction by 12/1 December-Evaluation meeting with volunteer coordinators for each section with written recommendations and plans for upcoming years.		A thank you to donors/volunteers in Newsletter, FB, Website, press release about the event submitted to local newspapers. Evaluation meeting with volunteer coordinators for each section with written recommendations and plans for upcoming years.	A thank you to donors/volunteers in Newsletter, FB, Website. Evaluation meeting with volunteer coordinators for each section with written recommendations and plans for upcoming years.	A thank you to donors/volunteers in Newsletter, FB. -Evaluation meeting with volunteer coordinators for each section with written recommendations and plans for upcoming years.
Event	Dine to Donate	Lemonade Stand/Facepainting	Halloween Walk		
Goals and Objectives	\$1,050	\$1,050 (And Outreach and Marketing)	\$2,000 first year, growing by 3% year		
Date of Event	Ongoing-(at least 6 events)	Summertime (6 weekends)	October		
Assumptions	Restaurants offering	No Covid restrictions	No covid restrictions		
Oversight	Development & Fundraising Committee	Parent volunteers, Parent Association, and Development & Fundraising Committee	Subcommittee with Development Director with final oversight by Development & Fundraising Committee		
Planning	Schedule at beginning of school year. Contact all local restaurants to determine opportunities, complete all applications/requests. Create banner.	Schedule in April for the Summer. contact all towns for participation details, restrictions, etc.	Planning begins 8/1/2021		
Advertising	FB Website Weekly newsletters Monthly newsletter	FB Website Fliers Weekly/Monthly Newsletters	FB Website Fliers		
Event Needs	Volunteers to man the booth (if allowed) at restaurant. Banner/sign with school logo, outreach materials	Families to build and man booth, Lemons, squeezer, water, sugar, cups, ice, outreach supplies, fliers, school info packets, sign with school logo, face paints and older students (6th grade and up) to paint faces	Volunteers to set up walk, costumed actors/storytellers at stations		
Grant Needs	NA	NA	N/A		
Financial	\$175/event	\$175/event			
Follow up	Thank you card (with picture drawn by students) to business	Acknowledge volunteers on Facebook weekly, with photos.	A thank you to donors/volunteers in Newsletter, Facebook		

Appendix O: Employee Job Descriptions

Pedagogical Director

The Pedagogical Director is a leadership position responsible for the school curriculum and implementation in the day-to-day classroom teaching. The position inspires a culture of collaborative initiative at Coastal Waters and works to create a shared vision for the future of the school. The position reports to and is supervised by the Board of Directors. The Pedagogical Director collaborates with the Administrative Director to form the day-to-day leadership of the school.

The Pedagogical Director has authority to require compliance with established policies, procedures, practices, and agreements, and to initiate corrective procedures as appropriate. This role participates in the formation and modification of school policies.

Duties and Responsibilities:

The primary responsibilities of the Pedagogical Director are broadly captured under four areas, with the focus or emphasis shifting between these areas as the leadership structure changes and the needs of the organization strategically evolve:

1) Pedagogical Development/Support of Faculty

- Define and ensure the implementation of the pedagogical vision and goals of the school.
- Assure quality of teaching and appropriate delivery of the curriculum.
- Visit and observe all classes regularly.
- Provide direct hiring, review, and supervision of Faculty.
- Provides oversight of faculty professional development.
- Assist faculty members with pedagogical questions.
- Support faculty members in addressing parent concerns.
- Maintain an awareness of ongoing curriculum and pedagogical developments in both Waldorf education and the larger educational community.

2) Administrative

- Oversee processes that ensure the school's pedagogical quality, consistency, coherence, and continuity.
- Develop and refine policies and procedures in conjunction with pedagogical bodies, Administrative Director, and Board of Directors.

3) Parental Liaison

- Collaborates with the Administrative Director in managing the concerns of the parent community.
- Support the development of parent education.
- Work with the faculty to support the resolution of individual parent or class-wide pedagogical concerns.

4) Committee Work

- Attend sectional meetings, departmental meetings, and various committee meetings as needed.
- Member of Leadership Council with the Administrative Director and Faculty Chairs.

Knowledge, Skills and Abilities:

- Have a demonstrated commitment to collaboration, objectivity, relationship, and consensus building as well as conflict resolution.
- Be a person who is accessible and approachable, who deals with people in a welcoming and engaging way, and who leads by active involvement in the life of the school.
- Be an individual who is responsive and non-reactive and leads through a balance of inspiration and discipline, vision, and practicality.
- Possess the ability to work collaboratively and be an effective liaison between leadership and governing bodies.
- Possess considerable knowledge of Waldorf education, its principles, techniques and methods, and a connection to Anthroposophy on which the education is rooted.

Education and Relevant Work Experience:

- Have at least 10 years' experience as a Waldorf teacher and significant experience in leadership/administrative roles.
- Preferably possess a Master's Degree; Bachelor's degree required.
- Experience in program evaluation and mentoring faculty.
- Be willing to engage conflict and work towards positive resolution.

Administrative Director

The Administrative Director is a leadership position responsible for the day-to-day work of the essential administrative operations of Coastal Waters Chartered Public School. This role participates in creating an environment of stability in a rhythmic, balanced, and healthful way such that the school is fully available to fulfill its vision and each member of the team is available to live life fully.

The Administrative Director works in collaboration with the Pedagogical Director for the positive day-to-day operations of the school. The position reports to and works with the Board of Directors in overseeing the financial and legal wellbeing of the school. The Administrative Director is supported by administrative staff consisting of the Business Administrator, Development Director, and Administrative Assistant.

Duties and Responsibilities:

- Represent the school to the parents, students, and community, in a manner that creates a positive public image and promotes retention and new enrollment.
- In participation with the Pedagogical Director and administrative staff, help coordinate between the Board and Parent Council in the development, implementation, and communication of goals, strategies, objectives, policies, and procedures of the school.
- Represent the School in community and professional meetings.
- Represent the School in its relations with state and federal agencies with local, state, regional and national educational organizations and the Alliance.
- In participation with the Leadership Team, respond to crisis and mitigate any residual risks and concerns

Parent/Teacher/Student Relations

- Participate in implementation of new parent in-take process and orientation meetings.
- Ombudsperson for staff, faculty, student and parent conflict.
- Oversee exit interview process and facilitate meetings with exiting families.

Human Resources

- Work with the Pedagogical Director and Board to oversee and manage employee benefits and salaries, orientation and training, and employment contracts.
- Oversee protocols and process for hiring, retention, and dismissal of administrative personnel.
- Prepare employee handbooks and maintain appropriate personnel records.
- Oversee mentoring and evaluation of administrative staff.

Educational Policies

- Serve as an educational innovator, anticipating the needs of the future children coming to the school and plan accordingly
- In cooperation with Development Director, coordinate policies and procedures related to admissions, lottery, waitlists, and incoming student-records policies.

- Oversee and review distribution of mid-year and end-of-year reports, student records, and other student documentation.

Oversight of Legal Issues

- Oversee activities related to 501c3 status.
- Work with Legal Review Team
- Comply with state regulations and licensing requirements.
- Work with the Pedagogical Director, Board, and its committees to carry out established school policies; to review those policies and make recommendations for changes; to attend meetings, prepare reports, maintain board records, and keep the Board informed on all aspects of the school's operation.

Budgeting and Planning

- Work with the Pedagogical Director and Board to project for academic program needs, capital project planning, and professional development
- Oversee entire budget and actual expenses.
- Oversee and steer the Strategic Planning process, including the 5 year budget

Building and Grounds

- In conjunction with Building and Grounds plan for future needs of building and site
- Review and negotiate lease agreements as required

Development

- Actively develop relationships with key donors, alumni, alumni parents, and foundations in conjunction with the Development Director

General and Administrative Support

- Oversee administrative communications including the Annual General Meeting, program handbooks, website, and school-wide communication
- Manage, update and oversee Emergency Response Protocol
- Manage, updated and oversee all health and safety protocols

Knowledge, Skills, and Abilities:

- Excellent organizational and written and verbal communication skills
- Ability to think ahead, self-manage, and be flexible
- Considerable knowledge of Waldorf pedagogy, including administrative and educational principles, techniques, and methods
- Ability to relate to and honor all members of the school community and to work as part of a team
- Demonstrated ability to manage public relations and inter-relationships with community groups, private and public agencies, parents, and the general public
- Legal awareness of school related issues preferred
- Ability to support a development team, including generating new ideas and increasing revenue to the school
- Ability to embody, manifest and advocate the mission of the school
- Ability to monitor and address all matters of school climate and culture

- A working relationship with Anthroposophy

Personal Qualities:

- Personal empathy and alignment with the mission of the School
- Decisiveness tempered with patience, diplomacy, and compassion
- Personable, with a healthy and respectful sense of humor

Education and relevant work experience:

- An advanced degree in education and/or school administration
- Waldorf administration or classroom experience preferred
- Experience managing all aspects of employment, retention, and dismissal of personnel preferred

Faculty

The Faculty position is a position that is responsible for maintaining the pedagogical presentation in the day-to-day delivery of the appropriate grade level curriculum and method at Coastal Waters. This position works with the Pedagogical Director to provide the education plan in line with the school's pedagogical plan.

Duties & Specific Responsibilities:

- Prepare and implement Maine Lessons, daily lessons, and monthly lesson blocks
- Coordinate with other grade and specials faculty to ensure student engagement in all aspects of their lessons
- Compose student reports and professional correspondence with parents and colleagues
- Compose student reports and professional correspondence with parents and colleagues Prepare and conduct regular parent evenings and parent-teacher conferences. Participate in school community and public relations events (e.g. open house).
- Collaborate and consult with parents and faculty regarding academic needs of students, assisting students and parents in the development of realistic personal expectations for achievement and progress
- Facilitate a healthy school climate by fostering self-understanding and strong interpersonal relationships
- Collaborate with the Pedagogical Director, LEA, and faculty to support teachers and administrative efforts to ensure support for students

Knowledge, Skills, and Abilities:

- Degree in education and/or NH teaching certification and Waldorf teacher certification or willingness to pursue this as professional development.
- NH state certification or 3 years teaching experience per NH State Standards
- High School Faculty will have a degree in the subject they are teaching
- Alignment with Waldorf education
- Strong written and oral communication skills
- Strong organizational and planning skills

Business Administrator

The Business Administrator is responsible for the operational, organizational, and financial management of Coastal Waters Chartered Public School. This role collaborates with other administrative staff in the day-to-day administrative operations. The Business Administrator reports to the Administrative Director and collaborates with the Board Treasurer and Pedagogical Director. This role participates in collaborative decision-making and is responsible for the implementation of decisions in the business realm.

Duties and Responsibilities:

Office and Financial Management

- Responsible for the financial records of the school
- Collaborate with the Pedagogical Director, Administrative Director and Board Treasurer to prepare, present, and manage yearly budget
- Process payroll for salaried, hourly, and contracted employees
- Prepare and complete employee contracts, including compensation and benefits
- Work with the Board Treasurer to prepare financial reports for the Board
- Maintain financial and personnel files
- Implement and improve efficiency of office procedures and electronic systems

Buildings and Grounds Management

- Oversee plans for maintenance & janitorial work during school breaks
- Oversee facility use and summer rentals

Ensure legal compliance, accreditation, insurance, and safety regulations according to legislation

- Communicate with government, legislative, and outside authorities, as necessary
- Develop and manage financial policy

Knowledge, Skills, and Abilities:

- A minimum of a High School Diploma or GED equivalent, an Associates or Bachelor's degree is a plus
- Two plus years of experience in an office setting required, experience in a nonprofit and/or school is a plus.
- Financial aptitude and accuracy, including reporting, budgeting, and forecasting
- Excellent listening, verbal, and written communication skills
- Microsoft Suites and QuickBooks experience required

Education Support Coordinator (LEA Liaison)

The Education Support Coordinator is a full-time administrative position that works with the Pedagogical Director, Faculty, and Local Education Agency (LEA) to assess students' educational needs, determine appropriate resources, and provide ongoing support as needed. The Education Support Coordinator will coordinate with the LEAs to cultivate positive relationships for collaboration to create the best plans and support for the students.

Duties & Specific Responsibilities:

- Coordinate and oversee the education support program of the school
- Promote an inclusive education environment that provides additional support for individual students and their learning needs
- Collaborate and consult with the Faculty and Pedagogical Director to create or use developmentally appropriate assessments
- Liaise with the LEA in creating developmentally appropriate plans that help meet the individual student's needs
- Create and maintain connections with local services and providers for referring students in need of evaluation and support
- Provide support to enable students with learning needs to access the curriculum and complete
- Assist with appropriate modifications and adaptations to the regular curriculum and/or learning environment in collaboration with grades teachers
- Provide integration support for students with special needs
- Maintain accurate records of student achievement and progress, and provide regular communication and reports to teachers and parents
- Complete funding applications for students identified with special needs and other relevant compliance documentation

Knowledge, Skills, and Abilities:

- Minimum of 2+ years of education support, or related, experience
- Maturity and confidence necessary to deal effectively with faculty, parents, administrators, and board members
- Alignment with Waldorf education
- Strong written and oral communication skills
- Strong organizational and planning skills
- Ability to work collaboratively in a team at the school and with LEAs

Development Coordinator

The Development Coordinator is a full-time administrative position responsible for managing the school's development efforts in conjunction with the Administrative Director, Pedagogical Director, Administrative team, and the Board. The Development Coordinator will focus on both short- and long-term financial health of the school by cultivating positive relationships with community members, alumni, families, and foundations. The Development Coordinator will demonstrate the ability to carry out a strategic and comprehensive fund-raising program, including maintaining relationships, identifying and developing new donors, timely submission of grant proposals and reports, and the general oversight of the annual giving, special events, and alumni programs.

Duties & Specific Responsibilities:

Strategic Leadership and Committee Participation

- Set direction for development goals and strategies in conjunction with the Development and Fundraising Committee, including a multi-year plan to increase overall giving statistics (both participation and money raised)
- Develop and maintain strong relationships between the school and core communities - foundations, parents, and extended community - leveraging administrative team and Board members for key ongoing relationships
- Plan and implement strategic initiatives, such as capital or major gift campaigns
- Identify strategies in individual giving and donor relations and cultivate new major donors to align with strategic planning and goals
- Develop and implement an annual solicitation strategy, in collaboration with the development committee, for current families and extended community
- Develop and maintain a program focused on alumni (which could include alumni events, newsletters, reunions, database)
- Identify new sources of foundation support
- Establish and maintain benchmark indicators for reviewing success of development activities and ensure best practices in data management
- Present monthly reports on development data to the Directors and Board
- Oversee gift application, reporting, and acknowledgements
- Oversee grant applications and reports as appropriate
- Oversee work on ad hoc projects that relate to development, institutional advancement, and strategic planning and marketing

Knowledge, Skills, and Abilities:

- Minimum of 2+ years of progressive fundraising leadership experience, ideally in an educational setting, including annual fundraising, major gifts, capital campaigns, planned giving, and strategic planning
- Maturity and confidence necessary to deal effectively with faculty, parents, administrators, and board members
- Alignment with Waldorf education and collaborative leadership
- Strong written and oral communication skills
- Strong organizational and planning skills
- Ability to work collaboratively in a team and to manage and inspire volunteers

Administrative Assistant

The Administrative Assistant position is a hands-on, organizationally demanding role which requires an excellent ability to deal with people in a very busy environment. Consistent attention to details and follow-through are essential. This role reports to the Business Administrator and supports the other staff and faculty of the school. The Administrative Assistant must be friendly, knowledgeable, outgoing, and be able to interact with the public, parents, high school students, and faculty. Discretion and objectivity are essential components of this job which may deal with sensitive and personal issues.

Duties and Responsibilities:

Administrative support

- Assist with office student record maintenance and various administrative tasks
- Provide administrative support for faculty and staff including editing/proofreading and other tasks
- Collaborate with the Development Director, and other administrative staff, to plan, organize, and implement fundraising events
- Retrieve and maintain student medical information; notify faculty and staff of student's status with special health and medication requirements
- Manage instruction and office orders
- Maintain office supply inventory (including all school printer supplies), tech inventory/accessories, and order as needed, research cost-effective purchases
- Help to maintain the School Cues system
- Act as communications first responder in an emergency, stock and maintain first aid kit.
- Adhere and maintain current COVID protocols (HS signage, PPE etc.).
- Maintain cleanliness of faculty lounge
- Manage student and staff mailboxes
- Other support of faculty, students and staff as needed

Front Desk Reception

- Greet visitors, receive deliveries, answer questions from students and visitors
- Answer phones, transfer calls and take messages
- Distribute mail, interoffice, Fed Ex, UPS etc.
- Coordinate/oversee front desk various fundraiser sales, tickets etc.
- Stay informed through school bulletins and registrar on school events, curriculum changes, etc.

Knowledge, Skills, and Abilities:

- A minimum of a High School Diploma or GED equivalent
- One or more years of experience supporting and administrative staff
- Strong computer/database skills; experience with Microsoft Office Suite
- Event planning experience a plus
- Knowledge of Waldorf education and/or SF Waldorf HS a plus

Grant Writer

The Grant Writer is an administrative position that works with the Administrative Director, administration team, and Board to support and coordinate the development efforts of Coastal Waters. This position is responsible for the development and implementation of the development plan for the School.

Duties & Specific Responsibilities:

- In collaboration with the Board and Directors of the School, create and execute a strategy for a sustained base of foundation and individual donors
- Research and maintain a foundation prospect list
- Write and submit proposals to appropriate grant offerings that align with school needs and the overall funding strategic plan
- Build and develop relationships with foundations and donors for continued collaboration and support
- Manage the donation process and information related to donors to ensure compliance with IRS guidelines for donor recognition
- Support the development coordinator, administration, and Board with the fundraising plan to ensure alignment with grant writing and strategic plan
- Develop and report on grant proposals and status to the Directors and Board

Knowledge, Skills, and Abilities:

- Minimum of 2+ years of development and grant writing, or related, experience
- Maturity and confidence necessary to deal effectively with the community, foundations, Directors, and board members
- Alignment with Waldorf education
- Strong written and oral communication skills
- Strong organizational and planning skills

Guidance Counselor

The Guidance Counselor is an administrative position that works with the students, parents, Pedagogical Director, Administrative Director, and Faculty to support students as needed with growth and development. This position is responsible for working with students in all grades to support them with their social, emotional, and educational growth.

Duties & Specific Responsibilities:

- Provide direct counseling support to students and their families pertaining to academic, educational, social, and emotional concerns, including individual and group counseling, and crisis intervention
- Collaborate and consult with parents and faculty regarding academic and emotional needs of students, assisting students and parents in the development of realistic personal expectations for achievement and progress
- Facilitate a healthy school climate by fostering self-understanding and strong interpersonal relationships
- Create and facilitate a plan to support students as they evaluate their own personal growth within the school and after graduation
- Collaborate with the Pedagogical Director and faculty to support teachers and administrative efforts to ensure support for students

Knowledge, Skills, and Abilities:

- Master's Degree in mental health field
- Experience in schools and working with high school and middle school students
- Minimum of 2+ years of development and grant writing, or related, experience
- Experience with restorative practice a plus
- Alignment with Waldorf education
- Strong written and oral communication skills
- Strong organizational and planning skills

**Appendix P: Common Core, Next Generation Science
Standards (NGSS), and Social Studies Placement Tables**

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Part II

Common Core Standards Placement Tables

*For Use in Determining the Grade Level Placements
Of the Common Core Standards
In a Waldorf-Inspired Public School*

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Introductory Notes

The Tables in Part II include: All of the Common Core Standards for each grade level, K-8, (as designated in the Common Core Standards), as well as areas for identifying decisions made about the appropriate placement of the Common Core Standards in a Waldorf-Inspired program.

The placements currently identified in the Tables (in columns two and three) reflect the outcomes of the Alliance review process. They should be understood to be recommendations, and advisory. Schools and teachers are encourage to consider them and to make their own decisions in light of their understanding of Waldorf education and the particular needs of their students and school community.

Note: A “Y” in column two indicates a “Yes”, signifying that the standard is typically achieved by Waldorf students at that grade level. The third column indicates a specific, alternative grade level placement for a Common Core Standard, chosen as more appropriate for a Waldorf-Inspired Public School program.

The Alliance Recommendations (in Part III) gather together and re-organize the standards to reflect the results of the Alliance review process. The Recommendations place all of the Common Core standards at the grade levels indicated in the placement tables in Part II (reflecting the decisions recorded in both columns two and three).

It is to be noted that all of the Common Core Standards, K-8, in ELA/Literacy and Mathematics, will be achieved by Waldorf students by the end of the eighth grade.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Kindergarten

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Kindergarten Program and Curriculum

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. Great care is taken to provide an environment that brings nurturing guidance and cooperation into the child's world of imagination and fantasy. The week is rhythmically structured to include storytelling and puppetry, creative work and play, singing and creative movement, games and finger plays, crafts, art activities, and fairy tales.

Since the young child's response to the environment is imitation with openness and trust, the teacher's goal is to become a worthy role model in gesture, mood and speech. The teacher strives to create an environment, both inside and out, that is beautiful, orderly and calm, yet also stimulating. Natural materials and open-ended toys are selected to nourish the senses and support the children in developing their imagination, creativity, focus, flexibility, and their motivation to engage with the world and others.

The curriculum is play-based and nature-oriented in keeping with the awakening capacities of the young child below the age of seven. The curriculum includes indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The play times are interspersed with circle time (language arts, movement, and music), artistic activities (which vary daily and include painting, drawing, and beeswax modeling), snack time and story time.

The Blessing of Time in the Waldorf-Inspired Kindergarten

In the initial Kindergarten year, if a two-year program is available, children are introduced to the rhythms and routines of the Waldorf-Inspired Kindergarten. With time, they learn to move through the transitions of the day with ease. They are introduced to a thoughtfully planned, rich array of

activities. These, along with ample time for play, facilitate the development of age-appropriate physical, cognitive, emotional and social skills. During the second year, if available, the rhythms of Kindergarten already live deeply in the children. They are free to refine the qualities they began to develop in the first year. They are inspired by their new role as Kindergarten “veterans” to reach a higher level of mastery in all they do, demonstrate a greater degree of self-control, and provide assistance to others. By the end of this year, the children are well prepared to make the transition to first grade.

An Overview of the Waldorf Kindergarten

The Waldorf Kindergarten is typically a play-based, half day, one or two-year program. In the Kindergarten, the teachers gently lead the child across the bridge from home to school, laying a strong, healthy foundation for the academic program that begins in First Grade.

In a homelike environment, the Kindergarten program is rich in singing, seasonal activities, painting, puppetry and storytelling. Waldorf teachers believe it is profoundly important that the child have time to develop body, imagination and will in a secure setting. Free play with simple natural toys draws out the imagination.

Because the Kindergarten child lives so deeply in the environment around him and imitates all he sees, the teacher strives to create an environment that mirrors back to the child the Good and the Beautiful. The teacher cultivates a reverence for nature and for caring relationships and good habits, laying a solid foundation for lifelong learning, personal development, fruitful relationships with others and engagement with the world.

The Kindergarten program is based upon the simple, yet profound concepts of imitation, repetition, and creative play. Due to its unique two-year format, if available, the Waldorf-methods Kindergarten is appropriate for a mixed age group of children from early five year olds to the pre-First Grade six year olds. The Kindergarten child will gradually become accustomed to working within a group, listening to stories, interacting with the teacher, and following a daily routine, while at the same time being aided in his or her development as an individual through the encouragement of creative play, healthy movement indoors and out, practical life skills, and many artistic opportunities.

Here are some of the core activities of the Waldorf-methods Kindergarten and the significance of each in relations to the student’s ongoing development:

Circle Time

Early in the Kindergarten day, the class is brought together to recite verses, sing songs, and play developmental games with the teacher. These are often connected with the season, a particular fairy tale, or are just part of the general lore of childhood. The children develop gross and fine motor skills during circle time where the story, or seasonal theme, will be worked into an imaginative, movement-based story, poem or song. Here the children move together, listening, reciting, keeping sequences, learning body geography, integrating reflexes and developing spatial awareness.

Repeating and remembering verses and songs with movement establishes a strong multi-sensory foundation for the more intense memory work to come in the grades. In circle, teachers establish the foundations of an oral approach to teaching reading and literacy, and integrate those language-based activities with coordinated opportunities for healthy movement, spatial and body awareness, and social interaction.

Artistic Activities, Handwork, and Crafts

Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as forms of handwork such as finger knitting, braiding, sewing, and wood working, are done as a group activity, although each child is absorbed in his or her own work. *These activities encourage the child's natural sense of beauty, color, and form, as well as laying the groundwork for the artistic techniques that will be required for all the subjects to come in the Waldorf grades curriculum. They also aid significantly in the development of fine motor skills, sequencing, and spatial awareness.* Confidence is increased as they master these skills. As their confidence and self-control develop, the children also participate in simple woodworking, beading, candle dipping, weaving and other crafts.

Free Play

Free play is a self-directed activity. A child's self-directed play develops imagination, creativity, large and fine motor development, problem solving, social skills and verbal skills. Younger children participate in all of these activities as their stage of maturity allows. Some teacher guidance may be necessary in the early stages of "figuring out" how to play, share, take turns and other socializing skills. Cooperation becomes an honored skill. A wide variety of adaptable materials and spaces are available for the child's free play choices. Students can choose to play both individually and in freely-formed and fluid play groups. In addition, during both indoor and outdoor free play times, adult-led small group activities are available including jump rope, gardening and a wide variety of crafts. The opportunity for free play plays a key and essential role in the curriculum as the child's nature changes from dreamy to focused and engaged over the span of their time in the Kindergarten, bringing them a sense of security, confidence and enthusiasm.

The ability to play creatively and use one's imagination in these early years becomes, over the course of grades one through eight, the ability to think creatively, imaginatively, actively, and effectively with increasing skill and conceptual precision, i.e.: solving complex problems in mathematics or drawing inferences accurately from scientific observations, or working together to solve a practical problem. Also, the extended focus on the task or play opportunity at hand, and the ability to create and follow an activity through to completion, are extremely important in later schooling and throughout life.

Practical Work

The children are involved in many aspects of the practical work involved in the smooth running of the Kindergarten. They set the table for snack, arrange the chairs in a circle on the rug for story time and move them back safely to the table for snack. They participate in food preparation and all take turns with the work of table cleaning, sweeping and dish washing. Outside, they help tend the garden and clean up play spaces.

When it is time to set up or clean, a child's observational powers and visual memory are developed. Organizational skills, sorting, staying on task and socially accomplishing a goal with others are all achieved. The younger child imitates the teacher and older children, developing habits of responsibility and a genuine feeling of self worth. The older child is given more individualized and challenging tasks. They are able to follow multiple step directions and see a complex job through from start to finish without an adult overseeing their work. They model willingness and flexibility and helping others for younger children.

Gardening

This is a foundational piece to science and an ecological education. The children develop a connection to the earth and the seasons as they observe all of the changes in the garden and the weather. The children can observe the changing life of the garden, and best of all they get to eat what they have planted. They help to prepare the ground, plant the seeds and guide the younger children in caring for the plants. They learn to know which plants are ready to harvest, and how to help prepare the food. They develop reverence for the earth and the plants while tending them and noting the recurring life cycle of the garden as a whole and its inhabitants. This is an imaginative foundation for botany and ecology--providing images of natural processes, humanity's role in supporting them, and their blessings over time.

Music

Music is woven throughout the day and is often used for transitioning from one activity to the next. In addition to singing, the teacher and children often use simple instruments, such as chimes, harps, and wooden flutes. *Music lays the experiential foundation for the in-depth music curriculum that follows in the grades and for future studies in the arts, mathematics, and the sciences (number, rhythm, pitch, the study of sound and the qualities of materials).*

Mathematics

The daily Kindergarten routine introduces skills in mathematics in manifold ways, including counting and sorting, measuring, one to one correspondences in table setting etc., ordering from smallest to larger, finger plays, counting the children in the class, using number verses, sequential repetitive songs, jump rope verses, clapping games etc. The younger children are eager to participate in all of these activities as they imitate the involvement and skills of the older children.

Snack Time

Children help with all aspects of this shared mealtime, from preparing the food (*including natural whole grains, fresh vegetables and fruits, soups and homemade bread*), and ironing napkins, to cleaning the dishes and tables. Baking and cooking activities, like kneading dough, and stirring the cake batter, serve to integrate reflexes and hand-eye coordination in the younger child. The children are asked to sit and wait with quiet, good manners while everyone is served. This is essential for impulse control, social skills, self-care skills, and fine motor control. They learn community building skills and to care for others.

