



Department of Education
25 Hall Street | Concord, NH 03301

Granite State College Building | Events Center




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Thursday, December 8, 2022

AGENDA

- I. **CALL TO ORDER** ~ 10:00 AM
- II. **PLEDGE OF ALLEGIANCE.**
- III. **PUBLIC COMMENT:** *The State Board of Education welcomes public commentary. In person commentary is limited to 3 minutes per person and clarifying questions may be asked, otherwise the Board does not provide feedback. All written commentary should be submitted 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](#).*
- IV. **HEARINGS:** *Please note that the hearings 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. Student/Contoocook Valley Regional School Board ~ SB-FY-22-06-019 (Nonpublic Session)
 - B. Student/ConVal Regional School Board – SB-FY-23-09-003 (Nonpublic Session)
 - C. Student/Raymond School Board – SB-FY-23-07-000 (**REMOVE from TABLE**)
- V. **PUBLIC HEARINGS** ~ 11:00 AM
 - A. Repeal Initial Proposal ~ [Speech Language Specialist](#)  (Ed 508.05)
 - B. Initial Proposal ~ [Administrator Endorsements](#)  (Ed 506)
 - C. Initial Proposal ~ [Criminal History Record Checks for First-Time New Hampshire Applicants and Professional Educatory Preparation Program \(PEPP\) Candidates](#)  (Ed 504.12, Ed 505.07, Ed 505.08, and Ed 512.01, and Ed 604.09)
- VI. **PRESENTATIONS/REPORTS**
 - A. Canterbury Withdrawal Feasibility Initial Study Report
 - B. Request for Appeal of Building Aid Ranking Decision for Thornton Central School

VII. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools ~ TAL BAYER, NHED, Administrator

1. Benjamin Franklin Chartered Public School ~ new application

B. Learn Everywhere Programs ~ TIM CARNEY, NHED, Administrator

1. Neil Stone's Karate Academy ~ renewal

C. Nonpublic School Approval Office ~ TIM CARNEY, NHED, Administrator

1. Busche Academy Update

VIII. LEGISLATIVE UPDATES ~ JULIE SHEA, Administrative Rules Coordinator

A. Initial Proposal ~ ESOL Teacher (Ed 507.17)

B. Initial Proposal ~ ESOL Teacher Prep Program (Ed 612.06)

C. Initial Proposal ~ Professional Education Standards (Ed 610.02)

D. Initial Proposal ~ Special Education (various sections) (Ed 1100)

E. Initial Proposal ~ Reading and Writing Teacher and Prep Program (Ed 507.52 and Ed 612.02)

F. Final Proposal ~ Innovation Schools (Ed 1500)

G. Rules Certification ~ Ed 507 ~ Discussion Only

IX. COMMISSIONER'S UPDATE

X. OPEN BOARD DISCUSSIONS

XI. TABLED ITEMS

- A. Student/Raymond School Board – SB-FY-23-07-000

XII. CONSENT AGENDA

- A. Meeting Minutes of November 10, 2022

XIII. NONPUBLIC SESSION

XIV. ADJOURNMENT ~ 3:00 PM

December 6, 2022

Education Commissioner Frank Edelblut
NH State Board of Education
25 Hall St.
Concord, NH 03301

Re: Establishing An Open and Transparent 306 Rules Process and Timeline

Dear Education Commissioner Edelblut and Members of the NH State Board of Education:

When our students and schools thrive, so does society. As parents, educators, advocates, and civic leaders, we urge the NH Department of Education and NH State Board of Education to halt the process of the ED 306 Minimum Standards for Public School Approval, as released by the National Center for Competency Based Learning (NCCBL). The NH Department of Education should begin anew with a stronger commitment to engaging all stakeholders, including a diverse and representative sample of public school parents and students, and establish an inclusive and transparent public process before drafting any revisions to the current administrative rules. We are ready and willing to work together on the next steps of a more thoughtful and engaging public process that is in line with our Granite State values.