Outdoor Play

Similar to indoor creative play, the group is taken outdoors often to experience the natural world in

all of its variety and its different seasons. *A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Also, the opportunity for healthy movement offered in the outdoor setting is crucial to the healthy development of the young child.*

Story Time

The children are gathered together daily to hear the teacher tell a special story. The imaginative, vocabulary-rich story may be a fairy or folk tale from around the world, a nature tale, or a puppet show. Stories are repeated and worked with over an extended period of time so that the children may learn them well, and later act them out. Older children often assist in story time by playing the characters in the story or puppet show. The story will be acted out with feeling and the words will become even more alive in an appropriately modulated, expressive shared context. These scenarios often become the basis for creative play at other times in the Kindergarten day.

The children learn to listen, remember and understand language in the rich context of story. These skills are fundamental to reading comprehension. Self-expression is enhanced through a rich contextualized understanding of new vocabulary.

Celebrations and Festivals

In addition to the daily activities described above, there is an ongoing celebration of the seasons. The mood of the season permeates all that we do in the Kindergarten. Annual celebrations and festivals become highlights of the year, for the Kindergarten and entire school community.

The Waldorf Kindergarten and Academic Learning

Directed academic instruction and activities are not emphasized in the Waldorf-methods Kindergarten; the emphasis lies on the foundation skills and experiences described above.

One key goal of the kindergarten program is to lay a strong foundation for the formal academic curriculum of the grades. Many preliminary academic skills are practiced daily. This material is not presented through formal academic lessons, but rather is embedded in the activities and rhythms of each day. The kindergarten program also allows children to fully develop their creativity, imagination, and self-confidence in preparation for the higher levels of cognitive thinking developed in the later grades.

For example, music, games and finger play develop rhythm and counting skills. The hands-on activities of gardening, cooking, nature walks, seasonal activities, etc., introduce science, math and geography skills, and concepts and vocabulary developed through classroom activities and stories. Multicultural stories give the child an introduction to social studies.

Social development and cooperative learning are also emphasized in kindergarten. In particular, acquiring the skills of concentration, courtesy, social habits, classroom habits and spatial awareness are important goals providing a strong foundation for future learning and for life.

Each day follows a regular and reassuring pattern and rhythm. Within the rhythm of each week, the children engage in these activities following a regular pattern: painting, baking, sewing, drawing, and beeswax modeling. Story, song, seasonal activities and celebrations carry us through the cycle of the natural year.

Foundational Learning through the Waldorf-Inspired Kindergarten Curriculum

The curriculum establishes solid foundations for work in the Grades in the following areas—as natural parts of the Kindergarten’s student activities:

- **Math:** The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking
- **Language Arts:** fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced.
- **Science:** Cooking; baking; nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories; festivals; foods
- **Handwork:** Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, foundation for concentration, speech and thinking)
- **Foreign Language:** Introduction to a foreign language, often Spanish, through songs and rhymes
- **Visual & Performing Arts:** Drawing; painting; beeswax modeling; drama; singing; percussion instruments; puppetry
- **Movement/Physical Education/Games:** Circle games; finger games; Eurythmy; jumping rope; climbing; outdoor imaginative play

Common Core Standards: Kindergarten
English Language Arts: *Reading Literature*

Common Core Standards, ELA Kindergarten: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>Key Ideas and Details</i>			
RL 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 1	“text” orally delivered in K
RL 2. With prompting and support, retell familiar stories, including key details.		Gr.1	Re-tell And/or re-enact in K
RL 3. With prompting and support, identify characters, settings, and major events in a story.		Gr. 1	In K, Demonstrated through re- enactment, play
<i>Craft and Structure</i>			
RL 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) (CA)		Gr. 2	
RL 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) (CA) .		Gr 3	
RL 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		Gr. 2	
<i>Integration of Knowledge and Ideas</i>			
RL 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.)		Gr. 2	
RL 8. (Not applicable to literature)			
RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		Gr. 4	

<i>Range of Reading and Level of Text Complexity</i>			
RL 10. Actively engage in group reading activities with purpose and understanding.		Gr. 2	
RL 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 2	
RL 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 2	

Common Core Standards, Kindergarten
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Kindergarten: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			Informational texts appropriate initially at Grade 3
Key Ideas and Details			
RI 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 3	
RI 2. With prompting and support, identify the main topic and retell key details of a text.		Gr.3	
RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
Craft and Structure			
RI 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations) (CA)		Gr. 3	
RI 5. Identify the front cover, back cover, and title page of a book.		Gr. 2	
RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		Gr.3	
Integration of Knowledge and Ideas			
RI 7. With prompting and support, describe the relationships between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)		Gr. 3	
RI 8. With prompting and support, identify the reasons an author gives to support points in a text.		Gr. 4	

RI 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		GR. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. Actively engage in group reading activities with purpose and understanding.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 3	
RI 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 3	

Common Core Standards, Kindergarten
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Kindergarten: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Kindergarten students:			
<i>Print Concepts</i>			
RFS 1. Demonstrate understanding of the organization and basic features of print.		Gr. 1	
RFS 1a. Follow words from left to right, top to bottom, and page by page.		Gr. 1	
RFS 1b. Recognize that spoken words are represented in written language by specific sequences of letters.		Gr. 1	
RFS 1c. Understand that words are separated by spaces in print.		Gr. 1	
RFS 1d. Recognize and name all upper- and lowercase letters of the alphabet.		Gr. 1	
<i>Phonological Awareness</i>			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Gr. 1	
RFS 2a. Recognize and produce rhyming words.		Gr. 1	
RFS 2b. Count, pronounce, blend, and segment syllables in spoken words.		Gr. 1	

RFS 2c. Blend and segment onsets and rhymes of single-syllable spoken words.		Gr. 1	
RFS 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)		Gr. 1	
RFS 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		Gr.1	
RFS 2f. Blend two or three phonemes into recognizable words. (CA)		Gr. 1	Throughout Grades 1 and 2
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA)		Gr. 2	
RFS 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.		Gr. 1	
RFS 3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA)		Gr. 2	
RFS 3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		Gr. 2	
RFS 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		Gr.2	
<i>Fluency</i>			
RFS 4. Read emergent-reader texts with purpose and understanding.		Gr 2	

Common Core Standards, Kindergarten English Language Arts: *Writing*

Common Core Standards, ELA Kindergarten: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Text Types and Purposes</i>			
W 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		Gr. 3	
W 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		Gr. 2	
W 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		Gr. 2	
<i>Production and Distribution of Writing</i>			
W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>)			
W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and		Gr. 3	

express opinions about them).			
W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		Sources provided orally or pictorially. Student response oral or pictorial or enacted (foundational to Writing)
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>)			

Common Core Standards, Kindergarten
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Kindergarten: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Y		
SL 1b. Continue a conversation through multiple exchanges.	Y		
SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Y		
SL 2 a. Understand and follow one- and two- step oral directions. (CA)	Y		
SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Y		

SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Y		
SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Y		

Common Core Standards, Kindergarten
English Language Arts: *Language*

Common Core Standards, ELA Kindergarten: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		K—Oral only
L 1a. Print many upper- and lowercase letters.		Gr. 1	
L 1b. Use frequently occurring nouns and verbs.	Y		K—when speaking
L 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Y		K—in speaking Gr. 2—in writing
L 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Y		K—in speaking Gr. 2—in writing
L 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Y		K—in speaking Gr. 1—in writing
L 1f. Produce and expand complete sentences in shared language activities.	Y		In conversation
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in Grades 1 and 2, achieved increasingly

L 2a. Capitalize the first word in a sentence and the pronoun I.		Gr. 1	
L 2b. Recognize and name end punctuation.		Gr. 1	
L 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Gr. 1	
L 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Gr. 1	
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		Gr. 2	
L 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		Gr. 2	
L 4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		Gr. 2	
L 5. With guidance and support from adults, explore word relationships and nuances in word meanings.		Gr. 1	Oral guidance and exploration
L 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Y		

L 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		Gr. 2	
L 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		Gr. 1	
L 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Gr. 1	
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Y		Student responses to written text— Grade 1

Summary Notes and Comments

1. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
2. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.
3. In Kindergarten, re-enactment and play serve as indicators of story comprehension.
4. Many students demonstrate mastery of skills orally before they do so in writing.
5. **K W6:** Use of digital tools. Computers, digital tools, and online search engines are typically first introduced at Grade 7 in the Waldorf Curriculum.
6. In Kindergarten, the language standards are only addressed orally—through speaking and listening.

Common Core Standards: Mathematics Kindergarten	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<i>Students in Kindergarten:</i>			
<i>Counting and Cardinality</i>			
<i>Know number names and the count sequence.</i>			
CC 1. Count to 100 by ones and by tens.		Gr. 1	Begins in K
CC 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		Gr. 2	Begins in K
CC 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		Gr. 1	
<i>Count to tell the number of objects.</i>			
CC 4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Y		
CC 4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Y		
CC 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Y		
CC 4c. Understand that each successive number name refers to a quantity that is one larger.	Y		

CC 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		Gr. 1	
Compare numbers.			
CC 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		Gr. 1	Begins in K
CC 7. Compare two numbers between 1 and 10 presented as written numerals.		Gr. 1	

Operations and Algebraic Thinking			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		Gr. 1	
OAT 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		Gr 1	From whole to parts
OAT 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		Gr. 1	
OAT 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		Gr. 1	
OAT 5. Fluently add and subtract within 5.		Gr. 1	

<i>Number and Operations in Base Ten</i>			
<i>Work with numbers 11-19 to gain foundations for place value.</i>			
NOBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Begins in Gr. 1
<i>Measurement and Data</i>			
<i>Describe and compare measurable attributes.</i>			
MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		Gr. 1	Experiential in K, Conceptual in 1.
MD 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		Gr. 1	Experiential in K, Conceptual in 1.
<i>Classify objects and count the number of objects in each category.</i>			
MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		Gr. 1	Begins in K
<i>Geometry</i>			
<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i>			
G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below,		Gr.1	Number of shapes known expands

beside, in front of, behind, and next to.		Gr. 1	across grades Shapes identified and used to exemplify qualities of numbers
G 2. Correctly name shapes regardless of their orientations or overall size.		Gr. 1	Begins in K
G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).		Gr. 2	Begins in K
Analyze, compare, create, and compose shapes.			
G 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).		Gr. 3	Begins in Gr.1
G 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		Gr. 1	Begins in K with simple shapes
G 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”		Gr. 4	Begins in Gr. 1, Experiential through form drawing, Grade 2

Summary Notes and Comments:

1. Numbers, counting, and shapes are implicit in the activities of the Waldorf Kindergarten, as described in the curriculum summary for this grade level that precedes these ELA and Math tables. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.
2. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
3. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade One

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade Eight,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 1 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us.

An important task for the teacher is to create a rhythm for the child's school life as a foundation for the learning process. Towards this end the teacher designs a rhythm not only through the seasons and holidays, but also within each day and within each lesson of the day.

The year begins with the discovery that within all forms lie two basic elements: the straight and curved lines. The child finds these shapes in her/his own body, in the classroom and in the world beyond. The straight and curved lines are practiced through walking, drawing in the air and on a neighbor's back and, finally, on paper. These form drawings train motor skills, awaken the child's powers of observation, and provide a foundation for the introduction of the alphabet.

Fairy tales and stories from around the world form the basis of the First Grade **language arts** curriculum. The students begin their exploration of the alphabet through vivid stories and images. Through practice visualizing and reviewing stories, students build strong comprehension skills even before formal reading has emerged.

Through the stories the child is introduced to each letter of the alphabet. In this way the child experiences the development of language in a very concrete yet imaginative way. Images arise from these stories, such as a mountain that takes the form of the letter M. The class composes short descriptive sentences to accompany each picture. The wording is then copied from the teacher's model. Through these activities the child learns word and sentence structure without conscious effort, and has the joy of creating her/his own illustrated books for reading material. By associating abstract symbols with concrete images, students can better master the sound-to-symbol relationship. Through collaborative story writing, pictorial representations combining letters and story, exploration of word families and word patterns, and other literary explorations, students develop the skills and motivation to begin their journey as readers and writers.

In a similar imaginative way, within the **mathematics** curriculum the child first experiences the qualities of numbers before learning the four processes. What is the experience of "oneness"? "Wholeness"? What is there only one of in the world? (Me! You!). Stones, acorns and other

natural and familiar objects are used to introduce counting. They develop number sense experientially through movement and hand-on activities in many forms, including stepping and clapping and the rhythmic, choral speaking of numbers. Only after considerable practical experience in adding, subtracting, multiplying, and dividing are the written symbols for all four basic mathematical processes introduced. This approach leads to a deeper understanding of math concepts by engaging students creatively and imaginatively in their learning.

In **social studies**, the children learn to understand the rule-making processes in their classroom, school, and community. They learn how to be supportive, positive members of their community.

Science through gardening and nature study. Through weekly garden time and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity, and reverence for the natural world.

Learning a **foreign language** is ideally suited to the imitative disposition of the young child, as s/he learns through hearing and speaking the language. These classes use language immersion, song, and movement to explore language in an exciting, expressive, and natural way.

The arts. Through frequent music, art, and handwork lessons and extensive integration of music and the visual arts throughout the curriculum, artistic development is emphasized as a key element of the student's imaginative interaction with the world and their personal growth.

The first grade enters the world of **music** through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. The playing of the pentatonic flute develops finger coordination, concentration, and breath control. Songs are based on seasonal themes.

Painting in the first grade is intended to give the child an experience of working with color rather than attempting to create formed "pictures." The child's feelings for form are encouraged through beeswax modeling and crayon illustrations. In drawing, the child imitates the teacher's work, drawing whole shapes rather than filling in outlines.

Knitting is a fundamental first grade activity, as there exists a close relationship between finger movement, speech, and thinking. Some classes may choose to make scarves or knitted squares to be joined into a blanket.

Games and movement through circle and singing activities, jump rope, ball games, beanbags, rods, and the balance beam are an integral part of the curriculum as the child develops his/her motor integration and their confidence and joy in movement. There is a close connection between bodily movement, spatial integration, and brain development. Therefore, through daily Circle Time and regular Movement classes, students use music and movement to develop their bodies and minds.

Grade 1 Curriculum Components

- **Math:** Qualities of numbers; introduction of the four operations in arithmetic
- **Language Arts:** Form drawing; pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation
- **Science:** Nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories and class and school community building
- **Handwork:** Knitting (fine motor skills, concentration, sense of form)
- **Foreign Language:** Introduction to a foreign language through songs, stories and rhymes, imitation and gesture
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; crayon illustrations, drama; singing; pentatonic flute
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; movement combined with music and singing; throwing and catching; rhythmic stepping, balancing

Common Core Standards, Grade 1
English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 1: <i>Reading Literature</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer questions about key details in a text.		Gr. 2	Begins at Gr. 1 with stories
RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Y		
RL 3. Describe characters, settings, and major events in a story, using key details.	Y		
<i>Craft and Structure</i>			
RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 2 Language standards 4-6 for additional expectations.) (CA)		Gr. 3	Begins in Gr. 2
RL 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		Gr. 3	
RL 6. Identify who is telling a story at various points in a text.		Gr. 3	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Use illustrations and details in a story to describe its characters, setting, or events.		Gr, 2	Begins at Gr. 1
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the adventures and experiences of characters in stories.		Gr. 4	

<i>Range of Reading and Level of Text Complexity</i>			
RL 10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	Y		Begins with class writing
<i>RL 10a. Activate prior knowledge related to the information and events in a text. (CA)</i>		Gr. 2	Begins at Gr. 1
<i>RL 10b. Confirm predictions about what will happen next in a text. (CA)</i>		Gr. 2	Begins at Gr. 1

Common Core Standards, Grade 1
English Language Arts: *Reading Informational Text*

Common Core Standards Grade 1: ELA <i>Reading Informational Texts</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			See Note #2, Below.
<i>Key Ideas and Details</i>			
RI 1. Ask and answer questions about key details in a text.		Gr. 3	
RI 2. Identify the main topic and retell key details of a text.		Gr. 3	
RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
<i>Craft and Structure</i>			
RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (See grade 1 Language standards 4-6 for additional expectations) (CA)		Gr. 3	
RI 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CA)		Gr, 4	
RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		Gr. 3	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Use the illustrations and details in a text to describe its key ideas.		Gr. 3	
RI 8. Identify the reasons an author gives to support points in a text.		Gr. 4	
RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Gr. 3	

Range of Reading and Level of Text Complexity			
RI 10. With prompting and support, read informational texts appropriately complex for grade 1.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in a text. CA		Gr. 3	
RI 10 b. Confirm predictions about what will happen next in a text. CA		Gr. 3	

Common Core Standards, Grade 1
English Language Arts: *Reading Foundational Skills*

Common Core Standards Grade 1 ELA: Reading Foundational Skills	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 1:			
<i>Print Concepts</i>			
RFS 1. Demonstrate understanding of the organization and basic features of print.	Y		
RFS 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Y		
<i>Phonological Awareness</i>			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Y		
RFS 2a. Distinguish long from short vowel sounds in spoken single-syllable words.		Gr. 2	Begins in Gr. 1
RFS 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Y		
RFS 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Y		

RFS 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)		Gr. 2	Begins in Gr. 1
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA)		Gr. 2	Begins in Gr. 1
RFS 3a. Know the spelling-sound correspondences for common consonant digraphs.	Y		
RFS 3b. Decode regularly spelled one-syllable words.	Y		
RFS 3c. Know final -e and common vowel team conventions for representing long vowel sounds.		Gr. 2	Begins in Gr. 1
RFS 3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		Gr.2	Begins in Gr. 1
RFS 3e. Decode two-syllable words following basic patterns by breaking the words into syllables.		Gr. 2	Begins in Gr. 1
RFS 3f. Read words with inflectional endings.		Gr. 2	Begins in Gr. 1
RFS 3g. Recognize and read grade-appropriate irregularly spelled words.		Gr. 2	Begins in Gr. 1
Fluency			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		Class-generated writing
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	Begins in Gr. 1
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	Begins in Gr. 1

RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 2	Begins in Gr. 1
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Common Core Standards, Grade 1
English Language Arts: *Writing*

Common Core Standards, ELA Grade 1: <i>Writing</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Gr. 3	
W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Gr. 3	
W 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Gr. 3	Begins in Gr. 2
<i>Production and Distribution of Writing</i>			
W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>)			
W 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		Gr. 4	

W 8, With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>)			

Common Core Standards, Grade 1
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 1: <i>Speaking and Listening</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Y		
SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion.	Y		
SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give, restate, and follow simple two-step directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Y		

SL 4a. Memorize and recite poems, rhymes, and songs with expression. CA	Y		
SL 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Y		
SL 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 1
English Language Arts: *Language*

Common Core Standards, ELA Grade 1: <i>Language</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		In speaking at Gr. 1
L 1a. Print all upper- and lowercase letters.	Y		Lower case may be completed in Gr. 2
L 1b. Use common, proper, and possessive nouns.	Y		Refined through Gr. 3
L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Y		Orally, refined through Gr. 3
L 1d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). CA	Y		Refined through Gr. 3
L 1e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Y		Refined through Gr. 4
L 1f. Use frequently occurring adjectives.	Y		Refined in Gr. 2
L 1g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Y		Refined in Gr. 2
L 1h. Use determiners (e.g., articles, demonstratives).	Y		Refined in Gr. 2
L 1i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Y		Refined in Gr. 2

L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Y		Oral prompts, skills refined across grades
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in grades 1 and 2, achieved increasingly
L 2a. Capitalize dates and names of people.	Y		Consistently in grade 2
L 2b. Use end punctuation for sentences.	Y		
L 2c. Use commas in dates and to separate single words in a series.		Gr. 3	Introduced in Gr. 2
L 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Y		Expanding through the early grades
L 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Y		Expanding through the early grades
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Gr. 2	Begins in Gr. 1
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Use frequently occurring affixes as a clue to the meaning of a word.		Gr. 2	

L 4c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).		Gr. 2	
L 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Y		
L 5b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Y		
L 5c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Y		
L 5d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Y		

**Grade 1 ELA
Summary Notes and Comments**

- In reading the tables—a key distinction:
 - In the Notes and comments column, **“begins at”**—indicates when the standard is introduced, and study and instructional activities begin, and student progress is being made.
 - In the first two columns of the tables, the **grade level listed identifies when the student is expected to achieve the standard.**
 - A **“Y” indicates “yes”**—placement of the specific Common Core Standard at the same Grade Level as indicated the Common Core standards..
- Informational Texts (RI) are typically first introduced as a component of the Waldorf Grade 3 curriculum.

Common Core Standards: Mathematics <i>Grade 1</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<i>Students in Grade 1:</i>			
Operations and Algebraic Thinking			
<i>Represent and solve problems involving addition and subtraction.</i>			
OAT 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
OAT 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
<i>Understand and apply properties of operations and the relationship between addition and subtraction</i>			
OAT 3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>		Gr. 2	
OAT 4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>		Gr. 2	
<i>Add and subtract within 20.</i>			
OAT 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Y		

OAT 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as			
<ul style="list-style-type: none"> counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). 	Y		
Work with addition and subtraction equations.			
OAT 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	Y		
<i>OAT 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.</i>		Gr. 2	
OAT 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>		Gr. 2	Introduced at Gr. 1

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students in Grade 1:			
Extend the counting sequence.			
NOBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Y		Incorporates K. CC.1

<i>Understand place value.</i>			
NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		Gr. 2	Introduced at Gr. 1
NOBT 2a. 10 can be thought of as a bundle of ten ones — called a “ten.”		Gr. 2	Introduced at Gr. 1
NOBT 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Introduced at Gr. 1
NOBT 2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		Gr. 2	Introduced at Gr. 1
NOBT 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		Gr. 3	Introduced at Gr. 2
<i>Use place value understanding and properties of operations to add and subtract.</i>			
NOBT 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		Gr. 2 Gr. 3 Gr. 2	Introduced at Gr. 2 Understanding place value, introduced at Gr. 2
NOBT 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		Gr. 2	
NOBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.		Gr. 3	Introduced at Gr. 2

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
<i>Students in Grade 1:</i>			
<i>Measure lengths indirectly and by iterating length units.</i>			
MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Y		
<p>MD 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;</p> <p>Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p><i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>		Gr. 3	
<i>Tell and write time.</i>			
MD 3. Tell and write time in hours and half-hours using analog and digital clocks.		Gr. 3	
<i>Represent and interpret data.</i>			
4. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		Gr. 3	Introduced in Grade 1, with manipulatives

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Addressed in WC
Geometry			
<p>G 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);</p> <p>Build and draw shapes to possess defining attributes.</p>		Gr. 5	See Note #2, below.
<p>G 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><i>(Students do not need to learn formal names such as "right rectangular prism.")</i></p>		Gr. 5	See Note #2, below.
<p>G 3. Partition circles and rectangles into two and four equal shares,</p> <p>Describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.</p> <p>Understand for these examples that decomposing into more equal shares creates smaller shares.</p>		Gr. 4	Introduced at Grade 3

Mathematics

Grade 1

Summary Notes and Comments

1. Many of the Common Core Standards at this grade level, or specific components of them, begin to be addressed in the curriculum and instructional program at this grade level, but students fully demonstrate mastery of this content at the grade level identified in the table.

2. Note to Geometry: CC Standards introduced in Grade 1 through movement, manipulatives, art, form drawing, modeling, and concrete reasoning.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Two

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 2 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

In second grade children, an awareness of opposites begins to unfold. If a circle of children with everyone facing the center is the metaphorical picture of togetherness in a healthy first grade, the image of the second grade is the circle with children becoming increasingly aware of what goes on around them.

In **language arts**, the fairy tales of first grade gradually give way to stories of heroes and saints from many cultures--people who strive to overcome inner and outer obstacles, who aspire to and accomplish the loftiest deeds. In contrast, the polarities within us are well depicted for second graders through animal fables. The second graders explore the landscape of personality traits: the good and the bad, the beautiful and the ugly. Traditional fables hold a rich source of wisdom about human nature and the world. There, human traits are exaggerated in the brave lion, the timorous mouse, the pokey turtle, the clever fox, and so on. The children can see themselves and their classmates through the antics of the animal kingdom and learn valuable lessons about life.

Nature stories from home surroundings, multi-cultural folk tales, and riddles are also included in the language arts. As in first grade, poetry continues to play an important role in the class, both orally recited and in writing. All-class recitation, tongue twisters and other speech exercises, and work on plays written in verse, lead to choral recitation by smaller groups. Students participate in individual retelling of stories told in class as well as the recounting of personal experiences. Students strive for clear speech at appropriate volume levels.

During the second grade much attention is given to the development of writing skills. The children's first reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter sound, or perhaps a simple retelling of one of the fables they have heard. In this way the children experience the way written language actually developed over the course of human history.

Lower case printing and cursive handwriting are presented in second grade if they have not already been introduced in first grade. The teacher leads the class in guided writing whenever possible, according to the children's growing ability to sound out and recognize words. Children also copy passages from the board and express their own thoughts and recollections in writing, all the while paying attention to well-formed and spaced script.

From the stories, songs, and verses studied during the year, introductory spelling and grammar lessons and games are imaginatively presented. In addition, the children participate in daily phonics work and expand their sight recognition of high-frequency words.

Mathematics. The imaginative, personifying quality that still lives strongly in the 7/8 year old is used to fully develop inspiring pictures of the operations involved in the four processes in arithmetic, using strong visual and narrative elements,. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their heads and on paper.

The concepts and mechanics of written addition and subtraction are introduced through the use of manipulatives, imaginative pictures, and carrying and regrouping activities. In their written work in mathematics, orderliness is developed. The neat columnar writing of problems is stressed. Previous work is reviewed and practiced. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by various multiples is mastered before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables (2s, 3s, 4s, 5s, 10s). Word problems will continue as students write simple algorithms. Students solve written, oral story, and mental math problems using math concepts.

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—employing string boards, grouping geometric forms in space, etc. Movement exercises can be built around number work, from group exercises to simple computation games, and can include moving in geometric forms.

All basic academic skills continue to develop at a rapid pace. Laying the ground for future science blocks, the students continue their experiential exploration of the world of nature through observation and stories.

As with the first grade, the entire curriculum is integrated to present the world as a whole, not as disjointed and disconnected pieces. In **the arts**, all students continue watercolor painting and their exploration of the moods of the colors, beeswax modeling and crayon drawing, as well as form drawing with vertical and horizontal midline mirror forms given for each child. **The handwork curriculum** works on knitting and embroidery, leading to the creation later of their own hats, among various other projects. String games, hand-clapping games, and counting knitted rows also support this work. **Foreign language** lessons continue to take inspiration from main lesson blocks of study. Students begin to speak individually and conversationally through games and activities that are filled with new descriptive language. Puppet shows from rich folk tales also continue.

Musical instruction continues as in first grade and includes singing as well as pentatonic recorder. **Eurythmy** movement describes stories and forms, with a strong emphasis on inner listening and inner visualization of images and forms. The movement now includes, but is not limited to, geometrical forms, Curves of Cassini, expansion/contraction with music, little dances with piano/forte dynamics and stories of animals. Activities with copper rods help the children gently center themselves. **Games and movement classes** focus on imaginative games

encouraging teamwork, cooperation, problem solving, and individual successes, with opportunities to improve coordination and balance through obstacle courses and gymnastic activities. A **class play** tied to the curriculum is shared with class families, and local **field trips** deepen students' learning experiences.

Grade 2 Curriculum Components

- **Math:** Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables
- **Language Arts:** Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Gardening and nature studies; weather; day and night
- **History & Social Studies:** Multicultural stories; lives of inspiring people who affected history
- **Handwork:** Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)
- **Foreign Language:** Continuing the foreign language with songs, plays, poetry, games, and simple conversations
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; pentatonic flute, drama
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; fine and gross motor activities; activities with props (balls, hoops, etc.) and exploration of the dynamics of objects

Common Core Standards Table, Grade 2
English Language Arts: *Reading Literature*

Common Core Standards, ELA ELA Grade 2: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 2:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Y		
RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Y		
RL 3. Describe how characters in a story respond to major events and challenges.	Y		
<i>Craft and Structure</i>			
RL 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA		Gr. 3	
RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Y		
RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Y		
<i>Integration of Knowledge and Ideas</i>			
RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		Gr. 3	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		Gr. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr.3	

Common Core Standards Table, Grade 2
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 2: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grade 2:			
<i>Key Ideas and Details</i>			
RI 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.		Gr. 4	
RI 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text		Gr. 4	
RI 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Gr. 4	
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .(See grade 2 Language standards 4-6 for additional expectations.CA)		Gr. 3	
RI 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		Gr. 4	
RI 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		Gr. 4	

RI 8. Describe how reasons support specific points the author makes in a text.		Gr. 6	
RI 9. Compare and contrast the most important points presented by two texts on the same topic.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 2: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 2:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 2			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 2			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Y		
RFS 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Y		
RFS 3b. Know spelling-sound correspondences for additional common vowel teams.	Y		
<i>RFS 3c.</i> Decode regularly spelled two-syllable words with long vowels.	Y		
RFS 3d. Decode words with common prefixes and suffixes.		Gr. 3	
RFS 3e. Identify words with inconsistent but common spelling-sound correspondences.		Gr. 3	
RFS 3f. Recognize and read grade-appropriate irregularly spelled words.		Gr. 3	
<i>Fluency</i>			

RFS 4. Read with sufficient accuracy and fluency to support comprehension.		Gr. 3	
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 3	

Common Core Standards, Grade 2 English Language Arts: *Writing*

Common Core Standards, ELA Grade 2: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.		Gr. 4	
W 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Gr. 3	
W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Y		
<i>Production and Distribution of Writing</i>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA		Gr. 4	
W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Y		
W 6. With guidance and support from adults, use a			

variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
Research to Build and Present Knowledge			
W 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		Gr. 4	Experience-based in Gr. 3 Text-based in Gr. 4
W 8. Recall information from experiences or gather information from provided sources to answer a question.		Gr. 3	
W 9. (Begins in grade 4)			
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA (For CC, Begins in Grade 3) (Begins in Grade 2—CA)		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 2: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others.	Y		
SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Y		
SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give and follow three- and four-step oral directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Y		

<i>Presentation of Knowledge and Ideas</i>			
SL 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Y		
SL 4a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA		Gr. 3	
SL 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Y	Gr. 7	Audio recordings at Grade 7.
SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 2 English Language Arts: *Language*

Common Core Standards, ELA Grade 2: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 3	Use in Gr. 2 Identify in Gr. 3
L 1a. Use collective nouns (e.g., <i>group</i>).	Y		
L 1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Y		
L 1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Y		
L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Y		
L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Y	Gr. 4	Use in Gr. 3 Choose in Gr. 4
L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		Gr. 4	
L 1g. Create readable documents with legible print. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 3	
L 2a. Capitalize holidays, product names, and geographic names.	Y		
L 2b. Use commas in greetings and closings of letters.		Gr. 4	Introduced in Gr. 2
L 2c. Use an apostrophe to form contractions and frequently occurring possessives.		Gr. 4	Introduced in Gr. 2
L 2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		Gr. 3	
L 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Gr. 3	
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Compare formal and informal uses of English.		Gr. 3	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	Y		

L 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	Y		
L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA		Gr. 3	Gr. 7 digital
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	Y		
L 5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Y		

Common Core Standards: Mathematics, Grade 2	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students:			
Represent and solve problems involving addition and subtraction.			
OAT 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		Gr. 3	Begins at Gr. 2
Add and subtract within 20.			
OAT 2. Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.	Y		
Work with equal groups of objects to gain foundations for multiplication.			
OAT 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Y		
OAT 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Y		

Common Core Standards: Grade 2 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
<i>Students:</i>			
<i>Understand place value.</i>			
NOBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Y		
NOBT 2. Count within 1000; skip-count by 2s , 5s, 10s, and 100s. CA	Y		
NOBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Y		
NOBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		
<i>Use place value understanding and properties of operations to add and subtract.</i>			
NOBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		Gr. 3	Begins at Gr. 2
NOBT 6. Add up to four two-digit numbers using			

strategies based on place value and properties of operations.		Gr. 3	Begins at Gr. 2
NOBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Y		
NOBT 7.1 Use estimation strategies to make reasonable estimates in problem solving. CA		Gr. 3	Begins at Gr. 2
NOBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Y		
NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	Y		

CC Standards: Mathematics, Grade 2	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Student Achievement in the Waldorf Curriculum			
Measurement and Data			
Students:			
Measure and estimate lengths in standard units.			
MD 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		Gr. 3	
MD 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		Gr. 3	

MD 3. Estimate lengths using units of inches, feet, centimeters, and meters.		Gr. 3	
MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit		Gr. 3	
Relate addition and subtraction to length.			
MD 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		Gr. 4	Begins at Gr. 3
MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Y		
Work with time and money.			
MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA		Gr. 3	
MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>		Gr. 3	
Represent and interpret data.			
MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		Gr. 6	Introduced at Grade 3
MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems ⁴ using information presented in a bar graph.		Gr. 6	Introduced at Grade 3

CC Standards: Mathematics, Grade 2 Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Ad- dressed in WC
Geometry			
<i>Reason with shapes and their attributes.</i>			
G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		Gr. 5	
G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		Gr. 3	
G 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		Gr. 4	

Summary Notes and Comments—Grade 2 Mathematics

1. OAT 1: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.
2. NOBT 4: Typically, the Waldorf mathematics curriculum does not introduce the symbols for “is more than” or “is less than” until a later grade level.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Three

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 3 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

As the children in the third grade enter their ninth year, they start to see the world differently. No longer are they content to be a part of life without doubts and questions. A nine-year old can feel him/herself growing up and separating from his/her parents, and becoming part of the outer world. The child becomes more independent, and begins to question all that was previously taken for granted. This can be a time of loneliness and insecurity for a child as well as a time of new self-confidence. The third grade curriculum is designed to meet the child's new interests and concerns at this age.

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

Farming and gardening lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

Mathematics. In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

Language Arts. The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stories, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from the Hebrew Bible serve as a metaphor for the children's inner experience at this age. From the wonder stimulated by the creation story to the challenges faced as Adam and Eve had to leave the Garden of Eden, the third grade children see that they, too, must one day leave the parental nest and make their own way in the world. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, house-building, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

Music is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

In handwork, the third grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

Grade 3 Curriculum Components

- **Math:** Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems
- **Language Arts:** Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Continuation of garden and nature studies
- **History & Social Studies:** Study of practical life (farming, housing, clothing); stories from ancient history

- **Handwork:** Crocheting (mathematical patterns, working in the round)
- **Foreign Language:** Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; drama; introduction to the recorder
- **Movement/Physical Education/Games:** Balance, running and chasing games, song and movement

Common Core Standards Table, Grade 3

English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 3: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
Key Ideas and Details			
RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Y		
RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Y		
RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Gr. 5	
RL 6. Distinguish their own point of view from that of the narrator or those of the characters.		Gr. 4	
Integration of Knowledge and Ideas			
RL 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Y		

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		Gr. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 3
English Language Arts: *Reading Informational Text*

Common Core Standards Grade 3: ELA <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 3:			
<i>Key Ideas and Details</i>			
RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Gr. 4	Introduced in Gr. 3
RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		Gr. 4	Introduced in Gr. 3
RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		Gr. 6	Introduced in Gr. 3
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 4	Introduced in Gr. 3
RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Gr. 7	Text features Introduced in Gr. 4
RI 6. Distinguish their own point of view from that of the author of a text.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Y		

RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		Gr. 6	
RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		Gr. 4	Introduced in Gr. 3

Common Core Standards, Grade 3
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 3: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 3:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 3			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 3			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Y		
RFS 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.		Gr. 4	
RFS 3b. Decode words with common Latin suffixes.		Gr. 4	
RFS 3c. Decode multi-syllable words.	Y		
RFS 3d. Read grade-appropriate irregularly spelled words.	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		

RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 3 English Language Arts: *Writing*

Common Core Standards, ELA Grade 3: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that support the opinion.		Gr. 6	Introduced in Gr. 5
W 1c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.		Gr. 6	Introduced in Gr. 5
W 1d. Provide a concluding statement or section.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		With guidance
W 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Y		With guidance
W 2b. Develop the topic with facts, definitions, and details.	Y		With guidance
W 2c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	Y		With guidance

W 2d. Provide a concluding statement or section.	Y		With guidance
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		Gr. 4	
W 3c. Use temporal words and phrases to signal event order.	Y		
W 3d. Provide a sense of closure.	Y		
<i>Production and Distribution of Writing</i>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)		Gr. 4	Introduced in Gr. 3
W 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects that build knowledge about a topic.	Y		

W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Gr. 4	Digital at Gr. 7
W 9. (Begins in grade 4)			
<i>Range of Writing</i>			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Gr. 4 Gr. 3	Extended time Shorter time

Common Core Standards, Grade 3
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 3: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Y		
SL 1d. Explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		

SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Y		
Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Y		
SL 4a. Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA		Gr. 4	
SL 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Gr. 7	
SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 3 English Language Arts: *Language*

Common Core Standards, ELA Grade 3: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1b. Form and use regular and irregular plural nouns.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1c. Use abstract nouns (e.g., <i>childhood</i>).		Gr. 4	Introduced and developed in Grades 2 and 3
L 1d. Form and use regular and irregular verbs.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1f. Ensure subject-verb and pronoun-antecedent agreement.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		Gr. 4	Introduced and developed in Grades 2 and 3

L 1h. Use coordinating and subordinating conjunctions.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1i. Produce simple, compound, and complex sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA	Y		
L 1k. Use reciprocal pronouns correctly. CA	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Capitalize appropriate words in titles.	Y		
L 2b. Use commas in addresses.		Gr. 4	
L 2c. Use commas and quotation marks in dialogue.		Gr. 4	
L 2d. Form and use possessives.		Gr. 4	
L 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Y		
L 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Y		
L 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Y		
Knowledge of Language			
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening,	Y		
L 3a. Choose words and phrases for effect.	Y		

L 3b. Recognize and observe differences between the conventions of spoken and written standard English.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		Gr. 4	Introduced at Gr. 3
L 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA	Y		Digital at Gr. 7
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	Y		
L 5b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Y		
L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).		Gr. 4	
L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	Y		

Common Core Standards: Grade 3 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 3:			
<i>Represent and solve problems involving multiplication and division.</i>			
OAT 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	Y		
OAT 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	Y		
OAT 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹	Y		
OAT 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.	Y		
<i>Understand properties of multiplication and the relationship between multiplication and division.</i>			

<p>OAT 5. Apply properties of operations as strategies to multiply and divide.²</p> <p><i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>	Y		
<p>OAT 6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p>	Y		
Multiply and divide within 100.			
<p>OAT 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	Y		
Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
<p>OAT 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	Y		
<p>OAT 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>	Y		

² Students need not use formal terms for these properties.(CC)

Common Core Standards: Mathematics Grade 3	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
<i>Students at Grade 3:</i>			
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>			
NOBT 1. Use place value understanding to round whole numbers to the nearest 10 or 100.	Y		
NOBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Y		
NOBT 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Y		
Number and Operations—Fractions			
<i>Develop understanding of fractions as numbers.</i>			
NOF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.		Gr. 4	
NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.		Gr. 4	
NOF 2a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the		Gr. 4	

number $1/b$ on the number line.			
NOF 2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		Gr. 4	
NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		Gr. 4	
NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		Gr. 4	
NOF 3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.		Gr. 4	
NOF 3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.		Gr. 4	
NOF 3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.		Gr. 4	

Student Achievement in the In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 3:			
<i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i>			
MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Y		
MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. ⁷		Gr. 5	In grade 3, using standard American measures; the metric system studied in grade 5
<i>Represent and interpret data.</i>			
MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	Y		
MD 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot,	Y		

where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.			
<i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i>			
MD 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		Gr. 4	Introduced in Gr. 3
MD 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		Gr. 4	
MD 7. Relate area to the operations of multiplication and addition.		Gr. 4	
MD 7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.		Gr. 4	
MD 7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.		Gr. 4	
MD 7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.		Gr. 6	
MD 7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying		Gr. 4	

<p>this technique to solve real world problems.</p>			
<p><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></p>			
<p>MD 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>		Gr. 5	
<p>Geometry</p>			
<p><i>Reason with shapes and their attributes.</i></p>			
<p>G 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>		Gr. 5	
<p>G. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</p>		Gr. 4	

Summary Notes and Comments

1. OAT3: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Four

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 4 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Fourth graders are passing through the midst of the nine-year change. They still wish to revere, but, for them, that reverence must be justified. The children begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

The fourth grade curriculum addresses a child in possession of greater certainty and confidence. At this grade level, the child is more assured of his/her own place in the world and is able to assert more individual needs and wants. The curriculum correspondingly evolves away from the unified approach of early childhood into the teaching of more specific subjects. The Main Lesson blocks are more varied in the fourth grade than they have been in the earlier grades, reflecting both the children's individuation as well as the intellectual breadth of which they are beginning to be capable.

The focus of the fourth grade **language arts** curriculum is the myths and legends of the Norse people. These stories speak strongly to the children at this time. The gods of Asgard are portrayed as individuals with distinct, powerful personalities who encounter significant consequences for both their good and bad behavior. The vivid images evoked in these stories provide ample inspiration for the expanded creative and expository writing skills required of the child at this grade. The strong alliterations of their verses strengthen the fourth grade child's clarity and dexterity of speech, and reinforce his/her developing confidence.

In the realm of **mathematics**, the fourth grade child begins the year with a firm foundation in working with whole numbers using the four processes. This year marks the appropriate time to introduce fractions, as the practice of breaking apart the whole into its constituent parts mirrors the child's own internal experience of the fracturing of his/her world. Concepts are first introduced through the manipulation of everyday objects, providing the child with an initial concrete experience of fractions before proceeding to their more abstract representations. The children learn to add, subtract, multiply, reduce and expand fractions, and to change improper fractions into mixed numbers.

History and geography become formal main lesson subjects in the fourth grade. The child's growing ability to regard with objectivity her/his environment is developed through the study of local geography. The child learns how to find the four points of the compass by observing sun and stars. They study and make maps of the classroom, the school, the neighborhood, the city, and state (with the curriculum adapted to the local geography and history of the area around their school). The goal of the **geography** curriculum is to engender an understanding of the interrelatedness of human activity and the local physical conditions of the earth.

The fourth grade **history** curriculum examines the historical development and diversity of human society locally and throughout the state. The biographies of men and women who played a part in creating our local culture reiterate one of the predominant themes of fourth grade, which is the importance of human deeds. (Taking California as an example, the child develops a sense for the world of the indigenous Californians, the Spanish explorers, the first missions, and the period of the Gold Rush.)

The transformation from imagination to objectivity and detailed observation is manifest again in the study of nature that forms the **Human and Animal** main lesson block (**Zoology**). Animal study is introduced, growing out of a descriptive study of the human being and our place in nature. The child develops an understanding and appreciation of the animal kingdom as it reflects the environment to which each species has adapted. Through detailed study of the forms and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth. This detailed study offers opportunities for the child to develop his/her comparative, conceptual, and observational skills, and it provides additional material for artistic, dramatic, and language arts activities.

In **music**, the fourth grade signals the introduction of another instrument, often the violin, in addition to continuing the recorder. In both **music** and **drama**, students are now ready to take individual parts in ongoing group performances. **Foreign language** instruction continues, as the child begins to write down poems, stories, and dialogues acquired orally in the earlier grades. **Handwork** focuses on cross-stitch, embroidery, and braiding.

Grade 4 Curriculum Components

- Math: Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems; mental math; introduction to fractions
- Language Arts: Elements of grammar; parts of speech; continuing cursive; punctuation; writing well structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes; spelling and vocabulary development; Norse mythology
- Science: Zoology; continuation of garden and nature studies
- History & Social Studies: State and local history
- Geography: State and local geography and map making
- Handwork: Cross-stitch, mirror image/symmetry
- Foreign Language: Continuing foreign language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters
- Visual & Performing Arts: Form drawing; painting; singing; drama; recorder; violin; introduction to reading and writing music
- Movement/Physical Education/Games: Field games, balance, games involving trickery and strategy; games exploring movement of animals

Common Core Standards Table, Grade 4
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 4: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Key Ideas and Details</i>			
RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Y		
RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		Gr. 6	
RL 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		Gr. 6	

<i>Integration of Knowledge and Ideas</i>			
RL 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		Gr. 6	
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 4: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 4:			
<i>Key Ideas and Details</i>			
RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Y		
RI 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (See grade 4 Language standards 4-6 for additional expectations .) CA	Y		
RI 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		Gr. 6	
RI 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		Gr.6	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an		Gr. 6	Not in electronic or digital formats

understanding of the text in which it appears.			
RI 8. Explain how an author uses reasons and evidence to support particular points in a text.		Gr. 6	
RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 4: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 4:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 4			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 4			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 4
English Language Arts: *Writing*

Common Core Standards, ELA Grade 4: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that are supported by facts and details.		Gr. 6	Introduced in Gr. 5
W 1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).		Gr. 6	Introduced in Gr. 5
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words and phrases to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events	Y		
<i>Production and Distribution of Writing</i>			
W4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	Y		

W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		Gr. 8	Introduced in Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase , and categorize information, and provide a list of sources. CA	Y		Digital sources in Grade 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		Gr. 5	Developed throughout the earlier grades
W 9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		Gr. 6	
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 4
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 4: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Y		
SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		Non-electronic media
SL 3. Identify the reasons and evidence a speaker or media source provides to support particular points. CA		Gr. 6	Electronic media sources in Gr. 7

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		
SL 4a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA	Y		
SL 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	Visual displays in Gr. 4. Use of electronic media in Gr. 7.
SL 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 4 English Language Arts: *Language*

Common Core Standards, ELA Grade 4: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Use interrogative , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) CA		Gr. 6	Introduced in Gr. 4
L 1b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Y		
L 1c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.		Gr. 6	Introduced in Gr. 4
L 1d. Order adjective within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Y		
L 1e. Form and use prepositional phrases.	Y		
L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		Gr. 6	Introduced in Gr. 4
L 1g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Y		
L 1h. Write fluidly and legibly in cursive or joined italics. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use correct capitalization.	Y		
L 2b. Use commas and quotation marks to mark direct speech and quotations from a text.	Y		
L 2c. Use a comma before a coordinating conjunction in a compound sentence.	Y		
L 2d. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a Choose words and phrases to convey ideas precisely.	Y		
L 3b. Choose punctuation for effect.	Y		
L 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Y		

L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		Gr. 6	Greek at Gr. 5 Latin at Gr. 6
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	Y		
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 4:			
<i>Use the four operations with whole numbers to solve problems.</i>			
OAT 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Y		
OAT 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ¹	Y		
OAT 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Y		
<i>Gain familiarity with factors and multiples.</i>			
OAT 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a	Y		

given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.			
Generate and analyze patterns.			
OAT 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 4:			
Generalize place value understanding for multi-digit whole numbers.			
NOBT 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	Y		
NOBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		

NOBT 3. Use place value understanding to round multi-digit whole numbers to any place.	Y		
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>			
NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Y		
NOBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
Number and Operations—Fractions <i>(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</i>			
<i>Extend understanding of fraction equivalence and ordering.</i>			
NOF 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Y		
NOF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual	Y		

fraction model.			
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.			
NOF 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.			
NOF 3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Y		
NOF 3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i>	Y		
NOF 3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.		Gr. 5	
NOF 3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Y		
NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Y		
NOF 4a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	Y		
NOF 4b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>		Gr. 5	

<p>NOF 4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	<p>Y</p>		
<p><i>Understand decimal notation for fractions, and compare decimal fractions.</i></p>			
<p>NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p>		<p>Gr. 5</p>	
<p>NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>		<p>Gr. 5</p>	
<p>NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA</p>		<p>Gr. 5</p>	

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 4:			
<i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i>			
<p>MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>		Gr. 5	Standards American measures, Gr. 3, Metric measures, Gr. 5
<p>MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	Y		Decimal solutions at Gr. 5
<p>MD 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>	Y		
<i>Represent and interpret data.</i>			
MD 4. Make a line plot to display a data set of			

measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection</i>	Y		
Geometric measurement: understand concepts of angle and measure angles.			
MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees		Gr. 5	
MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		Gr. 6	Forms drawn freehand at Gr. 4, at Gr. 6 with protractor
MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		Gr. 6	
Geometry			
Students at Grade 4:			
<i>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i>			
G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		Gr. 6	

<p>G. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA</p>		<p>Gr. 6</p>	
<p>G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>		<p>Gr. 6</p>	

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Five

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public school

Grade 5 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The fifth grader has grown more accustomed to being an individual; yet, like the third grader, s/he is about to leave another phase of childhood behind and cross the threshold into adolescence. The fifth graders often achieve a temporary balance in their development, exhibiting their potential for all that they are to become in their later lives. The curriculum not only continues to build on and integrate established foundations, but introduces new elements to prepare the child for the next step forward.

In the **language arts** curriculum, the fifth grade child journeys back to the dawn of western civilization in ancient India, Persia, Egypt and Greece. The teacher gives the children a sense of each cultural epoch so that they may begin to understand how human consciousness has evolved through time. Through the study of mythology, music, art and primary textual sources, the student experiences how these cultures viewed the world. In his/her written work, the student retells the epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. S/he recites quotations from ancient texts, and in his/her dramatic work takes on the characters from the epics they have studied.

Ancient history in the fifth grade starts with the "childhood" of civilized humanity in ancient India, Persia, the great cultures of Mesopotamia (the Chaldeans, the Assyrians, and the Babylonians) and Egypt. The class then moves on to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama and art were laid while Athens and Sparta fought for independence against the mighty Persian empire. The fifth grade year ends with the story of Alexander the Great, who conquered the ancient peoples previously studied, unifying, for a short time, this variety of cultures—a forecast of the study of the Roman Empire in Grade 6.

The study of **geography** serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. The historical study of the ancient cultures includes an overview of the lands where these civilizations emerged. The teacher strives to give the children a sense for the great contrasts between different geographical regions, and geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

In addition, the geography of the North American continent is studied. The student develops an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. The teacher strives to give the child a sense for the contrasts between the different regions of North America in terms of topography, vegetation, animal life

and human use of the land from ancient times to the present.

In **mathematics**, fractions and decimals continue to be the chief concern in the fifth grade. The student learns to move freely between these two numbering systems, and the use of percentage is introduced. The deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored, and pi is introduced.

The **science** curriculum for the fifth grade focuses on the plant kingdom. Beside the discovery of the physical characteristics of the earth, studied in geography at this grade, the fifth grader studies the plant life that grows upon its surface. They learn that the world of plants is made up of many different families, from the simple mushroom to the rose to the mighty oak tree; the scope of the lessons then expands to an investigation of how climate and geography affect plant growth. The children learn that there is order and structure in all that surround them in the natural world.

Grade 5 Curriculum Components

- **Math:** Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry
- **Language Arts:** Elements of grammar; spelling; punctuation; compositions; Greek myths
- **Science:** Botany; introduction to inductive method; continuation of gardening and nature studies
- **History & Social Studies:** Ancient civilizations through Greek times
- **Geography:** American geography as related to vegetation, agriculture, culture and economics
- **Handwork:** Knitting socks using four needles
- **Woodworking:** Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs
- **Foreign Language:** Continuing instruction in a foreign language with further bookwork and grammar, cultural appreciation, poetry, beginning reading
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; woodworking; drama, singing; recorder; choir; instrumental ensemble
- **Movement/Physical Education/Games:** Games exploring strength and strategy; games with multiple props; games with team goals

Common Core Standards Table, Grade 5
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 5: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Key Ideas and Details</i>			
RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Y		
RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA	Y		
RL 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		Gr. 6	
RL 6. Describe how a narrator’s or speaker’s point of view influences how events are described.		Gr. 6	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		Gr. 7	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 5: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Key Ideas and Details</i>			
RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Y		
RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		Gr. 6	
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language standards 4-6 for additional expectations .) CA	Y		
RI 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		Gr. 6	
RI 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		Gr. 8	Introduced at Gr. 7
<i>Integration of Knowledge and Ideas</i>			
RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Y		Digital sources in Gr. 7

RI 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Y		
RI 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Foundational Skills*

Common Core Standards Grade 5: Reading Foundational Skills	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 5:			
<i>Print Concepts</i>			
RFA1. Not in CC at Grade 5			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 5			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 5
English Language Arts: *Writing*

Common Core Standards, ELA Grade 5: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.		Gr. 6	
W 1b. Provide logically ordered reasons that are supported by facts and details.		Gr. 6	
W 1c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).		Gr. 6	
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	Y		

approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)			
W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		Gr. 8	Introduced at Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Y		Digital sources Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		Gr. 6	
W 9a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Y		
W 9b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		Gr. 6	
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 5
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 5: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Y		
SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Y		
SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		
SL 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA		Gr. 7	

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		Topic or text at Gr. 5, opinion at Gr. 6
SL 4a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA		Gr. 6	
SL 4b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA	Y		
SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	
SL 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 5 English Language Arts: *Language*

Common Core Standards, ELA Grade 5: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		Gr. 6	
L 1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		Gr. 6	
L 1c. Use verb tense to convey various times, sequences, states, and conditions.	Y		
L 1d. Recognize and correct inappropriate shifts in verb tense.	Y		
L 1e. Use correlative conjunctions (e.g., either/or, neither/nor).		Gr. 6	
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation to separate items in a series.	Y		

L 2b. Use a comma to separate an introductory element from the rest of the sentence.	Y		
L 2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Y		
L 2d. Use underlining, quotation marks, or italics to indicate titles of works.	Y		
L 2e. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Y		
L 3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		Gr. 6	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).		Gr. 6	Greek in Gr. 5; Latin in Gr. 6

L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA	Y		Digital in Gr. 7
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		Gr. 8	Developed throughout the grades
L 5a. Interpret figurative language, including similes and metaphors, in context.		Gr. 6	Developed throughout the grades
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Y		

Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 5:			
<i>Write and interpret numerical expressions.</i>			
OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		Gr. 7	
<p>OAT 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p><i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p>		Gr.7	
<p>OAT 2.1. Express a whole number in the range 2–50 as a product of its prime factors.</p> <p>For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. CA</p>	Y		
<i>Analyze patterns and relationships.</i>			
<p>OAT 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p> <p><i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the</i></p>	Y		

<i>resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>			
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Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 5:			
<i>Understand the place value system.</i>			
NOBT 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Y		
NOBT 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Y		
NOBT 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		
NOBT 4. Use place value understanding to round multi-digit whole numbers to any place.	Y		

<i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i>			
NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm.	Y		
NOBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Y		
Number and Operations—Fractions			
<i>Use equivalent fractions as a strategy to add and subtract fractions.</i>			
NOF 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	Y		
NOF 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	Y		

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
<p>NOF 3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>	Y		
<p>NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	Y		
<p>NOF 4a. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p><i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p>	Y		
<p>NOF 4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	Y		
<p>NOF 5. Interpret multiplication as scaling (resizing), by:</p> <p>NOF 5a. Comparing the size of a product to the size of one factor on the basis of the size of the</p>	Y		

<p>other factor, without performing the indicated multiplication.</p> <p>NOF 5b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n b)$ to the effect of multiplying a/b by 1.</p>	Y		
<p>NOF 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	Y		
<p>NOF 7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	Y		
<p>NOF 7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p>	Y		
<p>NOF 7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p>	Y		
<p>NOF 7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	Y		

For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?			
NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. ⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	Y		
NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Y		
NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA	Y		

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Common Core Standards Grade 5 Mathematics Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 5:			
<i>Convert like measurement units within a given measurement system.</i>			
MD 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
<i>Represent and interpret data.</i>			
MD 2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally</i>	Y		
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.			
MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a		Gr. 8	Introduced at Gr. 6

volume of n cubic units.			
MD 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		Gr. 8	Introduced at 6
MD 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		Gr. 8	Introduced at 6
MD 5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		Gr. 8	Introduced at 6
MD 5b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		Gr. 8	Introduced at 6
MD 5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		Gr.8	Introduced at 6
Geometry			
Students at Grade 5:			
<i>Graph points on the coordinate plane to solve real-world and mathematical problems.</i>			
G 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in		Gr. 7	

the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).			
G 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		Gr. 7	
<i>Classify two-dimensional figures into categories based on their properties.</i>			
G 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	Y		
G 4. Classify two-dimensional figures in a hierarchy based on properties.	Y		

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade 6

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 6 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The children entering the twelfth year in the sixth grade begins to experience an important change in their physical bodies. In earlier years, their movements were naturally graceful (generally speaking), but now a certain clumsiness often appears, as if the children don't know quite what to do with their bodies. On the inner level the child is entering strongly into a conscious awareness of the skeletal system. The child is more aware of gravity and weight; growth in the skeletal and muscular systems challenge the student's capacities for balance and coordination. They are seeking a conscious recovery of order and control over themselves.