Since beginning a revision of the minimum standards two years ago – a process that began, and continues to operate, outside of the public purview – the NH Department of Education's approach has made it difficult for educational stakeholders to feel comfortable that the rules are being formed in the best interest of Granite State students. These concerns include:

- The lack of diverse and critical input from the start from key education partners and stakeholders, including teachers, special education specialists, diversity equity and inclusion experts, and others with the experience and expertise needed to ensure minimum standards that create the framework for strong, inclusive, and high-quality public schools;
- The critical importance of ensuring an adequate set of minimum standards is adopted, especially in light of recent attempts to gut core content areas in HB 1671 as originally proposed;
- The weakening and fracturing of our public schools by removing fundamental program elements, student equity provisions and protections, local control, and the role of certified educators in student learning;
- The lack of transparency and accountability and a clear timeline, both on behalf of NCCBL and the NH Department of Education. NCCBL and NH Department of Education have convened for nearly two years behind closed doors, with no opportunities for broad public input, progress updates, reports, or committee minutes for key stakeholders or the public; and,
- Conflicting reports over whether the public input process and listening sessions cited in the contract proposed by the NH Department of Education and approved by the

NH Executive Council will be held before, during, or after the formal rulemaking process begins under RSA 541-A.

Our organizations strongly believe that it is in the best interest of students, families, schools, and communities to ensure that the process and the outcomes lead to the best results for our students and the State of New Hampshire, and that the final 306 Rules are something everyone can be proud to implement.

Respectfully,

Megan Tuttle, President, NEA-NH

Deb Howes, President, AFT-NH

Jen Bisson, Board Chair, Support Our Schools New Hampshire

Zack Sheehan, Project Director, NH School Funding Fairness Project

Carisa Corrow, Founder, Educating for Good

Sarah Robinson, Education Justice Campaign Director, Granite State Progress

Jonah Wheeler, Education Justice Organizer, Rights & Democracy NH

Dave Doherty, Education Working Group Convener, Kent Street Coalition

Heidi Carrington Heath, NH Council of Churches

Janet Ward, Vice President, NH League of Women Voters

Doris Hampton, Coordinator, Canterbury Citizens for Democracy

Cc: Governor Christopher T. Sununu

Public Comment to the State Board of Education by Claudia Istel on December 8, 2022

Good morning commissioner, chair, and members of the state board of education. My name is Claudia Istel. I'm a retired public high school teacher.

In October I asked about the process for revising the 306 Education Regulations regarding minimum educational standards. While Chairman Kline stated that public comment is not a time to ask questions, both he and Commissioner Edelblut answered my questions, leading me to believe that I could find information on the Department of Education website.

I've looked. The chapter 300 regulations are not easy to find, and I could find nothing about the revision process for the minimal standards aside from what happened in the legislature last session.

I began by using the "Search the Site" feature on the website. The search for "Education Regulations" led to various links regarding home schooling. "Minimal standards for education," yielded results for standards in specific areas. Searching "education 306 regulations," yielded links relating to home schooling regulations, what happens if a school district violates federal special education laws or regulations, educational technology and digital literacy, education's sacred trust, adult voter rules, and more.

However, a Google search for "NH Education Regulations" provided the correct page link as the first choice. [Administrative Rules | Department of Education \(nh.gov\)](#)

Once I opened this link, I was able to trace the circuitous route to arrive here. On the home page of the Department of Education website, one has to go to the Who We Are tab and from the pull-down menu select the Deputy Commissioner's Office. Then one has to open the Office of Governance page and then select the Administrative Rules link. This path was neither obvious, nor easily identified.

On the Administrative Rules page, the link to the education regulations works. However, the link to JLCAR (Joint Legislative Committee on Administrative Rules) leads to an error message, as does the link for the JLCAR tentative meeting agendas. I understood this is where I should look, but this was a dead end.

I could not find any answers to my questions about:

- 1) the process for the revision of the minimal standards,
- 2) when and where the meetings for the revision will take place, *and where the minutes are posted,*
- 3) where, when, and how educators, administrators, and concerned citizens will be able to have input on the standards,
- 4) the schedule for public hearings for the proposed standards, and
- 5) the timeline for approving and adapting the proposed standards.

The process is hardly transparent. As a taxpayer and concerned citizen, I look forward to receiving this information. My email is provided with this statement.

Thank you.

Claudia Istel, cistel79@gmail.com, Acworth, NH

From: [Sarah Robinson](#)
To: [Adams, Angela](#)
Subject: Public comment and public hearing testimony for December 8th, 2022
Date: Thursday, December 8, 2022 9:59:40 AM

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

Angela, thank you so much for passing my testimony along to the state board members.

With Gratitude,
Sarah

Good morning, Commissioner, Mr. Chair, and the entire Board. Thank you for the opportunity to speak with you today.

This morning you received a letter signed by several organizations, myself included, asking for a halt of the current process by which the 306 rules are being rewritten. The NH Department of Education should begin anew with a stronger commitment to engaging all stakeholders, including a diverse and representative sample of public school parents and students, and establish an inclusive and transparent public process before drafting any revisions to the current administrative rules. It is my hope, though it is not my expectation, that you take this request seriously. Thank you for your thoughtful consideration.

On a related note, there is significant confusion and concern in the field about the 500s rules being presented today. Our first concern is about the process of how these rules came about: it has come to our attention that the Chair met with a small subset of members from the Professional Standards Board, not the full board, and a representative from the NHED on January 4, 2022. At that meeting, the State Board Chair made direct requests for changes to the rules; namely, requests to eliminate references to cultural competence and responsiveness, and social and cultural context within the rules.

These revisions were made, and are included in the rules before us today. However, the changes were never brought back to the Professional Standards Board members for approval, according to the minutes.

The process is concerning, but so are the rules themselves. There is a large and growing body of research that shows how important a culturally responsive classroom is for our students and our educators. Students cannot learn and thrive if they do not feel safe, valued, and seen. Culturally responsive teaching connects students' life experiences with what they learn in school, which help students access rigorous curriculum and develop higher-level academic skills.

So I ask you this. Does this board want to be the board that ignores the important and growing body of research on the necessity of culturally responsive classrooms? Because that is the choice before you today.

1 [What Is Culturally Responsive Teaching?. Understood.](#)

With Gratitude,
Sarah Robinson

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Sarah Robinson

Education Justice Campaign Director

Granite State Progress

sarah@granitestateprogress.org

(603) 568-2741

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I acknowledge that I live and work on the land of the Pennacook Abenaki people of the Waumpanog Confederacy, who walked gently on the land many centuries before me. I am committed to learning about their history, culture, and stories, and to share them with my own community. If you would like to learn about who's land you currently occupy, please visit <http://native-land.ca>

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**V, B ~ Public Testimony:
Administrator Endorsements (Ed 506)**

November 28, 2022

New Hampshire Department of Education,
Attn: NH State Board of Education
25 Hall Street
Concord, NH 03301-3860

Regarding: Proposed Repeal of BA Endorsement (ED 506.03)/December 8, 2022 Public Hearing

Dear State Board Members,

I am writing this letter in regards to the State Board of Education's proposed repeal of the Business Administrator Endorsement (EIS 0038, Administrative Rule 506.03). I am deeply concerned about the potential impact on our membership, our Association, and the profession. Unfortunately, I will be out of the country during the public hearing, so I am submitting this letter via e-mail to Ms. Julie Shea of the NH Department of Education, for the record and inclusion at the Public Hearing.

In 2016, the last college/university state-approved licensure program for this endorsement ended. At that time, the New Hampshire Association of School Business Officials (NHASBO) recognized the challenge this would place on our members that were seeking licensure in the state of New Hampshire. As a result, NHASBO embarked on a program to develop its own certificate program by partnering with Texas ASBO, who already had a program of their own. A crosswalk was developed between the NH Department of Education's BA Competencies, and the proposed (21) NHASBO Courses. NH Department of Education personnel reviewed the crosswalk and accepted it as meeting the competencies portion of the licensure process. Tens of thousands of dollars, and countless hours were invested over the next 6 years to customize the (21) TASBO courses for New Hampshire (rules/laws/etc.). The last of the 21 courses was just released this fall. Over the last year, several NHASBO members have completed their Individual Professional Development Plans (as approved by the Department of Education) and obtained their license with the NH Department of Education. Many more members are currently on that same path to licensure.