Science. With this increased awareness of the physical body, this is the appropriate time to introduce the study of the physical body of the earth and its mechanical laws. **Mineralogy** and **Geology** form a major unit of study in the sixth grade, focusing on comparative studies of major geographic and geologic formations, and on the identification and classification of mineral components of rocks.

Physics is also introduced this year. During the course of study, the child learns to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism, while developing his/her observational and explanatory skills. It is at this stage that concepts based on the laws of mechanics are introduced. The introduction of the physical sciences at this age is also a response to the intellectual development of the sixth grade child, which is characterized by greater powers of discernment and judgment and a new capacity to grasp cause and effect.

The study of **Astronomy** is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye. The effects of the Sun and the Moon on the cyclical phenomena we experience on Earth are explored through observation and simple experimentation. The five "visible" planets are studied, and the major constellations of the Northern Hemisphere are identified. The telling of the myths behind the names of the constellations provides rich material for the creative writing exercises in sixth grade.

Mathematics. These abilities are further developed in the **mathematics** curriculum, which focuses on the introduction of practical business operations that govern the flow of money and commodities. This, of course, requires the ability to manipulate all arithmetic operations with facility. Elementary algebraic manipulations will also be gradually introduced over the course of the year, so that the child will better assimilate the systematic introduction of Algebra when it is presented intensively in the seventh grade.

Geometry instruction in sixth grade introduces the use of the modern compass and straight edge to construct the circle and polygons resulting from its division. Basic proofs will be derived

inductively through the construction of geometric forms; the child will learn to copy and bisect angles as well as construct parallel and perpendicular lines; and the concept of pi will be developed pictorially and arithmetically. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

The **History** curriculum that governs much of the sixth grade **language arts** work takes as its theme Rome and medieval Christian Europe, and Moslem North Africa. The study of the Roman epoch begins with the mythical account of the travels of Aeneas and his founding of the city; it examines the evolution of Roman government, laws and rights through its successive rulers, the wars it waged, and its great achievements in technology and the arts; and it charts the events leading to its decline and the concomitant rise of Christianity and Islam.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of ego-confidence and a consciousness of personal power that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of other cultures, the fall of the Roman empire, and the Dark Ages.

The world enlarges for the sixth grade child in the study of **Geography**. Following the consideration of basic physical configurations as part of the Geology unit, the study of specific geographic regions extends to Europe and Africa. The emphasis is on the interrelationship between the environment and traditional human cultures and ways of living.

English Language Arts. The law-abiding, rule-bound culture of Rome offers an instructive backdrop for the sixth grade child in developing his/her English language skills. The Latin roots of common words and expressions are explored. Conventions of composition and research are elaborated upon this year, and the fundamentals of scientific writing are introduced to coincide with the science main lesson units. Formal grammar rules are also dealt with in greater detail. The beauty and order of calligraphy makes it another appropriate skill to be introduced in the sixth grade.

Grade 6 Curriculum Components

- **Math:** Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals
- **Language Arts:** Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama
- **Science:** Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy
- **History & Social Studies:** Roman and Medieval history; projects and reports
- **Geography:** European and African geography

- **Handwork:** Hand sewing three-dimensional animals with gussets, pattern making
- **Woodworking:** Concavity and Construction: spoon, letter opener, jointed toy
- **Foreign Language:** Continuing foreign language study with grammar work, historical and cultural studies, poetry, music, plays
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; mosaics; drama; choir; recorder; instrumental ensemble
- **Movement/Physical Education/Games:** Introduction to competitive games; more formal movement skills; complex strategy; calisthenics

Common Core Standards, Grade 6

English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 6: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Key Ideas and Details</i>			
RL 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Introduced in Gr. 6
RL 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RL 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Y		
RL 6. Explain how an author develops the point of view of the narrator or speaker in a text.	Y		
<i>Integration of Knowledge and Ideas</i>			

RL 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		Gr. 7	Introduced in Gr. 6 through comparison with a “live version” of the text.
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 6: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Key Ideas and Details</i>			
RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Formal “analysis” Introduced in Gr. 6
RI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA	Y		
RI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA		Gr. 7	Analysis of electronic media text features at grade 8
RI 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	Y		
<i>Integration of Knowledge and Ideas</i>			

RI 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Y		Digital and electronic media introduced in Gr. 6
RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
RI 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6 English Language Arts: *Writing*

Common Core Standards, ELA Grade 6: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Text Types and Purposes</i>			
W 1. Write arguments to support claims with clear reasons and relevant evidence.		Gr. 7	Introduced in Gr. 6
W 1a. Introduce claim(s) and organize the reasons and evidence clearly.		Gr. 7	Introduced in Gr. 6
W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		Gr. 7	Introduced in Gr. 6
W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		Gr. 7	Introduced in Gr. 6
W 1 d. Establish and maintain a formal style.		Gr. 7	Introduced in Gr. 6
W 1e. Provide a concluding statement or section that follows from the argument presented.		Gr. 7	Introduced in Gr. 6
W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	Y		Topics, strategies, structural and formatting at Grade 6 Electronic graphics and formatting

W 2a. (note continued)			introduced at Grade 7.
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from the information or explanation presented W 2.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the			

development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Y		Developing capacities to use technology in grades 7 and 8.
Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Y		
W 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Y	Gr. 7	
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Y		
W 9b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Y		

Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 6
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 6: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Y		
SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Y		
SL 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Y		Digital Introduced in Gr. 7 Remove

SL 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
Presentation of Knowledge and Ideas			
SL 4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA	Y		
SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Y		Digital Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 6 English Language Arts: *Language*

Common Core Standards, ELA Grade 6: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L1 a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Y		
L 1b. Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly. CA	Y		
L 1c. Recognize and correct inappropriate shifts in pronoun number and person.	Y		
L 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Y		
L 1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Y		
L 2b. Spell correctly.	Y		

Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style.	Y		
L 3b. Maintain consistency in style and tone.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	Y		
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Y		Digital Introduced in Gr. 7 Remove
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L5 a. Interpret figures of speech (e.g., personification) in context.	Y		
L 5b. Use the relationship between particular words (e.g., cause/effect, part/whole,	Y		

item/category) to better understand each of the words.			
L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 6 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 6:			
<i>Understand ratio concepts and use ratio reasoning to solve problems.</i>			
<p>RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p><i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>	Y		
<p>RPR 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p><i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹</i></p>		Gr. 8	Begins at Gr. 6
<p>RPR 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	Y		Developed further in grades 7 and 8
<p>RPR 3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use</p>		Gr. 8	Begins at Gr.6

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

tables to compare ratios.			
RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	Y		
RPR 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Y		
RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Y		

Common Core Standards: Grade 6 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 6:			
<i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</i>			
NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general,</i>	Y		

$(a/b) \div (c/d) = ad/bc.$ How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?			
Compute fluently with multi-digit numbers and find common factors and multiples.			
NS 2. Fluently divide multi-digit numbers using the standard algorithm.	Y		
NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Y		
NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	Y		
Apply and extend previous understandings of numbers to the system of rational numbers.			
NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.		Gr. 7	Introduced at Gr. 6
NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. NS 6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself,		Gr. 7 Gr. 7	

<p>e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>NS 6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>NS 6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>		Gr. 7	
<p>NS 7. Understand ordering and absolute value of rational numbers.</p> <p>NS 7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i></p> <p>NS 7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i></p> <p>NS 7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>NS 7d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>	Y	Gr. 7 Gr. 7 Gr. 7	Introduced at Gr. 6 Introduced at Gr. 6 Introduced at Gr. 6
<p>NS 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second</p>		Gr. 7	Introduced in Gr. 6

coordinate.			
Expressions and Equations			
<i>Apply and extend previous understandings of arithmetic to algebraic expressions.</i>			
EE 1. Write and evaluate numerical expressions involving whole-number exponents.		Gr. 7	
EE 2. Write, read, and evaluate expressions in which letters stand for numbers. EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i> EE 2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> EE 2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i>	Gr. 7 Gr. 7 Gr. 7		
EE 3. Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of</i>		Gr. 7	

<i>operations to $y + y + y$ to produce the equivalent expression $3y$.</i>			
EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>		Gr. 7	
<i>Reason about and solve one-variable equations and inequalities.</i>			
EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		Gr. 7	
EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		Gr. 7	
EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.		Gr. 7	
EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		Gr. 7	
<i>Represent and analyze quantitative relationships between dependent and independent variables.</i>			
EE 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the		Gr. 8	Introduced at Gr. 7

<p>independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p><i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>			
Geometry			
<i>Solve real-world and mathematical problems involving area, surface area, and volume.</i>			
G 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		Gr. 7	Introduced in Gr. 6
G 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		Gr. 8	
G 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems..		Gr. 8	
G 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		Gr. 8	

Common Core Standards Grade 6 Mathematics Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Statistics and Probability			
Students at Grade 6:			
<i>Develop understanding of statistical variability.</i>			
SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
SP 2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.		Gr. 8	
SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.		Gr. 8	
<i>Summarize and describe distributions</i>			
SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		Gr. 8	
SP 5. Summarize numerical data sets in relation to their context, such as by: SP 5a. Reporting the number of observations. SP 5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.		Gr. 8	

<p>SP 5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>SP 5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>		Gr. 8	
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Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Seven

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 7 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The seventh grade can be a tremendously challenging and rewarding year for the children. The seventh grader stands on the brink of puberty. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Self-awareness and social relationships become a primary focus.

Historically, a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration reflects what the children are experiencing within themselves. The children learn biographies of great figures who went against the traditional, prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

The Renaissance, which in Europe spans the years from 1400 to 1700, was the beginning of a whole new way of looking at the world. The transition from medieval to early modern thinking that this period exemplifies represents a change in consciousness from viewing the world as a symbolic representation of the spiritual world--to the empirical testing of the world through sense experiences. Exact measurement and factual accuracy and new conceptualizations of how the world works became central to thought and culture. Individualism found its expression in artistic and intellectual achievements. The European continent was overtaken by great intellectual and political upheavals, as the old world gave way to a striving to discover a new world both around and within themselves

In the **language arts**, the child will continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents from the Age of Exploration, the Italian Renaissance, the Reformation, and the Scientific Revolution. Expository and creative writing skills will be further expanded.

The basic concepts of **algebra and plane geometry** are the predominant subjects of the **mathematics** curriculum in the seventh grade. The general application and transformation of formulae and equations in practical life situations form a central part of mathematical study. Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean theorem using shear, reflection, and rotation.

In the **sciences**, work continues with **physics**. In **mechanics**, simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw. The concepts of effort and resistance are presented, and in their calculation the child is reinforced in his/her understanding of ratio. Work in **optics, heat, electricity, and magnetism** is extended, with an emphasis on the practical application of these phenomena.

The detailed observation of nature now leads the students back to a study of the human being. The seventh grade curriculum includes **physiology** units on the circulatory, respiratory, and nervous systems. At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition.

Work with **chemistry** also begins in the seventh grade, with students examining the phenomena of combustion, the water cycle, and the nature of acids and bases. They discover through observation the properties of various substances and the ways in which they interrelate. Accurately executed descriptions and drawings are an integral part of this unit. In **physics** the children study the laws of refraction, reflection, heat, and electricity.

In the **arts**, perspective drawing on the study of both history and mathematics. The child learns how the Renaissance artists used the principles of geometry to develop the laws of perspective, and practices the application of these laws in original drawings. **Music** instruction is continued at a more advanced level with recorder, choral singing, and instrumental ensemble.

Grade 7 Curriculum Components

- **Math:** Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)
- **Language Arts:** Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts
- **Science:** Physics: mechanics; physiology: circulatory, respiratory and nervous systems; helio-centric astronomy; introduction to chemistry
- **History & Social Studies:** End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports
- **Geography:** Geography of North and South America
- **Handwork:** Hand sewing, embroidery
- **Woodworking:** Initiation and Precision: May include bowl, metal-working, tool-making
- **Foreign Language:** Continuing foreign language with reading and writing, grammatical study and language structure, and historical and cultural study

- **Visual & Performing Arts:** Continuing music and drama; visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards Table, Grade 7
English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 7: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Key Ideas and Details</i>			
RL 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Y		
RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Y		
RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Y		
<i>Integration of Knowledge and Ideas</i>			
RL 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to		Gr. 8	

each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7
English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 7: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Key Ideas and Details</i>			
RI 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Y		
RI 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CA--See grade 7 Language standards 4–6 for additional expectations.)	Y		
RI 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		Gr. 8	Introduced at Gr. 7
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA		Gr. 8	Introduced in Gr. 7
RI 6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Gr. 8	Introduced in Gr. 7

<i>Integration of Knowledge and Ideas</i>			
RI 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Y		
RI 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		Gr. 8	Introduced in Gr. 7
RI 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		Gr. 8	Introduced in Gr. 7
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7 English Language Arts: *Writing*

Common Core Standards Grade 7: ELA <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Text Types and Purposes</i>			
W 1. Write <i>arguments</i> to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA	Y		
W 1b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write <i>informative/explanatory texts</i> to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect;		Gr. 8	Introduced in Gr. 7

include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA			
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		

<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		Gr. 8	Initial use in Gr. 7, Expanding in Gr. 8
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		Gr. 8	Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Y		
W 9b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	Y		

the evidence is relevant and sufficient to support the claims”).			
<i>Range of Writing</i>			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 7
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 7: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Y		
SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Y		
SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how		Gr. 8	Begins in Gr. 7, Expands in Gr. 8

the ideas clarify a topic, text, or issue under study.			
SL 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA		Gr. 8	Introduced in Gr. 7; Additional development in gr. 8 and beyond
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA		Gr. 8	Introduced in Gr. 7
SL 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		Gr. 8	Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 7
English Language Arts: *Language*

Common Core Standards Grade 7 ELA: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of phrases and clauses in general and their function in specific sentences.	Y		
L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Y		
L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	Y		
L 2b. Spell correctly.	Y		
<i>Knowledge of Language</i>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Y		
L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Y		

<p>L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>Y</p>		
<p>L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Y</p>		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 7:			
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
<p>RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p>	Y		
<p>RPR 2. Recognize and represent proportional relationships between quantities.</p> <p>RPR 2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>RPR 2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>RPR 2c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p>		<p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p>	<p>RPR 2, a, b, and c, Introduced at Grade 7</p>

RPR 2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.		Gr. 8	
RPR 3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>		Gr. 8	Introduced in Grade 6
The Number System			
Students at Grade 7:			
<i>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</i>			
NS 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Y		
NS 1a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	Y		
NS 1b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Y		
NS 1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Y		

NS 1d. Apply properties of operations as strategies to add and subtract rational numbers.	Y		
<p>NS 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>NS 2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>NS 2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>NS 2c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>NS 2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>		<p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p>	<p>Introduced in Gr. 7</p>
NS 3. Solve real-world and mathematical problems involving the four operations with rational numbers.	Y		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Expressions and Equations			
Students at Grade 7:			
<i>Use properties of operations to generate equivalent expressions.</i>			
EE 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		Gr. 8	
EE 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i>		Gr. 8	
<i>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</i>			
EE 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about</i>		Gr. 8	Introduced in Grade 7

<i>9 inches from each edge; this estimate can be used as a check on the exact computation.</i>			
EE 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.		Gr. 8	
EE 4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	Y		Continues in Gr. 8
EE 4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>		Gr. 8	Introduced in Gr. 7
Geometry			
<i>Draw, construct, and describe geometrical figures and describe the relationships between them.</i>			
G 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Y		Continues in Gr. 8
G 2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when	Y		Not typically done with technology at grade 7 (See summary note at

the conditions determine a unique triangle, more than one triangle, or no triangle.			the end of this Gr. 7 document.)
G 3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		Gr. 8	Introduced in Gr. 7
<i>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>			
G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Y		
G 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Y		
G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		Gr. 8	Introduced in Gr. 7
Statistics and Probability			
<i>Use random sampling to draw inferences about a population.</i>			
SP 1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.		Gr. 8	Introduced in Gr. 7
SP 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.		Gr. 8	Introduced in Gr. 7

<p><i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p>			
<p>Draw informal comparative inferences about two populations.</p>			
<p>SP 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p> <p><i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p>		Gr. 8	
<p>SP 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p><i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p>		Gr. 8	
<p>Investigate chance processes and develop, use, and evaluate probability models..</p>			
<p>SP 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>		Gr. 8	
<p>SP 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative</p>		Gr. 8	

<p>frequency given the probability.</p> <p><i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p>			
<p>SP 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>		Gr. 8	
<p>SP 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p> <p><i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p>		Gr. 8	
<p>SP 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p> <p><i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>		Gr. 8	
<p>SP 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>SP 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>		Gr. 8	
<p>SP 8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>		Gr. 8	

<p>SP 8c. Design and use a simulation to generate frequencies for compound events.</p> <p><i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>		Gr. 8	
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Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Eight

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 8 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Like Janus, the Roman god of doorways, the eighth grader is looking in two directions simultaneously. On the one hand, the eighth grade is the culmination of the student's experience. It is a time of reflection, of summing up, and all the bittersweet feelings associated with an ending. At the same time, the eighth grader's gaze is turned towards the future and a new beginning. He or she fears, yet yearns for, the immense changes anticipated there. The eighth grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, the children's capacity for logical thinking and independent judgment fully awakens at this time. The authority of the class teacher gives way to the individual student's search for truth.

In the language arts there is an increasing emphasis on nuances of style and grammar in the student's expository and creative writing. Students read and study modern literature and works from across the curriculum, and produce a class play.

The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations, Algebra studies continue, and the students are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

The forward-looking impulse is best addressed in the main lesson, and in particular, the history curriculum. Whereas the seventh grade took as its theme the intellectual and aesthetic flowering of the Renaissance, the eighth grade is fully present in modern times. Its aim is to bring the accumulated image of world civilization up to the present day. Nothing characterizes the modern period better than the great revolutions—the industrial, political, and scientific revolutions that pulled down the old monarchial orders, and, in turn, gave rise to the struggles for individual freedoms and human rights. All these have had far-reaching cultural consequences, and it is important that the students consciously realize and appreciate this as they themselves are carried into the turmoil of adolescence.

The science curriculum in the eighth grade encompasses physics, chemistry and anatomy. The teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of our modern technological society. In physics, the study of acoustics, optics, heat and electro-magnetism is extended through hydraulics and aeromechanics. The organic chemistry block covers sugars, starches, proteins, and fats-- focusing on those processes by which organic substances are formed (e.g., photosynthesis) and transformed (as in digestion). Health, hygiene and nutrition are also addressed.

Choral singing expands in the eighth grade to three and four-part harmonies to take advantage of the range of voices found in the adolescent class. The recorder program expands to include alto and tenor recorders, and instrumental ensembles take on more challenging work.

At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally-appropriate grade school curriculum is met and transformed into an intellectually-stimulating, college preparatory education.

Grade 8 Curriculum Components

- **Mathematics:** Continue Algebra; geometry; practical, technological, and scientific applications of mathematics
- **Language Arts:** Composition: essays, research reports, short stories, poetry
- **Literature:** short stories, poetry, Shakespearean drama
- **Science:** Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)
- **History & Social Studies:** The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
- **Geography:** Asian Geography
- **Handwork:** Machine sewing
- **Woodworking:** Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school;
- **Foreign Language:** Continuing foreign language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture
- **Visual & Performing Arts:** Drawing; clay modeling; painting; portraiture; choir; recorder; instrumental ensemble, Shakespearean drama
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards: Grade 8
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 8: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Key Ideas and Details</i>			
RL 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Y		
RL 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Y		
RL 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Y		
<i>Integration of Knowledge and Ideas</i>			

RL 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Y		Developed further throughout the high school years—and beyond
RL 8. (Not applicable to literature)			
RL 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Y		Development continues throughout the high school years—and beyond
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8
English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 8: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Key Ideas and Details</i>			
RI 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Y		
RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	Y		
RI 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA	Y		
RI 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and	Y		

responds to conflicting evidence or viewpoints.			
<i>Integration of Knowledge and Ideas</i>			
RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Y		
RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Y		
RI 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8 English Language Arts: *Writing*

Common Core Standards, ELA Grade 8: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Text Types and Purposes</i>			
W 1. Write arguments to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Y		
W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA	Y		

W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	Y		
W 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and	Y		

events.			
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Y		
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Y		
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or	Y		

character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).			
W 9b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Y		
<i>Range of Writing</i>			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 8
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 8: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Y		
SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Y		
SL 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Y		

SL 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA	Y		
SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Y		
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 8 English Language Arts: *Language*

Common Core Standards, ELA Grade 8: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Y		
L 1b. Form and use verbs in the active and passive voice.	Y		
L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Y		
L 1d. Recognize and correct inappropriate shifts in verb voice and mood.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Y		
L 2b. Use an ellipsis to indicate an omission.	Y		
L 2c. Spell correctly.	Y		
<i>Knowledge of Language</i>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Y		
L 5b. Use the relationship between particular words to better understand each of the words.	Y		

L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 8 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 8:			
<i>Know that there are numbers that are not rational, and approximate them by rational numbers.</i>			
NS 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Y		
NS 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	Y		
Expressions and Equations			
Students at Grade 8:			
<i>Work with radicals and integer exponents.</i>			
EE 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i>	Y		

EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	Y		
EE 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i>	Y		
EE 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Y		
<i>Understand the connections between proportional relationships, lines, and linear equations.</i>			
EE 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>	Y		
EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	Y		
Analyze and solve linear equations and pairs of simultaneous linear equations.			
EE 7. Solve linear equations in one variable.	Y		

EE 7a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	Y		
EE 7b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Y		
EE 8. Analyze and solve pairs of simultaneous linear equations.	Y		
EE 8a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Y		
EE 8b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i>	Y		
EE 8c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>	Y		

Common Core Standards: Grade 8 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Functions			
Students at Grade 8:			
<i>Define, evaluate, and compare functions.</i>			
F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Y		
F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>	Y		
F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>	Y		
<i>Use functions to model relationships between quantities.</i>			
F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate	Y		

of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Y		
Geometry			
Students at Grade 8:			
<i>Understand congruence and similarity using physical models, transparencies, or geometry software.</i>			
G 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.	Y		
G 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Y		
G 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Y		
G 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Y		

G 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>	Y		
Understand and apply the Pythagorean Theorem.			
G 6. Explain a proof of the Pythagorean Theorem and its converse.	Y		
G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Y		
G 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Y		
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
G 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Y		
Statistics and Probability			
Students at grade 8:			
Investigate patterns of association in bivariate data.			
SP 1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Y		

<p>SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>	<p>Y</p>		
<p>SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p><i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p>	<p>Y</p>		
<p>SP 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> <p><i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>	<p>Y</p>		

Summary Notes and Comments

1, **All** of the Common Core Standards in Mathematics, Grades K-8, are included in the placements in the Tables for Student Achievement in Mathematics in the Waldorf Curriculum. None are missing, and it is anticipated that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will be fully prepared for success in any high school mathematics curriculum aligned to the Common Core for Grades 9-12, including more advanced coursework.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

**Common Core Standards:
Literacy in History/Social Studies, Science, and Technical Subjects:**

Reading in History/Social Studies
Reading in Science and Technical Subjects
Writing in History/Social Studies, Science, and Technical Subjects

Grades Six through Eight

Common Core Standards Placement Tables

The Literacies are to be addressed regularly across the curriculum as appropriate throughout Grades Six, Seven, and Eight. Note that the Alliance recommends, based on its review, that all of these Common Core Standards are appropriate for and will be attained by students in the Waldorf-Inspired Public Schools by the completion of Grade Eight.

The Literacy Standards are specified in the pages that follow.

Designed to be a Working Document for School and Teacher Use

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies

Reading in Science and Technical Subjects

Writing in History/Social Studies, Science, and Technical Subjects

The Common Core Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

--From the Introduction to the ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***, California edition, March 2013, (p. iii).

Note: For this Alliance document, only the Literacy Standards for grades 6-8 are included in the Tables below. The Literacy Standards for Grade 9-12 are included in the full ELA Standards document (See the Resources page for the link to the full document.)

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in History/Social Studies

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6-8: Reading in History/Social Studies</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
Key Ideas and Details			
RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources.	Y		
RHSS 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Y		
RHSS 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Y		
Craft and Structure			
RHSS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Y		
RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	Y		
RHSS 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Y		
Integration of Knowledge and Ideas			

RHSS 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Y		Electronic media introduced In grades 7-8
RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text.	Y		
RHSS 9. Analyze the relationship between a primary and secondary source on the same topic.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RHSS 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in Science and Technical Subjects

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6- 8: Reading in Science and Technical Subjects</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6- 8:			
<i>Key Ideas and Details</i>			
RST 1. Cite specific textual evidence to support analysis of science and technical texts.	Y		
RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Y		
RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Y		
<i>Craft and Structure</i>			
RST 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Y		
RST 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Y		
RST 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Y		

<i>Integration of Knowledge and Ideas</i>			
RST 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Y		
RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Y		
RST 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Y		Use of electronic media begins in Grades 7 and 8.
<i>Range of Reading and Level of Text Complexity</i>			
RST 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Y		

**Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Writing**

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects Grades 6- 8: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
<i>Text Types and Purposes</i>			
<p>W 1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	Y		The “Y” (Yes) applies to all component parts of the standard (a.–e.).

<p>W 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Y		The “Y” (Yes) applies to all component parts of the standard (a.-f.).
W 3. See Note, below. (Not applicable as a separate requirement.)	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Y		Use of electronic media begins in Grades 7 and 8.

Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA	Y		Use of electronic media begins in Grades 7 and 8.
W 9. Draw evidence from informational texts to support analysis reflection, and research.	Y		
Range of Writing			
W 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Note (W3): Students’ narrative skills continue to grow in these grades. The Literacy Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *(Note from the Common Core Literacy Standards)*

Common Core State Standards

College and Career Readiness (CCR) Anchor Standards

For English Language Arts

The grade-specific standards (in the Tables above) define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*From the **Common Core State Standards**, as adopted by the California State Board of Education, August 2010 (pre-publication version, March 2013).*

College and Career Readiness Anchor Standards for Reading

The grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Next Generation Science Standards (NGSS)

Next Generation Science Standards Kindergarten: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>Motion and Stability: Forces and Interactions</i>			
K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Y		
K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.	Y		
<i>Energy</i>			
K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.	Y		
K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Y		

Next Generation Science Standards Kindergarten: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	Y		

Next Generation Science Standards Kindergarten: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>Earth's Systems</i>			
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	Y		
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Y		
<i>Earth and Human Activity</i>			
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Y		
K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Y		
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Y		

Next Generation Science Standards Grade 1: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 1 Students:			
<i>Waves and their Applications in Technologies for Information Transfer</i>			
1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Y		In-depth study in Gr. 6
1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.	Y		In-depth study in Gr. 6
1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	Y		In-depth study in Gr. 6
1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Y		In-depth study in Gr. 6

Next Generation Science Standards Grade 1: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 1 Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Y		

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Y		
<i>Heredity: Inheritance and Variation of Traits</i>			
1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are alike, but not exactly like, their parents.	Y		

Next Generation Science Standards Grade 1: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 1 Students:			
<i>Earth's Place in the Universe</i>			
1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	Y		Cont'd in Gr. 2
1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	Y		Cont'd in Gr. 2

Next Generation Science Standards Grade 2: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 2 Students:			
<i>Matter and Its Interactions</i>			
2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Y		
2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Y		
2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	Y		
2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Y		

Next Generation Science Standards Grade 2: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 2 Students:			
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Y		
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Intro.		Formal study in Gr. 3

<i>Biological Evolution: Unity and Diversity</i>			
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	Y		

Next Generation Science Standards Grade 2: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 2 Students:			
<i>Earth's Place in the Universe</i>			
2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Y		
<i>Earth's Systems</i>			
2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Y		
2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.		Gr. 5	
2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Y		

Next Generation Science Standards Grade 2: <i>Engineering Design</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 2 Students:			
<i>Engineering Design</i>			
K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that	Y		

can be solved through the development of a new or improved object or tool.			
K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Y		
K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Y		

Next Generation Science Standards Grade 3: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 3 Students:			
<i>Motion and Stability: Forces and Interactions</i>			
3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Y		
3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Y		
3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Y		
3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.	Y		

Next Generation Science Standards Grade 3: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 3 Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Y		More in-depth: Gr. 4 Zoology & Gr. 5 Botany
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			

3-LS2-1. Construct an argument that some animals form groups that help members survive.		Gr. 4	
<i>Heredity: Inheritance and Variation of Traits</i>			
3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Y		
3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.	Y		
<i>Biological Evolution: Unity and Diversity</i>			
3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.		Gr. 6	
3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	Y		More in-depth: Gr. 4 Zoology & Gr. 5 Botany
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Y		More in-depth: Gr. 4 Zoology & Gr. 5 Botany
3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	Y		

Next Generation Science Standards Grade 3: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 3 Students:			
<i>Earth's Systems</i>			
3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Y		
3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.	Y		
<i>Earth and Human Activity</i>			

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Y		
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Next Generation Science Standards Grade 4: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 4 Students:			
<i>Energy</i>			
4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Y		
4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Y		
4-PS3-3. Ask questions to predict outcomes about the changes in energy that occur when objects collide.	Y		
4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Y		
<i>Waves and their Applications in Technologies for Information Transfer</i>			
4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Y		
4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.		Gr. 6	
4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.	Y		

Next Generation Science Standards Grade 4: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 4 Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Y		Also in Gr. 5 Botany
4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Y		

Next Generation Science Standards Grade 4: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 4 Students:			
<i>Earth's Place in the Universe</i>			
4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.		Gr. 6	
<i>Earth's Systems</i>			
4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.		Gr. 5	
4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.	Y		Cont. in Gr. 5 Geography
<i>Earth and Human Activity</i>			
4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.		Gr. 6	
4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.		Gr. 5	

Next Generation Science Standards Grade 5: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 5 Students:			
<i>Matter and Its Interactions</i>			
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.	Y		
5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Y		
5-PS1-3. Make observations and measurements to identify materials based on their properties.	Y		
5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Y		
<i>Motion and Stability: Forces and Interactions</i>			
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.	Y		
<i>Energy</i>			
5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.		Gr. 4	

Next Generation Science Standards Grade 5: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 5 Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air or water.	Y		
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			

5-LS2-1. Develop a model to describe the movement among plants, animals, decomposers, and the environment.	Y		
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Next Generation Science Standards Grade 5: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 5 Students:			
<i>Earth's Place in the Universe</i>			
5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.		Gr. 6	
5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		Gr. 6	
<i>Earth's Systems</i>			
5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Y		
5-ESS2-2. Describe and graph the amounts of salt water in various reservoirs to provide evidence about the distribution of water on Earth.	Y		
<i>Earth and Human Activity</i>			
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Y		

Next Generation Science Standards Grade 5: <i>Engineering Design</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Grade 5 Students:			
<i>Engineering Design</i>			

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Y		
3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Y		
3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Y		

Next Generation Science Standards Middle School: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Middle School Students:			
<i>Matter and Its Interactions</i>			
MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.	Y		
MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Y		
MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	Y		
MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	Y		
MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Y		
MS-PS1-6. Undertake a design to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	Y		
<i>Motion and Stability: Forces and Interactions</i>			
MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Y		
MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Y		
MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Y		
MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	Y		

MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Y		
Energy			
MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	Y		
MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Y		
MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Y		
MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	Y		
MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Y		
Waves and Their Applications in Technologies for Information Transfer			
MS-PS4-1. Use mathematical representations to describe a single model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Y		
MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	Y		
MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	Y		

Next Generation Science Standards Middle School: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Middle School Students:			

<i>From Molecules to Organisms: Structures and Processes</i>			
MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	Y		
MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways the parts of the cells contribute to the function.	Y		
MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	Y		
MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	Y		
MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Y		
MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	Y		
MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	Y		
MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Y		
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			
MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Y		
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Y		
MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Y		
MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Y		
MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Y		
<i>Heredity: Inheritance and Variation of Traits</i>			
MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and	Y		

may result in harmful, beneficial, or neutral effects to the structure and function of the organism.			
MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Y		
Biological Evolution: Unity and Diversity			
MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Y		
MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	Y		
MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	Y		
MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Y		
MS-LS4-5. Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Y		
MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Y		

Next Generation Science Standards Middle School: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Middle School Students:			
<i>Earth's Place in the Universe</i>			

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Y		
MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Y		
MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.	Y		
MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Y		
<i>Earth's Systems</i>			
MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Y		
MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Y		
MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	Y		
MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Y		
MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	Y		
MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Y		
<i>Earth and Human Activity</i>			
MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Y		
MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	Y		
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Y		
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	Y		

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Y		
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Next Generation Science Standards Middle School: <i>Engineering Design</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
Middle School Students:			
<i>Engineering Design</i>			
MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Y		
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Y		
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Y		
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Y		

Next Generation Science Standards High School: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
High School Students:			
<i>Matter and Its Interactions</i>			
HS-PS1-1. Use the periodic table to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	Y		
HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	Y		
HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	Y		
HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.	Y		
HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	Y		
HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.	Y		
HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	Y		
HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.	Y		
<i>Motion and Stability: Forces and Interactions</i>			
HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a microscopic object, its mass, and its acceleration.	Y		

HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	Y		
HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	Y		
HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	Y		
HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	Y		
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	Y		
Energy			
HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Y		
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative position of particles (objects).	Y		
HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.	Y		
HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	Y		
HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	Y		
Waves and Their Applications in Technologies for Information Transfer			
HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	Y		
HS-PS4-2. Evaluate questions about the advantages of using digital transmission and storage of information.	Y		

HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	Y		
HS-PS4-4. Evaluate the validity of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.	Y		
HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	Y		

Next Generation Science Standards High School: Life Science	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
High School Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.	Y		
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Y		
HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Y		
HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	Y		
HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Y		
HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Y		
HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.	Y		
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Y		
HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Y		
HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	Y		
HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Y		
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	Y		
HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	Y		
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Y		
HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	Y		
<i>Heredity: Inheritance and Variation of Traits</i>			
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Y		
HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	Y		
HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Y		
<i>Biological Evolution: Unity and Diversity</i>			
HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Y		
HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, (4) the proliferation of those organisms that are better able to survive and	Y		

reproduce in the environment.			
HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Y		
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	Y		
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Y		
HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	Y		

Next Generation Science Standards High School: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
High School Students:			
<i>Earth's Place in the Universe</i>			
HS-ESS1-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	Y		
HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	Y		
HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.	Y		
HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	Y		
HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	Y		
HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	Y		

Earth's Systems			
HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	Y		
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	Y		
HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	Y		
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	Y		
HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	Y		
HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	Y		
HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	Y		
Earth and Human Activity			
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes to climate have influenced human activity.	Y		
HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	Y		
HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	Y		
HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	Y		
HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts in Earth's systems.	Y		
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	Y		

Next Generation Science Standards	Student Achievement In the Waldorf Curriculum
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High School: <i>Engineering Design</i>			
Student Achievement In the Waldorf Curriculum	At Same Grade Level As NG	In WC At Different Grade Level	Notes and Comments
High School Students:			
<i>Engineering Design</i>			
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	Y		
HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Y		
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	Y		
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	Y		

**Coastal Waters Chartered Public School Social Studies Standards:
A comparative chart using the 2006 New Hampshire Social Studies
Curriculum Framework**

Social Studies Standards K-2: Civics and Governments	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>The Nature and Purpose of Government</i>			
SS:CV:2:1:1: Compare the rules of the classroom and school to the rules of the United States system of government.		GR. 5/6	
SS:CV:2:1:2: Identify documents and symbols that embody the core ideals of the United States Government.		GR. 5/6	
SS:CV:2:1:3: Identify the basic purposes of state and national government.		GR. 5/6	
SS:CV:2:1:4: Evaluate the effectiveness and fairness of rules and laws at the school level.	Y		
<i>Structure and Function of United States and New Hampshire Government</i>			
SS:CV:2:2:1: Explain how public officials are chosen.		GR. 3/4	
<i>The World and the United States' Place In It</i>			
SS:CV:2:3:1: Explain that the world is divided into different countries.	Y		
SS:CV:2:3:2: Describe ways in which countries interact with each other culturally.	Y		
SS:CV:2:3:3: Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine.		GR. 3/4	
<i>Rights and Responsibilities</i>			
SS:CV:2:4:1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.	Y		

SS:CV:2:4:2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.	Y		
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Social Studies Standards K-2: Economics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>Economics and the Individual</i>			
SS:EC:2:1:1: Define goods and services, producers and consumers.	Y		
SS:EC:2:1:2: Describe the steps and materials needed to make a product, e.g., milk or crayons.	Y		
<i>Basic Economic Concepts</i>			
SS:EC:2:2:1: Distinguish between needs and wants.	Y		
<i>Financial Institutions and the Government</i>			
SS:EC:2:4:1: Identify the characteristics of money.		GR. 3/4	
SS:EC:2:4:2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.		GR. 3/4	
<i>International Economics and Trade</i>			
SS:EC:2:5:1: Define the term resources, e.g., trees, books.	Y		

Social Studies Standards K-2: Geography	Student Achievement In the Waldorf Curriculum		
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>The World in Spatial Terms</i>			
SS:GE:2:1:1 Identify the characteristics and purposes of globes and maps.		GR. 3/4	
SS:GE:2:1:2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.		GR. 3/4	
SS:GE:2:1:3: Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.		GR. 3/4	
<i>Places and Regions</i>			
SS:GE:2:2:1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains.		GR. 3/4	
SS:GE:2:2:2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.		GR. 3/4	
SS:GE:2:2:3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations.		GR. 3/4	
<i>Physical Systems</i>			
SS:GE:2:3:1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in NH or sunlight and shadows.	Y		
SS:GE:2:3:2: Explore the components and distribution of ecosystems, e.g., desert or rainforest.		GR. 5/6	
<i>Human Systems</i>			
SS:GE:2:4:1: Explore the distribution of a population, e.g., city or farm.	Y		
SS:GE:2:4:2: Identify what are natural resources, e.g., water or trees.	Y		
<i>Environment and Society</i>			

SS:GE:2:5:1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.		GR. 3/4	
SS:GE:2:5:2: Investigate how people use resources, e.g., building homes or the food they eat.		GR. 3/4	

Social Studies Standards K-2: US/NH History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>Political Foundations and Development</i>			
SS:HI:2:1:1: Identify national and NH celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.	Y		
<i>Contacts, Exchanges & International Relations</i>			
SS:HI:2:2:1: Recognize that the world is interconnected, e.g., trade or transportation.		GR. 3/4	
<i>World Views and Value Systems and Their Intellectual and Artistic Expressions</i>			
SS:HI:2:3:1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims.		GR. 5/6	
SS:HI:2:3:2: Explore art, music and literature of various time periods, e.g., spirituals or Native American art.		GR. 3/4	
SS:HI:2:3:3: Recognize that groups have enhanced art, music and literature of our nation, e.g., African American or Irish.		GR. 3/4	
<i>Economic Systems & Technology</i>			
SS:HI:2:4:1: Identify different segments of the United States economy, e.g., farm, manufacturing, or retail.		GR. 3/4	
<i>Social/Cultural</i>			
SS:HI:2:5:1: Identify how the lives of women and children have changed over time in our country.		GR. 5/6	

SS:HI:2:5:2: Identify the concept of diversity.	Y		
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Social Studies Standards K-2: <i>World History</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
K-2 Students:			
<i>Political Foundations and Developments</i>			
SS:WH:2:1:1: Recognize that people of different countries have different social and political systems.	Y		
<i>World Views and Value Systems and Their Intellectual and Artistic Expressions</i>			
SS:WH:2:3:1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.	Y		
<i>Social/Cultural</i>			
SS:WH:2:5:1: Identify the concepts of values and beliefs.	Y		

Social Studies Standards Grade 3-4: <i>Civics and Government</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
<i>The Nature and Purpose of Government</i>			
SS:CV:4:1:1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.		GR. 5/6	
SS:CV:4:1:2: Analyze how government addresses social, political, and geographic issues, e.g., local land use decisions or decisions involving human rights.		GR. 5/6	

Structure and Function of United States and New Hampshire Government			
SS:CV:4:2:1: Identify the individual functions of the three branches of government and the organization of NH state government.	Y		
SS:CV:4:2:2: Explain how law and/or policies are made at local and state levels.	Y		
The World and the United States' Place In It			
SS:CV:4:3:1: Explain that the world is divided into different countries with their own governments and that all governments are not the same.	Y		
Rights and Responsibilities			
SS:CV:4:4:1: Describe the rights of citizens as outlined by the Constitutions of NH and the United States.	Y		

Social Studies Standards Grade 3-4: Economics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
Economics and the Individual			
SS:EC:4:1:1: Identify the factors of production and explain how businesses use these to produce goods and services.		GR. 5/6	
SS:EC:4:1:2: Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models.		GR. 5/6	
SS:EC:4:1:3: Explain how decisions by consumers and producers affect and are affected by the economy.		GR. 5/6	
SS:EC:4:1:4: Describe why most jobs today require greater specialization and result in greater productivity.		GR. 5/6	
Basic Economic Concepts			
SS:EC:4:2:1: Explain why needs and wants are unlimited while resources are limited.		GR. 5/6	

SS:EC:4:2:2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.		GR. 5/6	
SS:EC:4:2:3: Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.		GR. 5/6	
SS:EC:4:2:4: Define supply and demand and describe features factors that can cause a change in supply and demand.		GR. 5/6	
SS:EC:4:2:5: Explain how prices of goods and services are set in the United States and describe different factors that affect price.		GR. 5/6	
<i>Cycles in the Economy</i>			
SS:EC:4:3:1: Illustrate cycles of economic growth and decline, eg., NH manufacturing or agriculture.		GR. 5/6	
SS:EC:4:3:2: Describe how changes in the business cycle can impact people's lives.		GR. 5/6	
<i>Financial Institutions and the Government</i>			
SS:EC:4:4:1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money.		GR. 5/6	
SS:EC:4:4:2: Identify goods and services provided by local government, eg., police cars or fire protection.		GR. 5/6	
<i>International Economics and Trade</i>			
SS:EC:4:5:1: Describe that countries have different kinds of resources.	Y		
SS:EC:4:5:2: Explain why some countries' resources are in greater demand than others, e.g., colonial NH's mast trees or petroleum.	Y		
SS:EC:4:5:3: Explain that trade between countries involves imports and exports and the reasons why countries trade.	Y		

Social Studies Standards Grade 3-4: <i>Geography</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
<i>The World in Spatial Terms</i>			
SS:GE:4:1:1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies.	Y		
SS:GE:4:1:2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.	Y		
SS:GE:4:1:3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.	Y		
SS:GE:4:1:4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.	Y		
SS:GE:4:1:5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.		GR. 5/6	
<i>Places and Regions</i>			
SS:GE:4:2:1: Describe the physical and human characteristics of places, e.g., land forms or where people live.	Y		
SS:GE:4:2:2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.	Y		
SS:GE:4:2:3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.	Y		
SS:GE:4:2:4: Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.	Y		
SS:GE:4:2:5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature.	Y		
<i>Physical Systems</i>			
SS:GE:4:3:1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.	Y		
SS:GE:4:3:2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.	Y		

SS:GE:4:3:3: Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight.	Y		
SS:GE:4:3:4: Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain.	Y		
SS:GE:4:3:5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.	Y		
Human Systems			
SS:GE:4:4:1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.		GR. 5/6	
SS:GE:4:4:2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.		GR. 5/6	
SS:GE:4:4:3: Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.		GR. 5/6	
SS:GE:4:4:4: Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns.		GR. 5/6	
Environment and Society			
SS:GE:4:5:1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.	Y		
SS:GE:4:5:2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.	Y		
SS:GE:4:5:3: Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices.	Y		
SS:GE:4:5:4: Describe the role of natural resources in daily life, e.g., food, clothing or shelter.	Y		
SS:GE:4:5:5: Compare how people in different regions use the same resources, e.g., water or wood.	Y		

Social Studies Standards Grade 3-4: NH/US History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
Political Foundations and Development			

SS:HI:4:1:1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor.	Y		
SS:HI:4:1:2: Trace the political development of NH governance, e.g., self-government in early settlements or the development of current forms of local government.	Y		
SS:HI:4:1:3: Describe the significance of national and NH celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain and the preamble to the NH Constitution.	Y		
<i>Contracts, Exchanges & International Relations</i>			
SS:HI:4:2:1: Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.		GR. 5/6	
<i>World Views and Value Systems and Their Intellectual and Artistic Explorations</i>			
SS:HI:4:3:1: Explore how individuals' ideas have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".		GR. 5/6	
SS:HI:4:3:2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in NH.		GR. 5/6	
SS:HI:4:3:3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.		GR. 5/6	
<i>Economic Systems & Technology</i>			
SS:HI:4:4:1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.		GR. 5/6	
SS:HI:4:4:2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing.		GR. 5/6	
SS:HI:4:4:3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from local stores to shopping malls.		GR. 5/6	
<i>Social/Cultural</i>			
SS:HI:4:5:1: Explain the unique contributions of different ethnic and religious groups to NH history and culture, e.g., the Shakers or the French Canadians.	Y		
SS:HI:4:5:2: Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001.		GR. 5/6	

SS:HI:4:5:3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.		GR. 5/6	
SS:HI:4:5:4: Explore attitudes towards diversity, e.g., segregation or inclusion.		GR. 5/6	
SS:HI:4:5:5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.		GR. 5/6	

Social Studies Standards Grade 3-4: <i>World History</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 3-4 Students:			
<i>Political Foundations and Developments</i>			
SS:WH:4:1:1: Explain that people of different countries create social and political systems, e.g., a family or a government.	Y		
<i>Contacts, Exchanges & International Relations</i>			
SS:WH:4:2:1: Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism.		GR. 5/6	
<i>World Views and Value Systems and Their Intellectual and Artistic Expressions</i>			
SS:WH:4:3:1: Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.	Y		
<i>Economic Systems & Technology</i>			
SS:WH:4:4:1: Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today.	Y		
<i>Social/Cultural</i>			
SS:WH:4:5:1: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.	Y		

Social Studies Standards Grade 5-6: <i>Civics and Government</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			
<i>The Nature and Purpose of Government</i>			
SS:CV:6:1:1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law.	Y		
SS:CV:6:1:2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights.	Y		
SS:CV:6:1:3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels.	Y		
SS:CV:6:1:4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.	Y		
<i>Structure and Function of United States and New Hampshire Government</i>			
SS:CV:6:2:1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by principles they share, e.g., life, liberty, and property.	Y		
SS:CV:6:2:2: Identify the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions.	Y		
<i>The World and the United States' Place In It</i>			
SS:CV:6:3:1: Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy.	Y		
SS:CV:6:3:2: Describe the ways in which countries interact with each other culturally, economically, diplomatically, or militarily.	Y		
SS:CV:6:3:3: Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.	Y		
<i>Rights and Responsibilities</i>			
SS:CV:6:4:1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others.	Y		(part of curr. since Gr. 1)

Social Studies Standards Grade 5-6: <i>Economics</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			
<i>Economics and the Individual</i>			
SS:EC:6:1:1: Identify the role of the individual in factor and product markets.	Y		
SS:EC:6:1:2: Explain how specialization and productivity are related.	Y		
SS:EC:6:1:3: Recognize the relationship between productivity and wages, and between wages and standards of living.	Y		
<i>Basic Economic Concepts</i>			
SS:EC:6:2:1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of an item.	Y		
SS:EC:6:2:2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.	Y		
SS:EC:6:2:3: Recognize that shortage and surplus affect the price and availability of goods and services, e.g., swimsuits in bad weather, seasonal sales, or fads.	Y		
<i>Cycles in the Economy</i>			
SS:EC:6:3:1: Describe gross domestic product and its components, e.g., the difference between imports and exports.	Y		
SS:EC:6:3:2: Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing.	Y		

Social Studies Standards Grade 5-6: <i>Geography</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			

<i>The World in Spatial Terms</i>			
SS:GE:6:1:1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi.		GR. 4	
SS:GE:6:1:2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States.		GR. 4	
SS:GE:6:1:3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.		GR. 4	
<i>Places and Regions</i>			
SS:GE:6:2:1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.		GR. 7/8	
SS:GE:6:2:2: Describe how places and regions preserve culture, e.g., songs or traditions.		GR. 7/8	
<i>Physical Systems</i>			
SS:GE:6:3:1: Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion.		GR. 7/8	
SS:GE:6:3:2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere.		GR. 7/8	
SS:GE:6:3:3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification.		GR. 7/8	
SS:GE:6:3:4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.		GR. 7/8	
<i>Human Systems</i>			
SS:GE:6:4:1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth.	Y		
SS:GE:6:4:2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.	Y		
SS:GE:6:4:3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.	Y		
SS:GE:6:4:4: Analyze the spatial patterns of settlement, e.g., urbanization along rivers, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.	Y		
SS:GE:6:4:5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural.	Y		

Environment and Society			
SS:GE:6:5:1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.	Y		
SS:GE:6:5:2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production.	Y		
SS:GE:6:5:3: Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities.	Y		
SS:GE:6:5:4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.	Y		

Social Studies Standards Grade 5-6: US/NH History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			
Political Foundations and Development			
SS:HI:6:1:1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.		GR. 7/8	
SS:HI:6:1:2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.		GR. 7/8	
World views and Value Systems and Their Intellectual and Artistic Expressions			
SS:HI:6:3:1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists.		GR. 7/8	
Economic Systems & Technology			
SS:HI:6:4:1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line.		GR. 7/8	
SS:HI:6:4:2: Evaluate the importance of technological inventions and inventors and their impact on American life., e.g., household appliances or communication technologies.		GR. 7/8	
SS:HI:6:4:3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the		GR. 7/8	

Louisiana Purchase or the Homestead Act (1862).			
Social/Cultural			
SS:HI:6:5:1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.		GR. 7/8	
SS:HI:6:5:2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front.		GR. 7/8	
SS:HI:6:5:3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace.		GR. 7/8	
SS:HI:6:5:4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese.		GR. 7/8	

Social Studies Standards Grade 5-6: World History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 5-6 Students:			
Political Foundations and Developments			
SS:WH:6:1:1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.	Y		
SS:WH:6:1:2: Explore the use and abuse of power.	Y		
Contacts, Exchanges & International Relations			
SS:WH:6:2:1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal.	Y		
SS:WH:6:2:2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor.	Y		
SS:WH:6:2:3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa.	Y		
SS:WH:6:2:4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia.	Y		
World Views and Value Systems and Their Intellectual and Artistic Expressions			

SS:WH:6:3:1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.	Y		
SS:WH:6:3:2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece.	Y		
<i>Economic Systems & Technology</i>			
SS:WH:6:4:1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density.	Y		
SS:WH:6:4:2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th century Africa.	Y		
SS:WH:6:4:3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops.	Y		
SS:WH:6:4:4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet.	Y		
<i>Social/Cultural</i>			
SS:WH:6:5:1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City.	Y		
SS:WH:6:5:2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling.	Y		
SS:WH:6:5:3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., ancient Persia, the Ottoman Empire, or Nigeria.	Y		
SS:WH:6:5:4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre.	Y		
SS:WH:6:5:5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear.	Y		

Social Studies Standards Grade 7-8: <i>Civics and Governments</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
<i>The Nature and Purpose of Government</i>			
SS:CV:8:1:1: Explain why limiting the powers of government is essential for the protection of individual rights.	Y		
SS:CV:8:1:2: Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected.	Y		
<i>Structure and Function of United States and New Hampshire Government</i>			
SS:CV:8:2:1: Define the organization and responsibilities of federal government that are set forth in the NH Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights.	Y		
SS:CV:8:2:2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the NH Constitution and the United States Constitution, e.g., taxation, transportation, or education.	Y		
SS:CV:8:2:3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights.	Y		
SS:CV:8:2:4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees.	Y		
<i>The World and the United States' Place In It</i>			
SS:CV:8:3:1: Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union.	Y		
SS:CV:8:3:2: Analyze environmental, economic, and technological developments and their impact on society.	Y		
<i>Rights and Responsibilities</i>			
SS:CV:8:4:1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting.	Y		

Social Studies Standards Grade 7-8: <i>Economics</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
<i>Economics and the Individual</i>			
SS:EC:8:1:1: Identify how events in the business cycle impact individuals' lives, e.g., recession or depression.		GR. 6	
<i>Basic Economic Concepts</i>			
SS:EC:8:2:1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology.		GR. 6	
SS:EC:8:2:2: Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills.		GR. 6	
<i>Cycles in the Economy</i>			
SS:EC:8:3:1: Identify and explain the different phases of the business cycle, e.g., recession or depression.		GR. 6	
SS:EC:8:3:2: Understand how the stock market works, the buying and selling of stocks, and how it affects the economy.		GR. 6	
<i>Financial Institutions and the Government</i>			
SS:EC: 8:4:1: Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money.		GR. 6	
SS:EC:8:4:2: Identify the different ways in which income can be redistributed, e.g, taxes, welfare, or government loans.		GR. 6	
<i>International Economics and Trade</i>			
SS:EC:8:5:1: Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economics.	Y		
SS:EC:8:5:2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.	Y		
SS:EC:8:5:3: Recognize the role of economics in international diplomacy and war, eg., the United States Civil War, foreign aid, or conflict over natural resources.	Y		
SS:EC:8:5:4: Examine the effects of changing economics or international trade, e.g., modernization, specialization, or interdependence.	Y		
<i>Personal Finance</i>			

SS:EC:8:6:1: Compare the advantages and disadvantages of different payment methods.		GR.6	
SS:EC:8:6:2: Describe the rights and responsibilities of buyers and sellers in a free market economy.		GR.6	
SS:EC:8:6:3: Demonstrate the use of the different types of accounts available from financial institutions, e.g., checking or savings accounts.		GR. 6	
SS:EC:8:6:4: Students will identify sources of earned and unearned income, e.g., wages or investments.		GR.6	
SS:EC:8:6:5: Define and compare saving and investing.		GR. 6	
SS:EC:8:6:6: Evaluate sources of investment information, and describe how to buy and sell investments.		GR. 6	
SS:EC:8:6:7: Discuss the importance of taking responsibility for personal finance decisions.		GR. 6	
SS:EC:8:6:8: Design a plan for earning, spending, saving, and investing.		GR. 6	

Social Studies Standards Grade 7-8: <i>Geography</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
<i>The World in Spatial Terms</i>			
SS:GE:8:1:1: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections.	Y		
<i>Places and Regions</i>			
SS:GE:8:2:1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part.	Y		
SS:GE:8:2:2: Illustrate the connections among regions e.g, world trade or regional alliances.	Y		

SS:GE:8:2:3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel.	Y		
Physical Systems			
SS:GE:8:3:1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits.	Y		
Human Systems			
SS:GE:8:4:1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or “hub-and-spoke” airline operations.	Y		
SS:GE:8:4:2: Explain how cooperation and conflict among people contribute to political divisions of Earth’s surface, e.g., trade agreements, military pacts, or boundary disputes.	Y		

Social Studies Standards Grade 7-8: US/NH History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
Political Foundations and Development			
SS:HI:8:1:1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans.	Y		
SS:HI:8:1:2: Describe the role NH voters have played in our nation;s presidential primaries and elections.	Y		
SS:HI:8:1:3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening.	Y		
SS:HI:8:1:4: Analyze the tension between states’ rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960’s.	Y		
Contacts, Exchanges & International Relations			
SS:HI:8:2:1: Explain major attempts to force European powers to reorganize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812.	Y		

SS:HI:8:2:2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis.	Y		
SS:HI:8:2:3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict.	Y		
SS:HI:8:2:4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan.	Y		
SS:HI:8:2:5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War.	Y		
<i>World Views and Value Systems and Their Intellectual and Artistic Expressions.</i>			
SS:HI:8:3:1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression.	Y		
<i>Economic Systems & Technology</i>			
SS:HI:8:4:1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations.	Y		
SS:HI:8:4:2: Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981.	Y		
<i>Social/Cultural</i>			
SS:HI:8:5:1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care.	Y		

Social Studies Standards Grade 7-8: World History	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
Grade 7-8 Students:			
<i>Political Foundations and Developments</i>			
SS:WH:8:1:1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections.			

SS:WH:8:1:2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East.			
SS:WH:8:1:3: Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust.			
Contacts, Exchanges & International Relations			
SS:WH:8:2:1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS.			
World Views and Value Systems and Their Intellectual and Artistic Expressions			
SS:WH:8:3:1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time.			
SS:WH:8:3:2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian.			