I worked in the private sector for 27 years before I joined public education 17 years ago; wrapping up my corporate career as a successful entrepreneur. The equivalent of a Superintendent in the private sector would be a CEO (Chief Executive Officer). The equivalent of a Business Administrator in the private sector would be a CFO (Chief Financial Officer), or VP of Finance and Operations. The CFO is considered the right-hand person to the CEO. In the private sector, no significant decision is made without the CEO consulting with the CFO for the financial and operational impact of said decision on the organization. In the private sector, the CFO would typically have a Masters' degree, and they, or their staff member(s), would be a CPA (Certified Public Accountant). The Business Administrator endorsement/license is public education's equivalent of the CPA (with a heavy focus on the unique way public education

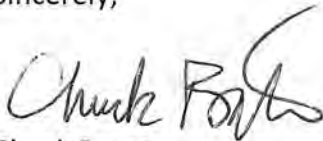
manages its finances; plus, of course, all of the other disciplines mentioned below). In many NH school districts, BAs are treated like CFOs. Superintendents expect (and need) their BAs to be knowledgeable in their areas of expertise (finance, accounting, transportation, human resources (including negotiations), food service, information technology, and risk management). Without a requirement for licensure, what would be the incentive for BAs to pursue professional development (PD), or for Superintendents to authorize time and funds to pursue such PD? What impact would this have on the profession as a whole?

I respectfully request that you, the State Board of Education members, reconsider your proposal, and keep the Business Administrator endorsement intact. To quote your Mission Statement (as Approved by NH State Board of Education Sept. 14, 2011):

“The Mission of the New Hampshire State Board of Education is to provide leadership, support, and oversight of the state's education system to ensure that every individual acquires the skills and knowledge to succeed in a competitive global economy and thrive as a 21st century citizen.”

Our Business Administrators collectively play a key role in the oversight of the public education system, and I believe they should be recognized as such, and continue to be held to the highest standards.

Sincerely,



Chuck Bates
NHASBO Executive Director
cbates@nhasbo.org

cc:

Mr. Nathan Lunney, President, NHASBO
Ms. Julie Shea, NH Department of Ed. (via e-mail)



School Administrative Unit No. 80

Serving the Communities of Belmont and Canterbury
Shaker Regional School District
58 School Street
Belmont, NH 03220

December 6, 2022

New Hampshire Department of Education
Attn: NH State Board of Education
25 Hall Street
Concord, NH 03301-3860

Re: Proposed Repeal of BA Endorsement (ED 506.03)
December 8, 2022 Public Hearing

Dear State Board Members:

I am writing to express my concern over the proposed repeal of the Business Administrator Endorsement. A certified Business Administrator is a vital member of the school community. They contribute by maintaining a firm operational foundation that supports the education of students while simultaneously being fiscally responsible to the taxpayers. This high level of support would not be possible without a comprehensive Business Administrator certification process and requirement. A school district is often the largest employer and business in a town or city. No large business would have a Chief Financial Officer who was not qualified and certified, nor should a school district.

The role of the School Business Administrator, regardless of the whether that position is called Business Manager or Chief Financial Officer, is one of oversight for the operational services of a school/school district. These services include educational organization, financial resource management, human resource management, facility and property management, information technology management, risk management, pupil transportation, and food service. By working toward, completing and maintaining a certification, Business Administrators provide Superintendents and School Board Members assurance that the operational decisions they make are done so on a solid basis and will support ongoing efforts on behalf of students and taxpayers.

A study completed in 1957 by the Association of School Business Officials noted New Hampshire as one of approximately 25 states that required certification. The duties, responsibilities, and complexity of this position have not diminished over the past 65 years. They have only increased, as has the number of states which now require certification. The requirements necessary to be credentialed are even more important today. The credentialing process the State of New Hampshire has adopted provides the framework that ensures School Business Administrators are competent in their role to support public education. I believe it is an important process and that the certification of School Business Administrators should not be repealed.

Sincerely,

Debbie D. Thompson
Business Administrator

December 8, 2022

To: NH State Board of Education and Commissioner Edelblut

From: Janet Ward, League of Women Voters of NH

Re: Repeal of Certification Requirements as Noted in Agenda

In reviewing today's Agenda, I noted the recommended repeal of certain certification requirements relating to speech pathologists and school business administrators as well as other staff members. Removal of duplicative and unnecessary certification requirements makes sense. However, there remains a need for certification as a trusted and dependable standard of professionalism in our schools. Without required credentialing standards, the door is left open to unqualified individuals to offer questionable services to schools and students and to be paid in tax dollars for such services.

How do you plan to replace the certification requirements you recommend removing with processes and procedures which will ensure the professionalism students, parents and taxpayers deserve?

To: State Board of Education

Cc: Steve Appleby, DOE

Fr: Kimberly Yarlott, PSB member and Joe Crawford, former PSB member

Re: School Administration Endorsements, ED 506 Rules

Dt: December 14, 2022

Note: For Public Record Regarding December 8, 2022, State Board Meeting

We are writing to express our concerns about the revised documents/proposal for the Administrator Endorsements ED 506 Rules, as presented at last Thursday's meeting of the State Board of Education (SBE). As members of the Professional Standards Board (PSB), we (Joe and Kim) chaired the committee that sought input from the field regarding revising the Administrator Endorsements, 501.02-506.10. We began this work in the winter of 2019 and continued to work through Covid. We submitted our recommendations to the Professional Standards Committee on April 16, 2021. The document went back to the PSB with suggestions for further revisions; it was re-submitted to the State Board on October 6, 2021.

On January 4, 2022, Chairman Kline, Steve Appleby (DOE/PSB), Joe Crawford (PSB), Tom Laliberte (PSB chair) and Kimberly Yarlott (PSB) participated in a zoom call, at the request of Chairman Kline. During this meeting, Chairman Kline expressed concerns about language in the Standards that he considered ambiguous and unmeasurable, such as "equity, students' culture and context, cultural competence, and responsiveness." Mr. Crawford and Mrs. Yarlott took this feedback under advisement, sought feedback from members of the original committee, as well as feedback from the members of PSB. The feedback was unanimous: the proposal to include the 10 Professional Standards for Educational Leaders, and the original proposal to the State Board, would remain intact and be presented to the State Board (initial Proposal October 14, 2021)

As part of this body of work, The PSB sub-committee proposed that the National Policy Board for Educational Administration (NPBEA) be used as a guiding document, and that the 10 Education Leadership Standards serve as the competencies that a NH Leader must have for licensure. This is a well-researched body of work, and, in fact, the NPBEA provides guidance to higher education leader preparation programs across the country informing the preparation of future school and district leaders.

Why these 10 Standards? (from NPBEA)

- The Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of the empirical research and sought input of researchers and more than 1,000 school and district leaders...
- The National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the American Association of School Administrators (AASA), and The National Policy Board for Education Administration (NPBEA), as well as the public, assumed leadership of the Standards in recognition of their significance to the profession and stewardship going forward.
- The Standards challenge the profession, professional associations, policy makers, institutions of higher education, and other organizations that support educational leaders and their

development to move beyond established practice to inspire educational leaders to stretch themselves and reach a level of excellence in their practices.

- They promote improving student learning and,
- They reflect interdependent domains, qualities, and values of leadership work that research and practice suggest are integral to student success*.

As outlined, the State Board received the initial proposal from PSB in 2021 and it was presented at the State Board in October of 2022. While the Board packet received the mark-ups from PSB and the further changes made by the Board/committee/individuals, it appears the Board packet did not show the mark-ups that were done to the National Professional Standards for Educational Leaders document. This leads us to ask the following questions: Are the edited 10 National Professional standards going to become the NH Professional Standards? How will they be referenced in the title? Additionally, we would like to know if the changes to the Standards were made by a State Board or are they recommendations from individuals? What is the process for a Nationally endorsed document becoming a locally edited document in rules?

A larger, and more probing question relates to the content that was struck from the 10 Standards. References to equity, cultures, cultural competencies, community, social justice, social emotional insights, etc., is language that has been omitted, suggesting a bias related to these important aspects that were designed to prepare leaders for educating all students in all communities. Educators and educational experts throughout New Hampshire care deeply about equity and inclusion and these edits move NH backwards and not forwards. Is this the board that wishes to endorse standards that ignore cultural responsiveness and competence when report after report demonstrates the growing diversity in our communities and classrooms on a statewide basis? We know student outcomes are at their best when learning environments are welcoming, safe, honest, and just. Cultural responsiveness is a necessary and more important than ever element in ensuring student success.