Social Studies Standards High School: <i>Physical Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
High School Students:			
<i>Matter and Its Interactions</i>			
HS-PS1-1. Use the periodic table to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	Y		
HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	Y		

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	Y		
HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.	Y		
HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	Y		
HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.	Y		
HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	Y		
HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.	Y		
<i>Motion and Stability: Forces and Interactions</i>			
HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a microscopic object, its mass, and its acceleration.	Y		
HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	Y		
HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	Y		
HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	Y		
HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	Y		
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	Y		
<i>Energy</i>			

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Y		
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative position of particles (objects).	Y		
HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.	Y		
HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	Y		
HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	Y		
<i>Waves and Their Applications in Technologies for Information Transfer</i>			
HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	Y		
HS-PS4-2. Evaluate questions about the advantages of using digital transmission and storage of information.	Y		
HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	Y		
HS-PS4-4. Evaluate the validity of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.	Y		
HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	Y		

Social Studies Standards High School: <i>Life Science</i>	Student Achievement In the Waldorf Curriculum
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Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
High School Students:			
<i>From Molecules to Organisms: Structures and Processes</i>			
HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.	Y		
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Y		
HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Y		
HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	Y		
HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Y		
HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Y		
HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.	Y		
<i>Ecosystems: Interactions, Energy, and Dynamics</i>			
HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Y		
HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Y		
HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	Y		
HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Y		
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	Y		

HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	Y		
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Y		
HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	Y		
<i>Heredity: Inheritance and Variation of Traits</i>			
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Y		
HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	Y		
HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Y		
<i>Biological Evolution: Unity and Diversity</i>			
HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Y		
HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Y		
HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Y		
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	Y		
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Y		
HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	Y		

Social Studies Standards High School: <i>Earth Science</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
High School Students:			
<i>Earth's Place in the Universe</i>			
HS-ESS1-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	Y		
HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	Y		
HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.	Y		
HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	Y		
HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	Y		
HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	Y		
<i>Earth's Systems</i>			
HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	Y		
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	Y		
HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	Y		
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	Y		
HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	Y		

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	Y		
HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	Y		
<i>Earth and Human Activity</i>			
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes to climate have influenced human activity.	Y		
HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	Y		
HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	Y		
HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	Y		
HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts in Earth's systems.	Y		
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	Y		

Social Studies Standards High School: <i>Engineering Design</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level	At Different Grade Level	Notes and Comments
High School Students:			
<i>Engineering Design</i>			
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	Y		
HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Y		

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	Y		
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	Y		

Appendix Q: Accountability Plan

CHARTER SCHOOL ACCOUNTABILITY PLAN Goals and Objectives Template

School Name: Coastal Waters Chartered Public School	Date: June 1, 2021
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Development Team Members: et al (see application)

A Charter School Accountability Plan is required by RSA 194-B:3,II(dd)
 An accountability plan serves as a roadmap for continuous school improvement. It ensures that progress towards the school’s organizational, programmatic and academic goals and objectives are developed, implemented and continuously monitored for success. Once a charter school development team has created a vision and mission for the school, the goals, objectives, and action plans can be developed to activate the school’s mission and achieve its vision.

Definitions:
Goals are strategic, long-term, broad outcomes that the school wants to achieve; they are the direction the school wants to take. **Objectives** are short-term, precise strategies for accomplishing a specific task that can be achieved in a limited period of time and lead to the achievement of a long term goal. Objectives identify the pathways taken to accomplish the goal. They are specific, measurable and time-bound, with defined completion dates.
Measurement: Criteria used to measure progress towards the accomplishment of the goal.
Timeframe: A clearly defined period of time to accomplish a goal or objective, including a start date and a target completion date.
Progress Checks: Periodic reviews to determine progress made towards accomplishment of goals.
Outcome: A description of the benefit gained from achieving a goal.

Types of Goals for the Accountability Plan:

- . **Organizational Goals** focus on a school’s long range intentions for school operations and overall business philosophy; the foundation of the school as identified in the school’s charter. They help define the school’s purpose, assist its growth and achieve its financial objectives.
- . **Programmatic Goals** are designed to improve educational practices in, for example, curriculum, professional development and the criteria and standards identified in programs of study.
- . **Academic Goals** focus on the educational outcomes a school sets for itself, for example, student performance goals and the competencies, skills, and attributes that students should achieve upon completion of a course, program or grade level.

Accountability Plan Overview:

Organizational Goals

1. Goal and Description: To create and maintain a financially sustainable Waldorf-inspired chartered public school in Portsmouth, NH
 Who is responsible: Board Finance Committee, Development and Fundraising Committee, Administrative Director, Business Administrator, Development Coordinator

Objectives	Measurement	Timeframe	Progress Checks	Outcome
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Objective O1.1: Raise \$90,000 each year to cover ongoing operating costs	Annual Fund 2 Fundraisers Grant	Annual Fund-Fall 1 fall/winter and 1 spring/summer fundraiser Grants-ongoing	TBD By Development and Fundraising Committee	Ability to keep the school open
Objective O1.2: Approve annual budget by May 31 of each year	Completion of budget	Business Administrator prepares in spring-approval by June	TBD By Board Finance Committee	Improved ability to plan; faculty hiring
Objective O1.3: Create Annual Report and prepare for Annual Audit	Annual Report Completion	Fall	TBD by Business Administrator, Administrative Director, and Board Finance Committee	Increased understanding and awareness of limitations and needs of the budget for future years; increased transparency

2. Goal and Description: To raise awareness of and generate excitement about the school and Waldorf education in the community; to attract a diverse student body; to fully enroll the school and retain students and families

Who is responsible: Development Coordinator, Administrative Director, Pedagogical Director, and the Board of Directors (the Board)

Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective O2.1: Create outreach events and open houses to reach diverse groups in the community	Completion of outreach events	Ongoing and especially Fall	TBD by the Pedagogical Director, Administrative Director, and the Board	Increased awareness and interest in the school in the community; diverse student body
Objective O2.2: Advertise enrollment period and distribute application materials to reach a wide variety of people in the community	Completion and distribution of application materials and articles, radio spots, social media	Fall	TBD by the Pedagogical Director, Administrative Director, and the Board	Increased awareness and interest in the school in the community; diverse student body
Objective O2.3: Generate ongoing sense of community and involvement among existing families	Creation of community, social, and educational events within the school	Ongoing	TBD by Parent Association and the Board	Sense of community, increased support of the school by existing families through volunteer efforts and monetary donations

3. Goal and Description: To become a full member of the Alliance for Public Waldorf Education

Who is responsible: Pedagogical Director, Administrative Director, Faculty Chairs, and Faculty

Objectives	Measurement	Timeframe	Progress Checks	Outcome
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Objective O3.1: Apply to become initiative member	Application completed; dues paid	DONE	DONE	Access to Alliance support materials and publications, mentor schools, job postings, conferences, increased visibility
Objective O3.2: Complete Institutional Self-Study and Peer Review Process	Completion of Self-Study and Peer Review Process	3-5 years after opening of school	TBD by the Alliance, Pedagogical Director, and Faculty Chairs	Access to Alliance support materials and publications, mentor schools, job postings, conferences, increased visibility
Objective O3.3: Completion of Requirements to become a full member of the Alliance	Acceptance of Membership by the Alliance	3-5 years after opening of school	TBD by the Alliance, Pedagogical Director, and Faculty Chairs	Access to Alliance support materials and publications, mentor schools, job postings, conferences, increased visibility

Programmatic Goals

1. Goal and Description: To attract and retain strong energetic teachers with qualifications as outlined in Section 6 c and d

Who is responsible: Pedagogical Director, Board of Directors

Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective P1.1: Advertise faculty positions locally, in Alliance and other Waldorf publications	Teachers hired	As needed-will start advertising December 2021, or before.	TBD by Pedagogical Director and Faculty Chairs	High quality faculty that will help to attract students/families
Objective P1.2: Increase teacher salaries	Increased salaries	TBD	TBD by Executive Committee	Retention of teachers
Objective P1.3: Create a open and supportive work environment that fosters job satisfaction	Retention of teachers	Ongoing	TBD by Pedagogical Director and Faculty Chairs	Retention of teachers

2. Goal and Description: To provide students in the New Hampshire Seacoast region with an academically rigorous and engaging Waldorf-inspired curriculum that integrates the arts, meaningful practical work, and outdoor education

Who is responsible: Pedagogical Director, Faculty, and Faculty Chairs

Objectives	Measurement	Timeframe	Progress Checks	Outcome
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Objective P2.1: Review curriculum plans by Faculty	Plans submitted to Pedagogical Director and Faculty chairs	June/July	TBD by Pedagogical Director and Faculty Chairs	Academically rigorous and engaging Waldorf-inspired curriculum that integrates the arts, meaningful practical work, and outdoor education
Objective P2.2: Review student engagement through work results and feedback from students	Pedagogical Director, Faculty Chairs, and Faculty review results and make plans to enhance engagement	June/July	TBD by Pedagogical Director and Faculty Chairs	Engaged student body with an academically rigorous and engaging Waldorf-inspired curriculum that integrates the arts, meaningful practical work, outdoor education
3. Goal and Description: To provide a safe, supportive, and student-centered learning environment				
Who is responsible: Pedagogical Director, Administrative Director, Faculty, Staff				
Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective P3.1: All staff will receive annual professional development training in responsive support methods, DEI, or	Completion of training hours	To be completed by Jan. 1 each year, if not during Fall	Attendance is kept for in-school PD, and	Students will report an overall positive school
Objective P3.2: Implementation of youth leadership and peer support programming (i.e., Beyond Differences)	Data will be gathered by	On-going	Qualitative and quantitative results will	A student culture of peer support, and student
Objective P3.3: Students will have opportunities to engage in athletics, clubs, and other activities to engage their interests	Activity offerings will be reviewed for quantity and	On-going	Students will participate in yearly	Student participation in non-academic, elective
4. Goal and Description: To engage with the community in meaningful service opportunities.				
Who is responsible: Pedagogical Director, Administrative Director, Faculty, Staff, and the Board.				
Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective P4.1: Every class will engage in one developmentally appropriate service-related service activity during the school year	Completion of service activity	On going	If not completed activities should be planned by January 1 of each year.	Connection with community, sense of purpose and responsibility for students
Academic Goals				
1. Goal and Description: To Meet Academic Achievement Objectives in the Elementary School as Outlined in Section 5d of Charter Application				
Who is responsible: Pedagogical Director, Lower & Middle Grades Chair, and Elementary School Faculty				
Objectives	Measurement	Timeframe	Progress Checks	Outcome

Objective A1.1: By the end of grade 7, 60% of all students will read and perform math at grade level	State testing	April-May	Annual	
Objective A1.2: By the end of each school year, we expect at least 70% of all students will have completed a comprehensive competency-based portfolio of their work throughout the school year of acceptable quality according to the teacher assessment.	Portfolio Completion	June	Annual	
Objective A1.3: By the end of grade 8, 60% of all students will exhibit grade level scientific reasoning	State testing	April-May	Annual	
2. Goal and Description: To Meet Academic Achievement Objectives in the High School as Outlined in Section 5g of Charter Application				
Who is responsible: Pedagogical Director, Upper Grades Faculty Chair, and High School Faculty				
Objectives	Measurement	Timeframe	Progress Checks	Outcome
Objective A2.1: By the end of each school year, we expect at least 60% 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).	Student Transcripts	June	Annual	
Objective A2.2: By the end of the school year, 90% of all seniors will have completed the graduation requirements as outlined in section 5g.	Student Transcripts	June	Annual	
Objective A2.3: By the end of the school year, 90% of all	Senior Project Evaluation	May	Annual	

Appendix R: INTENT TO SUBMIT CHARTER SCHOOL APPLICATION

If you plan to submit a proposed Charter School application, please complete the following information:

Date: 3/5/21

Proposed Charter School Name: Coastal Waters Chartered Public School

Proposed Grade Levels: K-12

Contact Person Name: Jasmine Proctor

Organization (if applicable): Friends of Coastal Waters

Address: 27 Trailview Dr Gilford, NH 03249

Email Address: jasmineproctor3103@gmail.com

Telephone/Fax: 603-498-1743

Send completed form to: NH Department of Education Charter School
Office 101 Pleasant Street Concord, NH 03301-3860 FAX: (603) 271-1953



Chartered Public School Application Evaluation Rubric

Applicant Details		
Name of School: Coastal Waters Chartered Public School Development Team Contact: Jasmine Proctor; William Libby Address: 27 Trailview Drive, Gilford NH 03249 Phone: (603) 498-1743		
Date: 12/1/2021		
Reviewer Name and Title: Tal Bayer Email: Talmage.h.bayer@doe.nh.gov Phone: 603-271-8049		
Final Evaluation and Recommendation <i>(to be completed once application evaluation is complete)</i>		
✓	Recommendation	Overall Evaluation
	Approve	The application clearly demonstrates a thorough, realistic, and achievable plan with the capacity to open and operate an innovative, quality charter school.
	Tabled to a Future Meeting	The plan has potential, however, a number of critical areas require clarification, modification or additional information.
	Deny	The application lacks clarity, meaningful detail, demonstrates a lack of preparation, and raises considerable concerns about the applicant's understanding of the requirements, procedures and processes of opening a charter school.
Evaluation Ratings		
Level of Achievement	Description	
Meeting	<i>Clear and complete description. Accomplishes requirement(s). Meets expectations.</i>	
Not Meeting	<i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).</i>	
Application Evaluation Rubric		

Requirements for Submitting an Application	Measurement			Comments/Justification for Measurement
Section I: Letter of Intent	Page #	Meets ✓	Does Not Meet ✓	Comments
Letter of Intent <i>Ed 318.08(a)</i> The letter shall include: <ul style="list-style-type: none"> • date, • proposed charter school name, • proposed grade levels • Contact person and contact details. <i>Ed 318.08(b)</i> • Description of the charter school developers 		✓		
Section II: Application Cover Sheet and Technical Requirements	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including: <ul style="list-style-type: none"> • The name of the proposed charter school; • Name of organization sponsoring the charter school, if any; • Name of contact person: • Mailing address; • Primary telephone; • Alternate telephone; • Email address; • Projected date of school opening; • Proposed school location; and • Total projected student enrollment broken out per year for 5 years listing the following: <ul style="list-style-type: none"> ○ School year; ○ Grade levels; and ○ Number of kindergarten students <i>Ed 318.08(f)</i>	1	✓		

<p>B. Technical Requirements</p> <ul style="list-style-type: none"> • Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i> • Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i> • Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i> • The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i> 		✓		
Section III: Introduction	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. General description and proposed or potential location <i>A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences. RSA194-B:3,II(a); Ed 318.05(c)(2)</i> <i>There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i></p>	3	✓		Looking to be located in the Rockingham/Strafford counties.
<p>B. The name, address, telephone and fax numbers, and email address of a contact person. <i>Ed 318.05(c)(3)</i></p>	4	✓		
<p>C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. <i>Ed 318.05(c)(4)</i>. Persons or entities eligible to submit an application to establish a chartered public school shall include: (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity. (b) A group of 2 or more New Hampshire certified teachers. (c) A group of 10 or more parents.</p>	4	✓		Non-Profit Friends of Coastal Waters
<p>D. Education Vision and Mission Statement <i>RSA194-B:3,II(d), Ed 318.09(e)(1)</i> <i>(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e)</i></p>	4	✓		A Waldorf inspired school looking to meet the demand for Waldorf inspired education for those that can't afford the private school option.

E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. <i>Ed 318.05(c)(9)</i>	4	✓		Multi-disciplinary, experiential education that includes practical work and outdoor ed. Use of multi-dimensional assessment methods to encourage and motivate learners rather than "penalize or rank"
F. Target population	5	✓		Focus on Seacoast K-12 students with a "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."
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>	5	✓		Well laid out goals and objectives for school opening. Might want to review timeline for school fit up based on current contractor timelines.
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	6	✓		Strong enrollment projections what are these based off of?
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. <i>RSA194-B:3,II(e); Ed 318.05(c)(5)</i>	6	✓		
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.	7	✓		With the Waldorf inspired education, this school will stand out from other public school options. Exact location is to be determined but the school has expressed a strong focus on attracting disadvantaged students from the surrounding communities that have the "largest # of people (14,200) living in poverty." Would like to know more details on what this focus effort will consist of.
K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. <i>Ed 318.05(c)(10)</i>	8	✓		
Section IV: Governance	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</i>	8	✓		Well laid out and includes descriptors. No current Board members identified will be appointed by the "Friends of Coastal Water" following charter approval.

B. Method by which trustees and their terms are determined. <i>RSA194-B:3,II(c)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	10	✓		
C. Board of Trustees By-Laws <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</i>	Ap I		✓	Public notice and board minutes publicly needs to be included.
D. Organizational Structure and Growth Plan (Include Organizational Chart) <i>RSA194-B:3,II(b)</i> <i>There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	12		✓	Needs to include who is responsible for assessments and reports, student discipline and parent complaints
E. Fundraising Plan <i>Ed 318.09(e)(11)</i>	13 Ap N	✓		
F. Grievance/complaints Process or Policy	14		✓	When using of the term LEA" do they mean a students "sending district"? in the section "Disputes Between the LEA and Coastal Waters" the process seems to dictate what the Sending District will do as part of the process. Not sure this makes sense as the sending district may have a process that is different.
Section V: Education Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. <i>RSA194-B:3,II(f); Ed 318.09(e)(4)</i>	15 Ap P		✓	Curriculum standards are mostly aligned to state standards with slight differences in timing and implementation. Missing quite a few details with regard to several subject areas taught.
B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i> <i>There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards. Ed 318.09(e)(4)</i>	18		✓	Much of the research of Waldorf curriculum is focused on elementary years. While there is limited HS research there what is provided is supportive.
C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. <i>RSA194-B:2,II; Ed 318.07(b)(6)</i>	21	✓		

<i>Statement includes a description of where this will be accessible.</i>				
D. Measurable Academic Learning Goals and Objectives and timeline for accountability <i>RSA194-B:3,II(g)</i> <i>There are clearly defined high and attainable educational goals and objectives. Ed 318.09 (e)(5).</i> <i>A timeline has been created to ensure accountability for achievement of goals and objectives.</i>	21 Ap K,L		✓	Goals in Sections K and L are for measuring individual student performance. What is needed is school wide/grade level goals and objectives
E. Performance Standards	23	✓		
F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. <i>RSA194-B:3,II(h)</i> <i>There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).</i>	23	✓		NH SAS listed as assessment tool.. Educational approach is focused on a variety of alternative assessments.
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. <i>RSA194-B:3,II(i)</i>	25	✓		
H. Student Performance Data Management System (<i>Cumulative performance over time</i>)	26	✓		
I. Daily/weekly Schedule Samples	26	✓		
J. Supplemental Programming	27	✓		
Section VI: School Operations Plans	Page #	Meets	Does Not Meet	Comments
A. Admissions Procedures <i>RSA194-B:3,II(o)</i> <i>There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9)</i> <i>A preferential status plan is fair and equitable.</i>	28		✓	Concerns with language in the admissions process instituting barriers to open enrollment. While there is language addressing inclusionary and open admissions practices, the combination of an admissions panel, a "statement of interest" requirement and a "Materials fee" could create potential barriers and opportunities for exclusion. While it says statement of interest "are not used as a basis for selection" by the admissions review panel. What are they used for? What is the purpose of the "admissions panel"?

			<p>Admissions hierarchy needs requirement (C) Students residing in New Hampshire shall receive priority over out-of-state students. It would seem this needs to be moved up in the hierarchy to the top of the list ahead of priorities of siblings and school staff, board etc. What is the</p> <p>Section 5) "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. If families are able to pay the voluntary materials fee, this would also be collected at this time." How is it determined if a family can pay a "voluntary" fee? How much is the fee? Is this fee for instruction related materials?</p>
<ul style="list-style-type: none"> Student Recruitment Plan 	28	✓	<p>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.</p>
<ul style="list-style-type: none"> Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a 	28	✓	

<ul style="list-style-type: none"> Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth); 	28	✓		
<ul style="list-style-type: none"> How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b) 	28		✓	See above
B. School calendar and the number and duration of days pupils are to be served. <i>RSA194-B:3,II(s)</i>	30 Ap J	✓		Aligns with SAU 52.
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. <i>RSA194-B:3,II(j)</i> <i>An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)</i>	30	✓		
D. Employee job description/responsibilities <i>Ed 318.09(e)(6)</i> <i>An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)</i>	32 Ap O			
E. The total number of teachers and the average teacher/student ratio for the first 5 years. <i>ED 318.05(c)(7)</i>	32	✓		
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with <i>RSA 189:13-a. ED 318.07(3)</i>	32	✓		
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. <i>RSA194-B:3,II(k): Ed 318.09(e)(6)</i> <i>A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)</i>	33	✓		
H. Administration Performance Evaluation	33	✓		
I. Teacher, Paraprofessional Performance Evaluation	34	✓		Peer review
J. Professional Development	34	✓		
K. Philosophy of Student Governance and Discipline <i>RSA194-B:3,II(p)</i>	35	✓		
L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. <i>RSA194-B:3,II(p)</i> <i>There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10)</i>	35	✓		
M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. <i>RSA194_B:3,II(l)</i> <i>Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take</i>	36	✓		

<i>responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7)</i>				
N. Student, Staff Handbooks	36	✓		
O. Student Information System	36	✓		
Section VII: Meeting Student Needs	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities. <i>RSA194_B:3,II(n)</i> <i>Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8)</i>	36	✓		\$10,000 in SPED reimbursements would indicate very limited services provided in house. Is the plan to ask districts to provide services?
RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. Articulate how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.	36		✓	Needs articulation
At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. Articulate how you will cooperate with the LEA to make the following determinations:				
(1) The resident district may send staff to the chartered public school; or	37	✓		Overall statement "Coastal Waters will collaborate 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"
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or	37	✓		
(3) The resident district may provide the services at the resident district school; or	37	✓		
(4) The resident district may provide the services at the service provider's location; or	37	✓		

(5) The resident district may contract with a chartered public school to provide the services;	37	✓		
6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.	37	✓		
B. Other educationally disabled and economically disadvantaged/at risk includes: <i>Ed 318.07(1)(c)</i>				
• Educationally Disadvantaged	37	✓		Title I
• English Language Learners (ELL)	37	✓		Title III
• Neglected or Delinquent	37	✓		Title I
• Homeless Students	37	✓		Working with State programs
• Migrant and Refugee populations	37	✓		NH Migrant Education
C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>	37	✓		
D. Federal Title Programs	37	✓		
Section VIII: Financial Management	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. <i>RSA194-B:3,II(q)</i> <i>Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided.</i> <i>Ed 318.09(e)(11)</i>	38	✓		
B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) <i>Ed 318.09(e)(11)</i> <i>There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)</i>	Ap D	✓		SPED cost seems low, tax and workers comp questions.
C. Budget Narrative: providing a justification for the budget. <i>Ed 318.09(e)(11)</i> <i>A detailed budget narrative Ed 318.09(e)(11)</i>	39		✓	Detail provided was general, no detail and must go line by line
Section IX: School Culture	Page #	Meets ✓	Does Not Meet ✓	Comments

A. School Environment: culturally inclusive	40	✓		
B. Establishment and maintenance of School Culture	40	✓		
Section X: Stakeholder Engagement	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA194-B:3,II(v)</i> <i>There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)</i> <i>There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</i>	41	✓		SCA and a variety of opportunities for parent involvement and engagement
B. Community Involvement Plan including Partnerships <i>Ed 318.09(e)(10); Ed 318.09(e)(12)</i> <i>There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</i>	42	✓		
C. LEA Partnerships <i>Ed 318.09(e)(12)</i> <i>There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</i>	42	✓		
Section XI: Facilities	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. <i>ED 318.05(c)(9)</i> <i>There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i>	43	✓		School is working with a realtor to secure school site. School needs are identified
B. Description of school requirements	43	✓		
C. Classroom, Offices, Athletics, Outdoor Needs Plan	43	✓		
D. Plans for facilities lease or purchase	43	✓		
Section XII: School Safety Management Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening	44	✓		

B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: <ul style="list-style-type: none"> • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service • ADA (Americans with Disabilities Act) <i>RSA 194-B:8,II; ED 318.07(b)(4)</i>	45	✓		
Section XIII: Communication Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. <i>RSA194-B:3,II(w)</i>	45	✓		
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	45	✓		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	45	✓		
Section XIV: Assurances, Provisions, Policies	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools boards , officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney’s fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. <i>RSA194-B:3,II(x)</i>	46	✓		
B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. <i>RSA194-B:3,II(y)</i>	46	✓		
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i>	46	✓		
D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i>	46	✓		
E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. <i>RSA194-B:3,II(u)</i>	47	✓		

F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. <i>ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i>	47		✓	
G. Statements that the school will develop, prior to opening, policies regarding the following: <ul style="list-style-type: none"> • Records retention; • Promoting school safety including: <ul style="list-style-type: none"> ○ Reporting of suspected abuse or neglect; ○ Sexual harassment, ○ Pupil safety and violence prevention; ○ Limiting the use of child restraint practices; and ○ Developmentally appropriate daily physical activity <i>Ed 318.08(j)(7)</i>	47	✓		
H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(z)</i>	48	✓		
I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. <i>RSA194-B:3,II(aa)</i>		NA		
J. A plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(bb)</i>	48	✓		
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. <i>RSA-B:8, IV; ED 318.07(b)(5)</i>	48	✓		
L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. <i>RSA194-B:3,II(dd)</i> Include organizational, programmatic and educational goals and objectives, accountability measures and a timeline for implementation	48 Ap Q	✓		
Section XV: Letters of Support	Page #	Meets ✓	Does Not Meet ✓	Comments
A. From business and community leaders, elected officials, local school districts, parents. <i>Ed 318.09(e)(12)</i> <i>There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)</i>	Ap A	✓		<i>A wide and sizeable assortment of community partners. Wonderful to see</i>
Section XVI: Charter School Opening	Page #	Meets ✓	Does Not Meet ✓	Comments

Timeline for Opening	49	✓		
Section XVII: Signed and Certified Application	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Complete Application				
B. Signed by all members of the Development Team	50	✓		



Chartered Public School Application Evaluation Rubric

Applicant Details		
Name of School: Coastal Waters Chartered Public School Development Team Contact: Jasmine Proctor; William Libby Address: 27 Trailview Drive, Gilford NH 03249 Phone: (603) 498-1743		
Date: November 24, 2021		
Reviewer Name and Title: Jane Waterhouse Email: Jane.A.Waterhouse@doe.nh.gov Phone: (603)271-6813		
Final Evaluation and Recommendation <i>(to be completed once application evaluation is complete)</i>		
✓	Recommendation	Overall Evaluation
	Approve	The application clearly demonstrates a thorough, realistic, and achievable plan with the capacity to open and operate an innovative, quality charter school.
	Tabled to a Future Meeting	The plan has potential, however, a number of critical areas require clarification, modification or additional information.
	Deny	The application lacks clarity, meaningful detail, demonstrates a lack of preparation, and raises considerable concerns about the applicant's understanding of the requirements, procedures and processes of opening a charter school.
Overall Comments		
Evaluation Ratings		
Level of Achievement	Description	
Meeting	<i>Clear and complete description. Accomplishes requirement(s). Meets expectations.</i>	

Not Meeting	<i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).</i>
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Application Evaluation Rubric

Requirements for Submitting an Application	Measurement			Comments/Justification for Measurement
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Section I: Letter of Intent	Page #	Meets ✓	Does Not Meet ✓	Comments
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Letter of Intent <i>Ed 318.08(a)</i> The letter shall include: <ul style="list-style-type: none"> • date, • proposed charter school name, • proposed grade levels • Contact person and contact details. <i>Ed 318.08(b)</i> • Description of the charter school developers 		✓		
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Section II: Application Cover Sheet and Technical Requirements	Page #	Meets ✓	Does Not Meet ✓	Comments
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A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including: <ul style="list-style-type: none"> • The name of the proposed charter school; • Name of organization sponsoring the charter school, if any; • Name of contact person; • Mailing address; • Primary telephone; • Alternate telephone; • Email address; • Projected date of school opening; • Proposed school location; and • Total projected student enrollment broken out per year for 5 years listing the following: <ul style="list-style-type: none"> ○ School year; ○ Grade levels; and ○ Number of kindergarten students <i>Ed 318.08(f)</i>	1	✓		
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<p>B. Technical Requirements</p> <ul style="list-style-type: none"> • Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i> • Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i> • Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i> • The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i> 		✓		
Section III: Introduction	Page #	Meets	Does Not Meet	Comments
<p>A. General description and proposed or potential location <i>A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences. RSA194-B:3,II(a); Ed 318.05(c)(2)</i> <i>There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i></p>	3	✓		
<p>B. The name, address, telephone and fax numbers, and email address of a contact person. <i>Ed 318.05(c)(3)</i></p>	4	✓		
<p>C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. <i>Ed 318.05(c)(4)</i>. Persons or entities eligible to submit an application to establish a chartered public school shall include: (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity. (b) A group of 2 or more New Hampshire certified teachers. (c) A group of 10 or more parents.</p>	4	✓		
<p>D. Education Vision and Mission Statement <i>RSA194-B:3,II(d), Ed 318.09(e)(1)</i> <i>(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e)</i></p>	4	✓		