The National Professional Standards for Educational Leadership

For your reference, below is the language that was changed/alterred/omitted...representing a body of work that is not The National Professional Standards for Educational Leadership document, nor what the PSB proposed. Language in RED and strike throughs represent the changes made after the State Board received the document from PSB.

(b) Ten domains of professional education requirements shall encompass the knowledge, skills, and abilities experienced educators demonstrate prior to being eligible for a license with an administrator endorsement, as outlined in Ed 506, in New Hampshire as follows:

(1) Effective educational leaders shall develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student as follows:

a. Develop an educational mission for the school to promote the academic success and wellbeing of each student;

b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success;

c. Articulate, advocate, and cultivate core values that **support** ~~define~~ the school's culture and stress the imperative of child-centered education; ~~high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement;~~

d. Strategically develop, implement, and evaluate actions to achieve the vision for the school;

e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students;

f. **Facilitate a** ~~Develop~~ shared understanding of and commitment to mission, vision, and core values within the school and the community; and

g. Model and pursue the school's mission, vision, and core values in all aspects of leadership;

(2) Effective educational leaders shall act ethically and according to professional norms to promote each student's academic success and well-being as follows:

a. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership;

b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement;

c. Place children at the center of education and accept responsibility for each student's academic success and well-being;

d. **Model and promote ethical and professional behavior among faculty and staff**

~~d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity;~~

~~e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures; and~~

~~f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff;~~

(3) Effective educational leaders shall strive for equity of educational opportunity ~~and culturally responsive practices to promote each student's academic success and well-being~~ as follows:

a. Ensure that each student is treated fairly, respectfully, ~~and with an understanding of each student's culture and context;~~

~~b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;~~

b/c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;

c/d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner;

d. Model a culture of tolerance and understanding in all aspects of leadership.

~~e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status;~~

~~f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society;~~

~~g. Act with cultural competence and responsiveness in their interactions, decision making, and practice; and~~

~~h. Address matters of equity and cultural responsiveness in all aspects of leadership;~~

(4) Effective educational leaders shall develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and wellbeing as follows:

a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive;

b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self;

c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student;

d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized;

e. Promote the effective use of technology in the service of teaching and learning;

f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement; and

g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction;

(5) Effective educational leaders shall cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student as follows:

a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student;

b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community;

- c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student;**
- d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development;**
- e. Cultivate and reinforce student engagement in school and positive student conduct; and**
- f. ~~Infuse the school's learning environment with the cultures and languages of the school's community;~~**

(6) Effective educational leaders shall develop the professional capacity and practice of school personnel to promote each student's academic success and well-being as follows:

- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty;**
- b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel;**
- c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development;**
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student;**
- e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice;**
- f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement;**
- g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community;**
- h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff; and**
- i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.**

(7) Effective educational leaders shall foster a professional community of teachers and other professional staff to promote each student's academic success and well-being as follows:

- a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning;**
- b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school;**

c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement;

d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole;

e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice;

f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff;

g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning; and

h. Encourage faculty-initiated improvement of programs and practices;

(8) Effective educational leaders shall engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being as follows:

~~a. Are approachable, accessible, and welcoming to families and members of the community.~~

a. **Create and model an approachable, accessible, and welcoming environment for families and members of the community.** ~~Are approachable, accessible, and welcoming to families and members of the community;~~

b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students;

c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments;

d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school;

e. Create means for the school community to partner with families to support student learning in and out of school;

f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement;

g. Develop and **offer** ~~provide~~ the school as a resource for families and the community;

~~h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community;~~

~~i. Advocate publicly for the needs and priorities of students, families, and the community; and~~

j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning;

(9) Effective educational leaders manage school operations and resources to promote each student's academic success and well-being as follows:

a. Institute ~~and manage, and monitor operations and~~ administrative systems that promote the mission and vision of the school;

b. Strategically manage staff ~~and all other~~ resources, ~~assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to~~ ~~meet~~ address each student's learning needs;

c. ~~Frugally and effectively manage all financial resources~~ ~~Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement;~~

d. ~~Be responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices;~~

d. ~~Develop and maintain effective internal and external systems of communication~~

e. ~~Protect teachers' and other staff members' work and learning from disruption;~~

f. ~~Employ technology to improve the quality and efficiency of operations and management;~~

g. ~~Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement;~~

eh. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success;

fi. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

gj. Develop and manage productive relationships with the central office and school board;

hk. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community;

l. ~~Manage governance processes and internal and external politics toward achieving the school's mission and vision; and~~

(10) Effective educational leaders shall act as agents of continuous improvement to promote each student's academic success and well-being as follows:

a. Seek to make school more effective for each student, teachers and staff, families, and the community;

b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school;

c. Establish an evidence-based system of strategic goal setting, planning, implementation, and evaluation for continuous district, school, and classroom improvement;

~~c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement;~~

~~d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement;~~

~~e. Employ situationally, appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation;~~

df. Assess and develop the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for the school and its improvement;

~~eg. Develop technically appropriate systems of data collection, management, and analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation;~~

~~h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services;~~

~~i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and~~

fj. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

While we recognize that our role as PSB members is advisory only, and governed by statute, we are concerned about the lack of recognition for the work that was done by professionals in the field of education. The committee was made up of dedicated educational professionals from throughout the state who shared their experiences as administrators to update the administration endorsements. We worry that the changes to the proposal do not reflect the expertise of the state's public-school leaders and hope that you seek feedback from the field before enacting your proposed changes.

Respectfully submitted,

Kimberly Yarlott, CAGS, Assistant Superintendent, (PSB member)

Joe Crawford, CAGS, Assistant Superintendent, (former PSB member),

* National Policy Board for Educational Administration (2015). Reston, VA: Author

Irving Richardson, Ed.D. 212 Spring Road, Peterborough, New Hampshire 03458

December 15, 2022

To the Members of the State Board of Education,

On December 8th, I attended the meeting of the State Board of Education during which the members of the Board heard public comments about the proposed revisions to the administration endorsements (Ed 506). The document shared as part of the meeting materials listed the domains and elements that the Board is considering as requirements for school administrators in New Hampshire. The proposal discussed at the December 8, 2022, meeting is significantly different from the initial proposal considered by the Board on October 14, 2021, and then subsequently tabled until last week.

The domains and elements in the proposal outlined in the meeting materials and discussed at the meeting were based on the Professional Standards for Educational Leadership (PSEL). I had the privilege and honor of being employed by the Council for Chief State School Officers (CCSSO) to help facilitate the development of these standards. In that role, I was present for all the discussions regarding the research supporting the standards and development of the elements of effective school leadership. After the draft was developed, it was shared at national conferences of school leaders and shared online to solicit feedback. Revisions to the document were made based on the feedback. The final document represents a consensus on the domains, qualities, elements, and values of leadership work that research and practice indicate contribute to student academic success and well-being. I was also a member of New Hampshire's Professional Standards Board (PSB) while the PSB worked on revisions to the requirements for administrative endorsements and I voted to approve the draft that was sent to you last year.

The draft regulations for educational leadership endorsements in New Hampshire discussed at the Board of Education meeting on December 8, 2022, included ten domains and 63 elements from the Professional Standards for Educational Leaders. These domains and elements were also in the proposal voted on by the Professional Standards Board. The draft discussed at the December 8th meeting, however, made an important change in the intent of one domain and omitted 20 elements representing 24% of the elements articulated in the PSEL.