E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. <i>Ed 318.05(c)(9)</i>	4	✓		
F. Target population	5	✓		
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>	5		✓	Dates need to be revised as timeline lists recruitment starting 10/1/21, and applications due before state board approval. Lottery for Feb 1 is too early - not giving enough time for application process.
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	6	✓		
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. <i>RSA194-B:3,II(e); Ed 318.05(c)(5)</i>	6	✓		
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.	7	✓		
K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. <i>Ed 318.05(c)(10)</i>	8	✓		
Section IV: Governance	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</i>	8	✓		
B. Method by which trustees and their terms are determined. <i>RSA194-B:3,II(c)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	10	✓		Great to see that you're planning board training with the NH Center for Nonprofits!
C. Board of Trustees By-Laws <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</i>	A-I		✓	Notice of Board meetings RSA 91-A:2, II II. Except in an emergency or when there is a meeting of a legislative committee, a notice of the time and place of each such meeting, including a nonpublic session, shall be posted in 2 appropriate places one of which may be the public body's Internet website, if

				such exists, or shall be printed in a newspaper of general circulation in the city or town at least 24 hours, excluding Sundays and legal holidays, prior to such meetings. II-b. (a) If a public body maintains an Internet website or contracts with a third party to maintain an Internet website on its behalf, it shall either post its approved minutes in a consistent and reasonably accessible location on the website or post and maintain a notice on the website stating where the minutes may be reviewed and copies requested.
D. Organizational Structure and Growth Plan (Include Organizational Chart) <i>RSA 194-B:3, II(b)</i> <i>There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	12		✓	Which administrative positions will oversee student assessment and reports, student behavior, discipline, parent complaints/concerns
E. Fundraising Plan <i>Ed 318.09(e)(11)</i>	13, A-N	✓		Very comprehensive and organized plan.
F. Grievance/complaints Process or Policy	14		✓	Needs a discussion. Have contacted Stephen Berwick for his input. <ol style="list-style-type: none"> 1. Written form to administration instead of a discussion first – documentation is important 2. Directly to Board chair if admin is unavailable – board chair should not be involved until a formal appeal above the school director is made. 3. Which subcommittee? – they should review Ed 204 for when an appeal is brought to the board chair. <p>Making assumptions that LEAs will follow their process. Cannot make decisions for an LEA. Cannot make decisions about how the districts will manage this.</p>

Section V: Education Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. <i>RSA194-B:3,II(f); Ed 318.09(e)(4)</i></p>	15 A-P		✓	<p>Curriculum Alignment Common core Next Gen Science Standards Most of the KG standards are not taught until 2,3,4th grade, and digital tools not until grade 7. No alignment to NH computer science, physical education, health, social studies, world languages, or high school English, and math curriculum standards. What are your instructional materials/resources that you'll use for each subject taught at each grade level? Some standards – w2, w9, w10, L3 no description</p>
<p>B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i> <i>There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards. Ed 318.09(e)(4)</i></p>	18		✓	<p>Research-based curriculum with evidence of effectiveness in high school grades limited. How can the test results for a public school not be available?</p>
<p>C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. <i>RSA194-B:2,II; Ed 318.07(b)(6)</i> <i>Statement includes a description of where this will be accessible.</i></p>	21	✓		
<p>D. Measurable Academic Learning Goals and Objectives and timeline for accountability <i>RSA194-B:3,II(g)</i> <i>There are clearly defined high and attainable educational goals and objectives. Ed 318.09(e)(5).</i> <i>A timeline has been created to ensure accountability for achievement of goals and objectives.</i></p>	21 A- K,L		✓	<p>Example: 80 % of students in K-8 will be reading at grade level by the end of each school year. This is a goal that is time sensitive and measurable. These academic goals need to be measured each year and the school is accountable for reaching these targets and reported them in the annual progress reports. I can't see that you will report on each of learning goals you have listed in this section each year for all grade levels and be able to track progress year on year with all this data. Renewals need 5 years of historical data.</p>

E. Performance Standards	23	✓		Performance standards complete 1-12.
F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. <i>RSA194-B:3,II(h)</i> <i>There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).</i>	23	✓		NH SAS tests Assessments also listed in curriculum standards Appendices K and L
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. <i>RSA194-B:3,II(i)</i>	25	✓		Teacher, student and parent portal
H. Student Performance Data Management System (<i>Cumulative performance over time</i>)	26	✓		SchoolCues
I. Daily/weekly Schedule Samples	26	✓		
J. Supplemental Programming	27	✓		
Section VI: School Operations Plans	Page #	Meets	Does Not Meet	Comments
A. Admissions Procedures <i>RSA194-B:3,II(o)</i> <i>There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9)</i> <i>A preferential status plan is fair and equitable.</i>	28	✓	✓	Add application deadline date and lottery date for this year as these will be different than the January 20 th and February 1st for future years due to state board meeting on January 13. 2) If a student does not submit an essay, a video, a drawing, other means of expression, this student will still be eligible for enrollment? Should this be a request then, rather than a requirement of the application? 4a) For instate students. Out of state students do not receive priority enrollment. 5) Is the voluntary materials and supplies fees a set amount or are parents asked to contribute what they can afford, if anything, for materials and supplies? 6) Yes...good: "Once enrolled..." What does "good standing" consist of and what happens if a student in not in "good standing"? This statement implies that a student not in "good standing" would not be reenrolled.

• Student Recruitment Plan	28	✓		A formal recruitment plan that can be followed each year would improve this section.
• Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a	28	✓		
• Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth);	28	✓		
• How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b)	28	✓		
B. School calendar and the number and duration of days pupils are to be served. RSA194-B:3,II(s)	30 A-J	✓		
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. RSA194-B:3,II(j) An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)	30	✓		
D. Employee job description/responsibilities Ed 318.09(e)(6) An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)	32 A-O	✓		
E. The total number of teachers and the average teacher/student ratio for the first 5 years. ED 318.05(c)(7)	32	✓		
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with RSA 189:13-a. ED 318.07(3)	32	✓		Will CW be responsible for paying for the background checks or will potential employees or volunteers.
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. RSA194-B:3,II(k): Ed 318.09(e)(6) A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)	33	✓		
H. Administration Performance Evaluation	33	✓		
I. Teacher, Paraprofessional Performance Evaluation	34	✓		
J. Professional Development	34	✓		Will CW use the professional development days in the district's school calendar to provide PD for staff? No district transportation for students on these days.
K. Philosophy of Student Governance and Discipline RSA194-B:3,II(p)	35		✓	A good start to the philosophy. However, there is nothing written about processes and steps to resolving issues and conflicts, like bringing drugs, alcohol or

				weapons into the school, and especially bullying. It may not be tolerated but it will happen, and what will the school do? A strict and well-defined process and policy that is always followed for any situation or incident, like bullying is critically important. . .ask any public school. All it takes is a parent who feels their child was bullied and the school has not done enough to keep their child safe. Some of these issues have ended up at the State Board level, with thousands of dollars spent on attorney fees. This section needs more.
L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. <i>RSA194-B:3,II(p)</i> <i>There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10)</i>	34		✓	No mention of a hearing?
M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. <i>RSA194_B:3,II(l)</i> <i>Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7)</i>	35	✓		
N. Student, Staff Handbooks	36	✓		A good start. Will be completed prior to student enrollment and of hiring staff.
O. Student Information System	36	✓		SchoolCues
Section VII: Meeting Student Needs	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities. <i>RSA194_B:3,II(n)</i> <i>Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8)</i>	36	✓		On website: determinations of accommodations and services may be different at Coastal Waters than what may have been listed on a student's IEP in a previous school because our resources and methodology are a bit different.

				The determination of services at charter school is a decision made by the resident district, and charter schools cooperate with the district decision. If contracted for services, CPS must implement the IEP plan as written by the resident district and approved by parents. This statement should be taken off the website.
RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. Articulate how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.	36		✓	Not articulated
At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. Articulate how you will cooperate with the LEA to make the following determinations:				
(1) The resident district may send staff to the chartered public school; or	37		✓	Not articulated
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or	37		✓	
(3) The resident district may provide the services at the resident district school; or	37		✓	
(4) The resident district may provide the services at the service provider's location; or	37		✓	
(5) The resident district may contract with a chartered public school to provide the services;	37		✓	
6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.	37		✓	
B. Other educationally disabled and economically disadvantaged/at risk includes: <i>Ed 318.07(1)(c)</i>				
• Educationally Disadvantaged	37	✓		
• English Language Learners (ELL)	37	✓		
• Neglected or Delinquent	37	✓		
• Homeless Students	37	✓		
• Migrant and Refugee populations	37	✓		

C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>	37	✓		
D. Federal Title Programs	37	✓		Student eligibility for Title I services can only be based on academic need. Demographics and poverty indicators cannot be used in determining eligibility. All students who meet the criteria for Title I support are eligible for services, as long as they have written permission from parents. Please revise this section. Poverty indicators and demographics are used by the state only , to determine a school's Title I allocation.
Section VIII: Financial Management	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. <i>RSA194-B:3,II(q)</i> <i>Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided. Ed 318.09(e)(11)</i>	38	✓		Also need to complete quarterly reports and these need to be available to the public. Quarterly reports will be reviewed during the first year program audit and at 5 year renewals.
B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) <i>Ed 318.09(e)(11)</i> <i>There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)</i>	A-D		✓	Should have a line by line budget narrative that provide details about the budget.. <ul style="list-style-type: none"> • What is the Development Grant? • \$94,500 for Supplies fees? Cannot add voluntary supplies fees, as you can ask for parents to pay fees but you cannot require them for any part of the academic program, and this must be clearly stated up front. • Special education reimbursement – assuming resident districts will decide to contract with the school, and if they do, this line amount will come extremely short. Check the % of special education students in schools in the region. Chances are that you will have a higher %.

				<ul style="list-style-type: none"> • Are the Title grant projection amounts derived from conversations with the DOE consultants? • Lease aid is 30% of lease amount capped at \$30,000, and has been prorated each year due to funding being less than what is required to fully fund the program. • Workers Comp? • McKinney Vento comes out of title I funds. Projected funds are \$500 short of services costs each year. • Property taxes less the 2nd year that the first? • What is the development – fundraising events expenses?
C. Budget Narrative: providing a justification for the budget. <i>Ed 318.09(e)(11)</i> <i>A detailed budget narrative Ed 318.09(e)(11)</i>	39		✓	Budget Summary narrative included but not a Budget Narrative.
Section IX: School Culture	Page #	Meets ✓	Does Not Meet ✓	Comments
A. School Environment: culturally inclusive	40	✓		Links to websites will not work for the reviewers and the state board members. If there is information on these websites that you feel would be advantageous for the reviewers and board members to know, please add it directly into the application.
B. Establishment and maintenance of School Culture	40	✓		
Section X: Stakeholder Engagement	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA194-B:3,II(v)</i> <i>There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)</i> <i>There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</i>	41	✓		
B. Community Involvement Plan including Partnerships <i>Ed 318.09(e)(10); Ed 318.09(e)(12)</i>	42	✓		A comprehensive list of partnerships provided.

<i>There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</i>				
C. LEA Partnerships Ed 318.09(e)(12) <i>There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</i>	42	✓		One of the main roles of charter schools is to improve education. This can be accomplished through the establishment and cultivation of mutually beneficial and positive relationships with LEAs and other charter schools, by sharing best practices and resources. Your plan identifies exactly how to achieve this goal. Well done! When you have successfully implemented this plan, please consider sharing with the other charter schools at one of our monthly meetings.
Section XI: Facilities	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. ED 318.05(c)(9) <i>There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i>	43	✓		In the process
B. Description of school requirements	43	✓		
C. Classroom, Offices, Athletics, Outdoor Needs Plan	43	✓		
D. Plans for facilities lease or purchase	44	✓		
Section XII: School Safety Management Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening	44	✓		
B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: <ul style="list-style-type: none"> • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service 	45	✓		

<ul style="list-style-type: none"> ADA (Americans with Disabilities Act) <i>RSA 194-B:8,II; ED 318.07(b)(4)</i> 				
Section XIII: Communication Plan	Page #	✓	Does Not Meet ✓	Comments
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. <i>RSA194-B:3,II(w)</i>	45	✓		
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	45	✓		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	45	✓		
Section XIV: Assurances, Provisions, Policies	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools boards , officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. <i>RSA194-B:3,II(x)</i>	46	✓		
B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. <i>RSA194-B:3,II(y)</i>	46	✓		
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i>	46	✓		
D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i>	46	✓		
E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. <i>RSA194-B:3,II(u)</i>	47	✓		
F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. <i>ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i>	47		✓	Needs revision Most district schools will only allow students who reside in the district's catchment area to participate in extracurricular activities at the district schools. Students need to go to their own resident districts if they want to participate in extracurricular activities.

				Please see RSA 193:1-c Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils
G. Statements that the school will develop, prior to opening, policies regarding the following: <ul style="list-style-type: none"> • Records retention; • Promoting school safety including: <ul style="list-style-type: none"> ○ Reporting of suspected abuse or neglect; ○ Sexual harassment, ○ Pupil safety and violence prevention; ○ Limiting the use of child restraint practices; and ○ Developmentally appropriate daily physical activity <i>Ed 318.08(j)(7)</i>	47	✓		
H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(z)</i>	48	✓		
I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. <i>RSA194-B:3,II(aa)</i>	NA			
J. A plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(bb)</i>	48			Student records are sent directly to the student's new school and if you don't have this information, they are sent to the resident school district.
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. <i>RSA-B:8, IV; ED 318.07(b)(5)</i>	48	✓		
L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. <i>RSA194-B:3,II(dd)</i> Include organizational, programmatic and educational goals and objectives, accountability measures and a timeline for implementation	48 A-Q	✓		
Section XV: Letters of Support	Page #	Meets ✓	Does Not Meet ✓	Comments
A. From business and community leaders, elected officials, local school districts, parents. <i>Ed 318.09(e)(12)</i> <i>There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)</i>	A-A	✓		20 letters of support submitted. Please align letters to the pages.

Section XVI: Charter School Opening	Page #	Meets ✓	Does Not Meet ✓	Comments
Timeline for Opening	49	✓		Revise lottery dates for this year only
Section XVII: Signed and Certified Application	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Complete Application				Needs Revision
B. Signed by all members of the Development Team	50	✓		



Chartered Public School Application Evaluation Rubric

Applicant Details		
Name of School: Coastal Waters Chartered Public School Development Team Contact: Jasmine Proctor; William Libby Address: 27 Trailview Drive, Gilford NH 03249 Phone: (603) 498-174		
Date: December 1, 2021		
Reviewer Name and Title: Cassie Hayes, Dean of School, The Founders Academy Email: cassie.hayes@tfanh.org Phone: 603-952-4705		
Final Evaluation and Recommendation <i>(to be completed once application evaluation is complete)</i>		
✓	Recommendation	Overall Evaluation
	Approve	The application clearly demonstrates a thorough, realistic, and achievable plan with the capacity to open and operate an innovative, quality charter school.
	Tabled to a Future Meeting	The plan has potential, however, a number of critical areas require clarification, modification or additional information.
	Deny	The application lacks clarity, meaningful detail, demonstrates a lack of preparation, and raises considerable concerns about the applicant's understanding of the requirements, procedures and processes of opening a charter school.
Evaluation Ratings		
Level of Achievement	Description	
Meeting	<i>Clear and complete description. Accomplishes requirement(s). Meets expectations.</i>	
Not Meeting	<i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).</i>	
Application Evaluation Rubric		

Requirements for Submitting an Application	Measurement			Comments/Justification for Measurement
Section I: Letter of Intent	Page #	Meets ✓	Does Not Meet ✓	Comments
Letter of Intent <i>Ed 318.08(a)</i> The letter shall include: <ul style="list-style-type: none"> • date, • proposed charter school name, • proposed grade levels • Contact person and contact details. <i>Ed 318.08(b)</i> • Description of the charter school developers 				Submitted to DoE prior to review
Section II: Application Cover Sheet and Technical Requirements	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including: <ul style="list-style-type: none"> • The name of the proposed charter school; • Name of organization sponsoring the charter school, if any; • Name of contact person: • Mailing address; • Primary telephone; • Alternate telephone; • Email address; • Projected date of school opening; • Proposed school location; and • Total projected student enrollment broken out per year for 5 years listing the following: <ul style="list-style-type: none"> ○ School year; ○ Grade levels; and ○ Number of kindergarten students <i>Ed 318.08(f)</i>	1	✓		

<p>B. Technical Requirements</p> <ul style="list-style-type: none"> • Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i> • Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i> • Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i> • The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i> 	2	✓		
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Section III: Introduction	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. General description and proposed or potential location</p> <p><i>A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences. RSA194-B:3,II(a); Ed 318.05(c)(2)</i></p> <p><i>There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i></p>	3	✓		
<p>B. The name, address, telephone and fax numbers, and email address of a contact person.</p> <p><i>Ed 318.05(c)(3)</i></p>	4	✓		
<p>C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. <i>Ed 318.05(c)(4)</i>.</p> <p>Persons or entities eligible to submit an application to establish a chartered public school shall include:</p> <p>(a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity.</p> <p>(b) A group of 2 or more New Hampshire certified teachers.</p>	4	✓		

(c) A group of 10 or more parents.				
D. Education Vision and Mission Statement <i>RSA194-B:3,II(d), Ed 318.09(e)(1)</i> <i>(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e)</i>	4	✓		I think this is a great focus for a charter school
E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. <i>Ed 318.05(c)(9)</i>	4	✓		
F. Target population	5		✓	I recommend providing more detail on how this will be met. What will those special efforts be?
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>	5		✓	This timeline should be revised to reflect the potential charter approval. The school will not be approved by 1.1.22 so that cannot be the application deadline
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	6	✓		This projection seems very high. You may want to scale this back or explain where these projections came from. Our charter school gets around 100 new students each year. Additionally, I would recommend starting on smaller scale. Opening up all grades at once will be a lot. Starting with one set of grades (elementary, middle or high school) then expanding each year might be better. This way the school can focus on getting processes in place before having too many students.
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. <i>RSA194-B:3,II(e); Ed 318.05(c)(5)</i>	7	✓		
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.	7	✓		

K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. <i>Ed 318.05(c)(10)</i>	8	✓		
Section IV: Governance	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</i>	9		✓	The administration structure lacks clarity. This is a very large administration for this size school.
B. Method by which trustees and their terms are determined. <i>RSA194-B:3,II(c)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	10	✓		I strongly recommend having parent involvement in selecting parent board members. Parent board members represent the parent body and there should be a process for how parents have input on these selections. Additionally, you may want to consider shorter terms for parent board members. Being a parent board member is a very tricky position, this should be taken into consideration.
C. Board of Trustees By-Laws <i>Ed 318.09(e)(2)</i> <i>There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</i>	11	✓		
D. Organizational Structure and Growth Plan (Include Organizational Chart) <i>RSA194-B:3,II(b)</i> <i>There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	13		✓	There is not much detail on the growth of the school and how the organizational structure will evolve. Again, this is a very large administration. Additionally, I recommend there be one point person in the building who is at the top of the org chart and reports directly to the board. This will help with communication and oversight of day to day operations.

E. Fundraising Plan <i>Ed 318.09(e)(11)</i>	13		✓	These events lack detail on how the income will total \$90,000. The total amount from fundraising is a high goal, more detail on how each event would bring in this money would be helpful.
F. Grievance/complaints Process or Policy	14	✓		This really should not go to the board chair unless it is a last resort. There should be a clear step by step process, without choices at each level.
Section V: Education Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. <i>RSA194-B:3,II(f); Ed 318.09(e)(4)</i>	15		✓	The standards must meet or exceed state standards for each grade level. I think the overall idea of the curriculum and delivery of instruction is very good.
B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i> <i>There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards. Ed 318.09(e)(4)</i>	18		✓	This is not researched based curriculum- this is research about the Waldorf method.
C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. <i>RSA194-B:2,II; Ed 318.07(b)(6)</i> <i>Statement includes a description of where this will be accessible.</i>	21	✓		
D. Measurable Academic Learning Goals and Objectives and timeline for accountability <i>RSA194-B:3,II(g)</i> <i>There are clearly defined high and attainable educational goals and objectives. Ed 318.09(e)(5).</i> <i>A timeline has been created to ensure accountability for achievement of goals and objectives.</i>	22		✓	There are no measurement indicators in this section. The goals need to be measurable to meet the SMART goal requirement.
E. Performance Standards	23	✓		
F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies,	24	✓		

including spelling, reading, expository writing, history, geography, science, and mathematics. <i>RSA194-B:3,II(h)</i> <i>There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).</i>				
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. <i>RSA194-B:3,II(i)</i>	25	✓		This needs more detail about specific courses each year and the sequence. Will students have any choice to create their own schedule?
H. Student Performance Data Management System (<i>Cumulative performance over time</i>)	26	✓		
I. Daily/weekly Schedule Samples	26	✓		
J. Supplemental Programming	27	✓		
Section VI: School Operations Plans	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Admissions Procedures <i>RSA194-B:3,II(o)</i> <i>There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9)</i> <i>A preferential status plan is fair and equitable.</i>	28		✓	Be mindful of extra requirements that may provide a barrier, such as attending an open house. It must be clear that these are suggestions. What does "good standing" mean and how is this determined? There should not be a grade requirement for students to be re-enrolled.
• Student Recruitment Plan	29	✓		
• Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a	29	✓		
• Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth);	29		✓	

<ul style="list-style-type: none"> How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b) 	29	✓		
B. School calendar and the number and duration of days pupils are to be served. <i>RSA194-B:3,II(s)</i>	30	✓		
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. <i>RSA194-B:3,II(j)</i> <i>An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)</i>	30	✓		
D. Employee job description/responsibilities <i>Ed 318.09(e)(6)</i> <i>An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)</i>	30	✓		
E. The total number of teachers and the average teacher/student ratio for the first 5 years. <i>ED 318.05(c)(7)</i>	32	✓		
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with <i>RSA 189:13-a. ED 318.07(3)</i>	33	✓		
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. <i>RSA194-B:3,II(k): Ed 318.09(e)(6)</i> <i>A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)</i>	33	✓		
H. Administration Performance Evaluation	34	✓		
I. Teacher, Paraprofessional Performance Evaluation	34	✓		
J. Professional Development	34	✓		
K. Philosophy of Student Governance and Discipline <i>RSA194-B:3,II(p)</i>	35	✓		There should be consideration for zero tolerance actions such as bullying and drugs.
L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. <i>RSA194-B:3,II(p)</i> <i>There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10)</i>	35	✓		

M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. <i>RSA194_B:3,II(I)</i> <i>Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7)</i>	36	✓		
N. Student, Staff Handbooks	36	✓		Good start to these handbooks.
O. Student Information System	36	✓		
Section VII: Meeting Student Needs	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities. <i>RSA194_B:3,II(n)</i> <i>Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8)</i>	36		✓	There are several models districts use to provide special ed services. This description is a good start but the specific models are not defined.
RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. Articulate how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.				
At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. Articulate how you will cooperate with the LEA to make the following determinations:				
(1) The resident district may send staff to the chartered public school; or	37		✓	
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or	37		✓	
(3) The resident district may provide the services at the resident district school; or	37		✓	

(4) The resident district may provide the services at the service provider's location; or	37		✓	
(5) The resident district may contract with a chartered public school to provide the services;	37		✓	
6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.	37		✓	
B. Other educationally disabled and economically disadvantaged/at risk includes:				
<i>Ed 318.07(1)(c)</i>				
• Educationally Disadvantaged	37	✓		
• English Language Learners (ELL)	37	✓		
• Neglected or Delinquent	37	✓		
• Homeless Students	37	✓		
• Migrant and Refugee populations	37	✓		
C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>	38	✓		
D. Federal Title Programs	38	✓		
Section VIII: Financial Management	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. <i>RSA194-B:3,II(q)</i> <i>Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided.</i> <i>Ed 318.09(e)(11)</i>	38	✓		
B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) <i>Ed 318.09(e)(11)</i> <i>There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)</i>	39	✓		Why will rent and taxes go down after the start up? The PD budget is very high

				The special ed budget seems very low-Founders special ed budget is over \$100,000. You may want to relook at this. How were title funds estimated?
C. Budget Narrative: providing a justification for the budget. <i>Ed 318.09(e)(11)</i> <i>A detailed budget narrative Ed 318.09(e)(11)</i>	39		✓	More detail is needed to explain each line item.
Section IX: School Culture	Page #	Meets ✓	Does Not Meet ✓	Comments
A. School Environment: culturally inclusive	40	✓		
B. Establishment and maintenance of School Culture	40	✓		
Section X: Stakeholder Engagement	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA194-B:3,II(v)</i> <i>There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)</i> <i>There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</i>	41	✓		Be careful with the role of the School Community Association. It should be very clear what kinds of concerns go to this committee. This could become a vehicle for inappropriate conversation about school personnel or student issues.
B. Community Involvement Plan including Partnerships <i>Ed 318.09(e)(10); Ed 318.09(e)(12)</i> <i>There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</i>	42	✓		
C. LEA Partnerships <i>Ed 318.09(e)(12)</i> <i>There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</i>	42	✓		
Section XI: Facilities	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. <i>ED 318.05(c)(9)</i>	43		✓	No facility yet

<i>There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth. Ed 318.09(e)(3)</i>				
B. Description of school requirements	43	✓		
C. Classroom, Offices, Athletics, Outdoor Needs Plan	43	✓		
D. Plans for facilities lease or purchase	43	✓		
Section XII: School Safety Management Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening	45	✓		Before committing to a plan/method it is highly recommended you meet with local law enforcement.
B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: <ul style="list-style-type: none"> • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service • ADA (Americans with Disabilities Act) <i>RSA 194-B:8,II; ED 318.07(b)(4)</i>	45	✓		
Section XIII: Communication Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. <i>RSA194-B:3,II(w)</i>	45	✓		
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	45	✓		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	45	✓		You may want to consider weekly communication as opposed to monthly
Section XIV: Assurances, Provisions, Policies	Page #	Meets ✓	Does Not Meet ✓	Comments

<p>A. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools boards , officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney’s fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. <i>RSA194-B:3,II(x)</i></p>	46	✓		
<p>B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. <i>RSA194-B:3,II(y)</i></p>	46	✓		
<p>C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i></p>	46	✓		
<p>D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i></p>	47	✓		
<p>E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. <i>RSA194-B:3,II(u)</i></p>	47	✓		
<p>F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. <i>ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i></p>	47	✓		Only students in the sending district will have access to those extra curriculars.
<p>G. Statements that the school will develop, prior to opening, policies regarding the following:</p> <ul style="list-style-type: none"> ●Records retention; ●Promoting school safety including: <ul style="list-style-type: none"> ○ Reporting of suspected abuse or neglect; ○ Sexual harassment, ○ Pupil safety and violence prevention; ○ Limiting the use of child restraint practices; and ○ Developmentally appropriate daily physical activity <p><i>Ed 318.08(j)(7)</i></p>	47	✓		
<p>H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school’s pupils after the charter school may cease operation. <i>RSA194-B:3,II(z)</i></p>	48	✓		

I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. <i>RSA194-B:3,II(aa)</i>	48	✓		
J. A plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(bb)</i>	48	✓		
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. <i>RSA-B:8, IV; ED 318.07(b)(5)</i>	48	✓		
L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. <i>RSA194-B:3,II(dd)</i> Include organizational, programmatic and educational goals and objectives, accountability measures and a timeline for implementation	48	✓		
Section XV: Letters of Support	Page #	Meets ✓	Does Not Meet ✓	Comments
A. From business and community leaders, elected officials, local school districts, parents. <i>Ed 318.09(e)(12)</i> <i>There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)</i>	48	✓		
Section XVI: Charter School Opening	Page #	Meets ✓	Does Not Meet ✓	Comments
Timeline for Opening	49		✓	<i>Needs to be revised to fit the current timeline</i>
Section XVII: Signed and Certified Application	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Complete Application	50		✓	
B. Signed by all members of the Development Team	50	✓		



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Lauren M. Pritchard
(603) 665-8835 direct
lpritchard@bernsteinshur.com

VIA ELECTRONIC MAIL

November 1, 2021

Jane Waterhouse, Charter School Administrator
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Re: Review of Charter School Application of Coastal Waters Chartered Public School

Dear Jane:

Enclosed, please find the following items concerning our review of the charter school application submitted by Coastal Waters Chartered Public School:

1. A Memorandum regarding: Legal Review of the Charter School Application of the Coastal Waters Chartered Public School; and
2. A Charter School Approval Checklist.

Please do not hesitate to contact me should you have any questions regarding our evaluation of this application.

Sincerely,

/s/ Lauren M. Pritchard
Lauren M. Pritchard

Enclosures



**Bernstein, Shur,
Sawyer & Nelson, P.A.**
Jefferson Mill Building
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Memorandum

T (603) 623 - 8700
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To: Jane Waterhouse, Charter School Administrator

From: Talesha L. Saint-Marc, Esq., and Lauren M. Pritchard, Esq.

Date: November 1, 2021

Re: Legal Review of the Charter School Application of the Coastal Waters
Chartered Public School

1. Application filing formalities (Ed 318.08(a) – (g)): This requirement is likely not satisfied. The applicant did not provide a copy of its letter of intent with the application, so the letter’s compliance with Ed 318.08(b) cannot be determined. In addition, the cover sheet of the application does not contain an alternate telephone number as required by Ed 318.08(f)(6).

2. Ability to file: This requirement appears to be satisfied. RSA 194-B:3,V provides that nonprofit organizations are eligible to file an application, and the Friends of Coastal Waters, a nonprofit 501(c)(3) organization in good standing, sponsored the application.

3. Name of school: This requirement is satisfied. The proposed school name, Coastal Waters Chartered Public School, contains the words “chartered public school” as required by RSA 194-B:5.

4. Ed 318.08(i): The requirements of Ed 318.08(i)(2) – (3) are satisfied. The requirement of Ed 318.08(i)(1), however, is only partially satisfied. The applicant’s student-teacher ratio does not include the total number of teachers as required by Ed 318.08(i)(1).

5. Ed. 318.08(j)(1) – (7):

- i. This subsection is partially satisfied. The applicant provides a non-discriminatory admission policy and includes a procedure for providing for educationally disabled students. The application, however, fails to

adequately describe how the school will conduct its lottery selection as required by RSA 194-B:9, I(c) to account for its hierarchy for admission priority.

- ii. This subsection is likely satisfied. The applicant provided guidelines for the optional contracting of services and identified services for which the school intends to negotiate a contract with the host district.
- iii. This subsection is satisfied.
- iv. This subsection is satisfied.
- v. This subsection is satisfied.
- vi. This subsection is satisfied.
- vii. This subsection is satisfied.

RSA 194-B:3, II (a) – (dd)

a) Educational mission (§ a): This requirement appears to be satisfied. The school’s mission is clear and focused, and it is supported by a detailed vision, which presents attainable goals for student achievement.

b) Governance and organizational structure and plan (§ b): This requirement appears to be satisfied. The application outlines the roles and responsibilities of each of the school’s governing bodies including the Board of Trustees, Administration, Leadership Council, and Faculty. Further, the application provides an organizational chart and a detailed plan for implementing the school’s program adjusted for the school’s growth over time.

c) Methods by which trustees and their terms are determined (§ c): This requirement appears to be satisfied. The application describes the Trustee appointment process, which includes a requirement for Trustees to participate in training on general governance and financial management. In addition, the application incorporates Appendix I, the Board of Trustees By-Laws, which describes Trustee qualifications and identifies term limits.

d) General description and proposed or potential location of facilities to be used (§ d): This requirement is partially satisfied. The application identifies Rockingham County and Strafford County as suitable locations in the New Hampshire Seacoast area. While the school will require grant funding to secure a facility, the application does not indicate any specifications for a potentially suitable facility, such as square footage requirements based on projected enrollment.

e) Maximum number, grade or age levels (§ e): This requirement is likely satisfied as it identifies the maximum number of students and the grade levels to be served.

f) Curriculum that meets or exceeds state standards in the subject areas offered (§ f): This requirement is likely satisfied. The applicant intends to offer the Steiner-Waldorf curriculum, which includes several core subjects for all grades, as well as service projects in the community and daily school jobs. The application describes the curriculum in detail, including its alignment with Common Core and Next Generation standards. Further, the application incorporates Appendices K, L and P, which provide specific and detailed course descriptions and demonstrate how the proposed curriculum meets or exceeds state standards.

g) Academic and other learning goals and objectives (§ g): This requirement is likely satisfied. The application includes timelines for accountability in achievement organized by school. Further, the application incorporates by reference Appendices K and L, which provide specific and detailed goals and objectives that are organized by course and grade level. Together, these learning goals and objectives appear to reflect the school's mission and vision statements.

h) Achievement tests (§ h): This requirement is likely satisfied. The application indicates that the school will participate in New Hampshire's statewide testing, including the State Assessment System testing. Further, the application identifies various forms of assessment by which students will be evaluated, including classroom assessments, performance assessments, competency based portfolios, multidimensional summative assessments, student peer-assessment, and self-assessment.

i) Graduation requirements (§ i): This requirement appears to be satisfied. The application indicates a minimum credit requirement for students of 26 credits, as well as a minimum of 40 hours of community service, which exceed the graduation requirements of Ed 306.27(m).

j) Staffing overview (§ j): This requirement is likely satisfied. The application provides the requisite staffing overview and includes a description of necessary qualifications for professionals and paraprofessionals.

k) Personnel compensation plan (§ k): This requirement is partially satisfied. The applicant acknowledges that the details of its compensation package are to be determined, and it does not provide personnel salary ranges that correspond to the budget. The application does, however, adequately address leave, and benefits appear to be generally reflected in the budget.

l) Pupil transportation plan (§ l): This requirement is likely not satisfied. The application does not indicate that the applicant, using its own resources, will provide transportation for students outside of the district, as required by statute. Further, the budget does not reflect any allocation of resources for transportation costs. Instead, the application merely states that the school will assist in coordinating transportation through networking, forming carpool or ride-share groups, encouraging biking and walking, and other options to minimize the burden on families.

m) Statement of assurances related to nondiscrimination (§ m): This requirement is likely satisfied. The application includes a statement prohibiting discrimination that covers protected classes.

n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services (§ n): This requirement is likely satisfied. The application provides the methods in which the school will coordinate with the LEA, including the designation of an Educational Support Coordinator to work with the IEP team, as well as faculty and staff, to ensure consistent implementation of IEP services.

o) Admission procedures (§ o): This requirement is partially satisfied. RSA 194-B:9 requires public charter schools to use lottery selection as a basis for admission when the number of eligible applicants exceeds the maximum enrollment number. The application provides a detailed admission process and references use of a lottery system for all qualified applicants. The lottery policy, however, contains a hierarchy for admission priority, and it is unclear how the school will conduct its lottery selection process to account for the hierarchy. For example, the policy does not indicate whether every applicant will be counted as one entry, or if applicants with higher priority will be counted as more than one entry.

p) Philosophy of pupil governance and discipline (§ p): This requirement appears to be satisfied. The application provides for an escalation of disciplinary procedures. For example, repeat infractions or actions of a more serious nature will result in a conference among the Pedagogical Director, teacher, parent or guardian, and student to discuss and determine consequences. Major offenses, however, can result in suspension or expulsion. The application also incorporates by reference Appendices G and H, the Student-Family Handbooks, which contain more detailed disciplinary policies, as well as a student code of conduct.

q) Method of administering fiscal accounts and reporting (§ q): This requirement appears to be satisfied. There are appropriate checks and balances regarding fiscal accounts, and the school is prepared to fulfill all reporting and auditing requirements.

r) Annual budget (§ r): This requirement is likely satisfied. The application incorporates by reference Appendix D, which contains the school's budget. The budget meets the statutory requirement by providing a five-year budget with appropriate increases in expenses over time. The budget also appropriately includes a start-up phase budget, as well as expenses referenced in the application.

s) School calendar (§ s): This requirement is likely satisfied. The school intends to follow SAU 52's school calendar and schedule and incorporates by reference Appendix J, which contains the 2021-2022 school calendar.

t) Provision for providing continuing evidence of adequate insurance coverage (§ t): This requirement is likely satisfied.

u) Identity of consultants to be used for various services (§ u): This requirement appears to be satisfied. The application incorporates by reference Appendix C, which contains a list of individuals providing guidance to the school. It also provides the individuals' biographies, including relevant qualifications and contact information.

v) Philosophy of parent involvement and related plans and procedures (§ v): This requirement is likely satisfied. The application details the important role of parents and guardians, including with respect to the School Community Association. The Association will act as an advocate for all parents and guardians, and at least one parent representative from each class will serve on the Association. Further, the application incorporates by reference Appendices G and H, the Student-Family Handbooks, which further detail expectations for parent involvement and support.

w) A plan to develop and disseminate information (§ w): This requirement appears to be satisfied. The school has a comprehensive plan to disseminate information to the community concerning the school, as well as information to families and other stakeholders. For example, the school will distribute monthly newsletters via email and SchoolCues, as well as through its website and Facebook page. The newsletters will increase to weekly distribution during the school year and will contain pertinent information such as school activities and events. Parents and guardians will also be able to access information concerning student progress, grades, and homework through SchoolCues.

x) A global hold-harmless clause (§ x): This requirement is satisfied as it tracks the statutory language.

y) Severability provisions (§ y): This requirement is satisfied. The application acknowledges that if provisions of the charter agreement are determined to be unenforceable or invalid, such provisions are severed from the remainder of the agreement and will not be enforced.

z) Provision for dissolution of the chartered public school (§ z): This requirement appears to be satisfied. After the satisfaction of contractual and financial obligations, the application provides for the return of all donated assets when possible. Other assets will be evenly distributed among charter schools within a 25 mile radius of the school.

aa) Section (aa) is not applicable.

bb) A plan for the education of the school's pupils after the chartered public school may cease operation (§ bb): This requirement appears to be satisfied. The application identifies the steps the school will take immediately to assist in the smooth transition of its students to other schools.

cc) Section (cc) is not applicable.

dd) Outline of proposed accountability plan (§ dd): This requirement appears to be satisfied. The application details the expectations for evaluating the school's program and acknowledges that the school will provide updates to the New Hampshire Department of Education concerning student enrollment, graduation and college matriculation rates, financial operations, and governance. The school will also provide a copy of its annual report to the state board and local school board, as well as make the report available upon request. Further, the annual report incorporates by reference Appendix Q, which provides a detailed accountability plan with objectives, measurement, timeframes, progress checks, and outcomes.

COASTAL WATERS CHARTERED PUBLIC SCHOOL

Charter School Approval: State Board Criteria for Review.

The State Board shall review the application for completeness to ensure that each of the statutory requirements of RSA 194-B:3, II has been met.

	Element	Comments
	Ability to File	This requirement appears to be satisfied.
	Name of School	This requirement is satisfied.
a	Educational mission.	This requirement appears to be satisfied.
b	Governance and organizational structure and plan.	This requirement appears to be satisfied.
c	Methods by which trustees and their terms are determined.	This requirement appears to be satisfied.
d	General description and proposed or potential location of facilities to be used, if such information is available.	This requirement is partially satisfied.
e	Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.	This requirement is likely satisfied.
f	Curriculum.	This requirement is likely satisfied.
g	Academic and other learning goals and objectives.	This requirement is likely satisfied.
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.	This requirement is likely satisfied.
i	For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.	This requirement appears to be satisfied.
j	Staffing overview, including qualifications sought for professionals and paraprofessionals.	This requirement is likely satisfied.
k	Personnel compensation plan, including provisions for leaves and other benefits, if any.	This requirement is partially satisfied.
l	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.	This requirement is likely not satisfied.
m	Statement of assurances related to nondiscrimination according to relevant state and federal laws.	This requirement is likely satisfied.
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.	This requirement is likely satisfied.
o	Admission procedures.	This requirement is partially satisfied.

p	Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.	This requirement appears to be satisfied.
q	Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports performed by an independent certified public accountant.	This requirement appears to be satisfied.
r	Annual budget, including all sources of funding.	This requirement is likely satisfied.
s	School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.	This requirement is likely satisfied.
t	Provision for providing continuing evidence of adequate insurance coverage.	This requirement is likely satisfied.
u	Identity of consultants to be used for various services, if known.	This requirement appears to be satisfied.
v	Philosophy of parent involvement and related plans and procedures.	This requirement is likely satisfied.
w	A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.	This requirement appears to be satisfied.
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.	This requirement is satisfied.
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.	This requirement is satisfied.
z	Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan.	This requirement appears to be satisfied.
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.	N/A.

bb	A plan for the education of the school's pupils after the charter school may cease operation.	This requirement appears to be satisfied.
cc	<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> <ul style="list-style-type: none"> (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. 	N/A.
dd	Proposed accountability plan	This requirement appears to be satisfied.

New Hampshire
State Board of Education
Minutes of the December 9, 2021 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 9:05 a.m. Drew Cline presided as Chair.

Members present: Ryan Terrell, Ann Lane, Kate Cassady, Sally Griffin, Drew Cline, Richard Sala, and Phil Nazzaro. Also in attendance was Deputy Commission, Christine Brennan. Commissioner Edelblut was not able to attend due to a prior commitment.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Kate Cassady led the pledge of allegiance.

AGENDA ITEM III. PRESENTATIONS/REPORTS

A. Math Standards Skills and Competencies

Anne Wallace, NHDOE, Education Consultant, Division of Learner Support, reported state and federal law require the state assessments that are based on state competencies. Standards allow equal access and equity in the framework. First, the team created a crosswalk based on New Hampshire College and Career Ready Standards. They began with the high school content because there is more freedom at the high school level. Then they created competencies which were more course and content specific than current competencies. They aligned the standards with the Scholastic Aptitude Test (SAT) and current state assessments. Professional development has begun in schools. The standards build upon each other from K-12.

Chair Cline asked about putting more focus on statistics and probability-based on how valuable the competencies are in today's world. Anne Wallace responded that grades K-8 are building up to that. She and the commissioner have discussed alternative pathways and how to bring statistics as more of a choice in high school. Chair Cline shared there has been feedback that statistics skills are more necessary for careers than algebra. Anne Wallace shared she is involved in national discussion groups regarding this subject.

There are two math pathways. The traditional pathway: algebra 1, geometry, algebra 2. Then there is integrated 1, integrated 2, integrated 3. All competencies are matched with standards and skills for each grade level. Charts have been

created to allow teachers and students to identify what they are doing well in and what they need to work on.

Melissa White, NHDOE, Director of Assessment and Academics, reported that the project to update competencies began because the previous competencies were broad. They wanted to hone in on the actual skills students need in order to master the standards. Anne Wallace has been working on math and they have an English language arts (ELA) educational consultant working on the ELA version. Eventually, they will move to science and other content areas. The goal is to support districts in ensuring curriculum meets the competencies.

Ryan Terrell asked the difference between competencies and skills. Anne Wallace responded that the competency is the end goal, the standards are the basics, and the skills are the techniques. Ryan Terrell asked why 6th grade has the highest number of skills and the lowest competencies. Anne Wallace responded the competencies are tied to standards. Grade six ties up many skills to prepare for grade 7.

Ryan Terrell asked when does it become evident that a student is struggling with math during transition phases. Anne Wallace responded the resource documents help teachers identify the basic skills needed and which ones a student may need to work on to reach the competency.

Ryan Terrell asked how it would be utilized over what is currently in place. Anne Wallace responded that they are formally introducing it to teachers as a resource; pushing it out to the field and being there to support them understand the resources.

Ann Lane asked if there is a time when curriculum directors meet. Christine Brennan responded across the state they come together. At the elementary level, it is more the Title I teachers who come together.

Kate Cassady asked why the document is just a resource and not something being implemented. Anne Wallace responded the standards are already in place. The schools are responsible for how to break down the standards and the curriculum chosen to teach the standards. As a guidance document, it will help schools choose curriculum. The resource is also more parent friendly than standards.

AGENDA ITEM IV. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. Coheco Academy for the Arts Chartered Public School - Renewal

Brenda McCartney and Mike McMahon were present to represent Cocheco Academy for the Arts Chartered Public School. Brenda McCartney shared at the last meeting, they presented the closing of the school at the end of the school year. The question to the Board was what to do about the charter renewal. Mike McMahon reminded the Board that the conversation revolved around if a provisional renewal can be given to the end of the year or if they would be renewed for 5 years knowing they will not be open that long.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education remove this item from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that pursuant to Chapter 194B and Ed 318 Charter public schools, the State Board of Education authorizes the charter renewal for Cocheco Academy of the Arts Charter School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

2. Ledyard Charter School – Renewal

John Higgins, Executive Director, and Mike Harris, Board Chair attended representing Ledyard Charter School. The renewal application and site visit were completed and the recommendations were following through with the plan to introduce students to the concept of preparing for the SAT assessment during their time at school and correlate and standardize how student assessments are conducted to be more aligned with the state measurements of student academic competencies. The school has adjusted summative assessments to include multiple choice and boxes. An advisory program is in place where a junior advisor is conducting during weekly tutoring sessions to support kids in taking the SATs. Many students come to the school during sophomore and junior year.

Regarding the development plan with specific goals for outreach, the school wants to strengthen parent involvement. Regarding the goal of follow through with stated plan of expanding access to continued professional development, the school has created a summer institute. They strive to engage the board in the professional development opportunities. They are continuing to work on board training. The school is dependent on district funds. A plan should be considered in the event that the district funds area reduced or take those funds away. The school has partnerships with the local districts. They have direct support for students attending Ledyard Charter School as a line item in their budget. Leadership changes have not altered that support.

Chair Cline asked for clarification on tuition coming from the districts. John Higgins clarified that the full tuition does not come from the districts. They receive \$7,200 from disparity gain and they have an agreement where they give \$5,000 for a student. It gives the school financial stability. Kate Cassady asked about the \$5,000 figure. John Higgins responded that it is based on what made a student whole in the budget at the time of the agreement.

Chair Cline asked about teacher retention and recruitment. John Higgins responded the strategy to retain is getting younger teachers with a pay grade system to allow experience to increase salaries. They have not lost a teacher in 4 years. There is a concern around maintaining the salary increases with high teacher retention. The next step will be adding human resource components as benefit packages improve.

Ann Lane asked about the disconnect in the statement that students performed well on internal aligned assessments, but not on the SATs. John Higgins stated it is a combination of disengaged learners and the transition to a new school with only 2 years left in high school. The goal is to highlight the responsibility of the advisory program and bring it to the summative assessments to reengage students.

Ryan Terrell asked about monitoring short- and long-term goals being a challenge. John Higgins responded that they are constantly taking measure of

goals and objectives. Mike Harris added that the board has also recognized a set of goals institutionally aligned ranging from the decision to add 7th and 8th grade to reconsidering the faculty compensation model.

Ryan Terrell asked about the goal to build a strong community intensely focused on student learning. John Higgins responded they have been averaging 60-70% of student population at or below the poverty line. Having a ratio of 10:1 helps build community. Supporting students with academic coaches and after school opportunities through Title I funding also helps. Students have personal learning plans and teachers are flexible to meet students where they are.

Ryan Terrell asked what the biggest barriers are for students when he/she first attend the school. John Higgins responded that a lot of students do not have the energy due to lack of food at home. There has also been an issue with students getting to school on time, so they changed their start time to 9:00 a.m. That helps with transportation. The school collaborated with Upper Valley Haven, an organization that works to help students identify resources in the community and the connection to their school. Food is delivered weekly to the school for distribution. They wrote a grant last year to help families with weekend food boxes.

Ryan Terrell asked about the curriculum focus on experiential learning and project-based learning. John Higgins responded students respond well to the new type of learning. They have a relationship with Dartmouth College. Students are

able to go to Dartmouth to experience the learning environment and Dartmouth students come to teach lessons at Ledyard. Mike Harris added that the initial plan of the school was designed to attract two types of students: students at risk for dropping out and capable students who prefer a more project-based learning experience. When the school first started, it was mostly the first type enrolling. Now that the school is more stable and gaining favorable attention, they are seeing a rise in the second type of student.

Ryan Terrell asked about restorative justice practices in relation to behavioral problems. John Higgins responded there are 5 competencies they want to see from every student: learning style, self-advocacy, respect, self-determination, and transition. These understandings help make restorative justice conversations relatable to students. Parents appreciate the process, as it does not focus solely on discipline, but on the skills to help students not repeat the same mistakes.

Ann Lane asked if the school has enough room to maintain 1:10 ratio with adding 7th and 8th grades. John Higgins responded there is enough space in the new building. They received a loan through USDA to renovate the space and bring everything up to code. Ann Lane asked about admittance policy. John Higgins responded they are adding more classes to the curriculum as enrollment grows. Mike Harris added the high school program is best served with enrollment of about

40 students. They do not currently have a wait list but would need one if enrollment exceeds 45.

Chair Cline asked about parent board members. Mike Harris responded they have a former parent on the board, but no current parents. Chair Cline reminded that the board is required to have a parent member and encouraged the board to expand efforts to find a parent. Bylaws must be posted online.

Kate Cassady asked about students coming from the state of Vermont. John Higgins responded there are currently 3 students from Vermont. They require a full tuition payment. Kate Cassady asked about fundraising and money from donors. John Higgins responded they have established a money market account separate from checking account for overages. Mike Harris responded they budget \$50,000 a year in fundraising to support the operating budget and the rest has gone toward the purchase of the building. They have been averaging about \$130,000 per year. There is not a lot of fundraising outside of donors.

Motion: Phil Nazzaro made the motion, seconded by Richard Sala, pursuant to Chapter 194-B and Ed 318 Charter Public Schools, the State Board of Education authorizes the charter renewal of the Ledyard Charter Public School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

3. Strong Foundations Charter School - Charter Amendment

Dina Condodemetraky and Sarah Osborne, board members, were present to represent Strong Foundations Charter School. Dina Condodemetraky shared they are asking for a new enrollment cap of 360.

Kate Cassidy asked about the current wait list. Dina Condodemetraky responded approximately 70 students are on the wait list. They are finishing up their last addition which will allow for more common spaces and room for specials areas.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, pursuant to RSA 194-B:3,11 that the State Board of Education authorizes Strong Foundations Charter School to increase the school enrollment from 328 students to 360 students.

Vote: The motion was approved by unanimous vote by the State Board of Education.

4. Strong Foundations Charter School - Renewal

Dina Condodemetraky shared that following the school's site visit there were recommendations made in the report. One was regarding setting smart goals for strategic plan and accountability plan. They created their newest strategic plan over the summer to include academic, programmatic, and organizational goals. Committees have been meeting to address each of the goals in the strategic plans. Committees have set interim goals with time frames for completion. They will report to the board quarterly on progress.

Another area for improvement is interaction with local organizations and the business community. The school plans to set that as a board of trustees and parent teacher organization (PTO) agenda item on a monthly basis to get ideas and help in this area. The next area was having a formal fundraising plan. They have not had a need for emphasis on fundraising but will use the charter school office's template to develop a plan. PTO is active in fundraising and the current year's fundraising is going towards the new library.

Another goal is to develop a board of trustees' professional development plan that includes board training and leadership training. They are looking for resources for training. Another recommendation was creating a board of trustees handbook. They hope to tie in resources from training to create a handbook. The last recommendation was reviewing approach to raising third party funds and creating a committee to produce a strategy. Currently the PTO is the main source

of fundraising along with summer trainings. They will use this information to create a formal fundraising plan.

Motion: Phil Nazzaro made the motion, seconded by Ann Lane, pursuant to Chapter 194-B and Ed 318 Charter Public Schools, the State Board of Education authorize the charter renewal for Strong Foundation Charter School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Learn Everywhere

1. Sylvan Learning Center

Krista Martin, owner and executive director of Sylvan Learning Center, shared Sylvan Learning has been around for over 40 years. She is a local franchisee. She owns, operates, and teaches out of four different locations in New Hampshire. The learn everywhere proposal is a new program designed to acknowledge learning is not a linear process. They provide avenues for students to achieve credit recovery, advancement, or enrichment in certain areas by completing courses for credit through Sylvan. All courses are accredited through Cognia. In addition to online courses, they provide academic support services

ensuring students have resources and instruction around key study habits. They are 18 or 36 weeks depending on whether the course is a single or half credit. There are courses across the four key areas: English, social studies, science, and math.

Chair Cline asked if courses are all a blend of in person and online or if any are online only. Krista Martin responded there are courses offered completely online and all students are offered the opportunity to complete academic coaching virtually or in person.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the Sylvan Learning Center Learn Everywhere application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM V. PROFESSIONAL STANDARDS BOARD APPLICANTS and RENEWALS

A. Christina O'Hara, Dean of Humanities, Bedford High School

Motion: Ann Lane made the motion, seconded by Phil Nazzaro to remove this item from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Chair Cline noted that Christina O'Hara's application looked strong, but references did not include the current superintendent. It was explained that she does have the support of her current superintendent, but she had worked for a longer period with her prior superintendent. She has experience as a teacher, curriculum coordinator, and administrator.

Motion: Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education approve Christina O'Hara to the Professional Service Board for a term to expire 2024.

Vote: The motion was approved by unanimous vote by the State Board of Education, with Drew Cline and Richard Sala abstaining.

AGENDA ITEM VI. LEGISLATIVE UPDATES

A. Initial Proposal - Criminal History Records Check for First-Time New Hampshire Applicants (Ed 505.07, Ed 505.08, and Ed 512.01)

Motion: Phil Nazzaro made the motion, seconded by Richard to remove this item from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 504.12, Ed 505.07, Ed 505.08, and Ed 512.01, and Ed 604.09 regarding Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educatory Preparation Program (PEPP) Candidates.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Initial Proposal - Administrator Endorsements (Ed 506)

This item remained tabled.

C. Final Proposal - Education Freedom Accounts Program (Ed 800)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 800 for Education Freedom Accounts.

Vote: The motion was approved by unanimous vote by the State Board of Education.

D. Repeal - School Librarian (Library Media Specialist) (Ed 508.06)

Motion: Ann Lane made the motion seconded by Phil Nazzaro, to remove the initial proposal for Ed 508.06, School Librarian from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Steve Appleby shared that PSB committee was updating 508.06 and 508.07, which were Library Media Coordinator and Library Media Specialist. They found there was tremendous overlap in the standards. The PSB voted to combine the elements of both into one and eliminate the other. The new rules will take the place of both of the existing rules.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal to repeal Ed 508.06 regarding library media coordinator.

Vote: The motion was approved by unanimous vote by the State Board of Education.

E. Adopt - Criminal History Record Check Clearance Credential - School Bus Drivers and Transportation Monitors

Drew Cline shared that at the previous meeting, they were waiting for response from JLCAR and did not formally adopt.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09 regarding criminal history record check clearance credentials.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VII. COMMISSIONER'S UPDATE

Deputy Commissioner Christine Brennan shared the Department of Education has been dispersed to different buildings. They will now be moving into the Granite State College building.

The U.S. Senate Youth Program has selected two people to go forward, a student from Manchester Central High and a student from Bishop Brady High School. The iLearn platform has discovery learning, which is excellent curriculum for schools to take advantage of.

The Leadership in Education Banquet took place last week and was a great success.

AGENDA ITEM VIII. OPEN BOARD DISCUSSION

Ryan Terrell reflected on his first year on the Board. He has learned a lot and thanked members for their support. He noted the importance of acknowledging people who are doing the work no one is thinking about. He looks forward to the next year.

Ann Lane acknowledged the support Ledyard provides for students with lack of food. She also noted the mental health of students after a difficult year and asked what they can do as a board to support students and raise awareness. Chair

Cline responded that they could continue to recognize the issues and discuss them.

Richard Sala asked if board meetings would move to Granite State College. Chair Cline responded that they will. Richard Sala hopes that the facility will be able to support public attendance at meetings. Christine Brenna responded there will be enough space at the new facility.

AGENDA ITEM IX. CONSENT AGENDA

- A. Bow and Dunbarton School Districts AREA Renewal
- B. Goffstown and New Boston School Districts AREA Renewal
- C. Meeting Minutes of November 10, 2021, State Board Meeting

Board members noted necessary changes to meeting minutes.

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell that the State Board of Education approve the consent agenda as a slate, with the meeting minutes from November 10, 2021, as amended.

Vote: The motion was approved by unanimous vote by the State Board of Education, with Richard Sala abstaining.

AGENDA ITEM XII. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XIII. ADJOURNMENT

Motion: Ann Lane made the motion, seconded by Richard Sala to adjourn the meeting at 12:25 p.m.

Vote: The motion was approved by unanimous vote by State Board of Education.