The wording of Domain 3 was changed from “*Effective educational leaders strive for **equity** of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being*” to “*Effective educational leaders shall strive for **equality** of educational opportunity.*”

The concept of equity was fundamental in developing the PSEL standards and was often discussed. The committee’s discussions underscored the importance of administrators leading districts and schools with equality *and* equity in mind. Many school resources, such as access to textbooks, school schedules, and the assurance that all students meet the minimum requirements, must be distributed *equally*, i.e., in uniform ways to all students. To be student-centered, however, educators also need to distribute resources *equitably*, so students can access the

resources they need. For example, if a student requires the services of a speech and language pathologist, s/he should receive them according to need. Because this student *equitably* receives speech and language services does not mean that such services should also be given *equally* to all other students. To meet students' needs, equity AND equality must be part of how administrators lead and how schools operate. As a former school administrator, the idea of only striving to make everything the same (equal) for all students doesn't make sense. Children vary in their development and needs. Educational leaders should collaborate with parents, guardians, and other educators to design and implement educational experiences based on what *all* students need AND what *individual students* need. Students' well-being should also be a consideration for school administrators in New Hampshire.

As someone present for the development of the Professional Standards for Educational Leaders, as a former member of the New Hampshire Professional Standards Board, and as a current instructor in Southern New Hampshire's Doctoral Program in Educational Leadership, I am concerned that the draft regulations under consideration have omitted 20 of the 83 elements from The Professional Standards for Educational Leaders. A national task force and New Hampshire's Professional Standards Board agreed to include these elements.

The following elements have been omitted from the draft domains discussed at the December 8th meeting:

Omitted from Domain 2:

- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.*
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.*
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.*

Omitted from Domain 3:

- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.*
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.*
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.*
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.*
- h) Address matters of equity and cultural responsiveness in all aspects of leadership*

Omitted from Domain 5:

f) Infuse the school's learning environment with the cultures and languages of the school's community.

Omitted from Domain 8:

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

Omitted from Domain 9:

d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers' and other staff members' work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Omitted from Domain 10:

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

As we developed the PSEL, the committee surveyed the 50 states' leadership standards to ensure that the revisions made to the existing leadership standards would not affect any reciprocity agreements among the states. Since the draft under your consideration omits 24% of the elements outlined in the Professional Standards for Educational Leaders, I am concerned that the omission of 20 elements might affect the reciprocity agreements that New Hampshire has with other states regarding the licensure of administrators.

Before adopting the draft regulations presented on December 8th, I urge you to consider including the elements omitted from the Professional Standards for Educational Leaders and the proposal submitted to you by the PSB since these elements were developed with consensus about what educational leadership should know and be able to do. I also urge the members of the State Board of Education to work with the appropriate personnel from the New Hampshire Department of Education to ensure that the final version of the standards for educational leaders adopted by New Hampshire will not adversely affect the reciprocity agreements that New Hampshire has with other states regarding administrative licensure.

Respectfully,

Irving Richardson

Irving Richardson, Ed.D.

Canterbury Withdrawal Feasibility Initial Study Report

November 2022

Committee Members:

Randi Johnson – Committee Chairperson & Shaker Regional School Board Member

Eric Johnson – Shaker Regional School Board Member

Ruth Mooney – Belmont Selectboard

Bob Steenson – Canterbury Selectboard

Charlie Krautmann – Canterbury Resident

Tracey Leclair – Belmont Resident

Alice Todd – Canterbury Resident

Rue Toland – Canterbury Resident

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Many families in the Town of Canterbury seek options to improve educational opportunities for children in Canterbury, as demonstrated by the passage of a petitioned Warrant Article (Article 15) in March 2022 to create a committee to explore options for middle and high school beyond what is currently offered by Belmont Middle and High Schools. The committee quickly learned that other options are available in neighboring districts; however, putting together a feasible plan to take advantage of those options requires more resources than the committee has received. It was determined that the committee needs funding to complete the feasibility study. Specifically, legal counsel and an experienced consultant to assist the committee in assessing the suitability of a plan that would allow Canterbury to provide its children with the educational and extra-curricular opportunities they seek.

INTRODUCTION

The Shaker Regional School District (SRSD - SAU80) was formed on July 1st, 1971 and serves the towns of Belmont and Canterbury. Residents of Canterbury have questioned withdrawing from SAU80 for many years for a variety of reasons. The last documented Feasibility Study was completed in 1981. Another (undocumented) investigation occurred in the mid-90's. As best the committee can tell, Canterbury residents have repeatedly sought withdrawal from the District for the following reasons:

1. Geography (parents' travel) – the parents of many Canterbury school children work south of Canterbury, often in Concord or Manchester, making it a challenge to travel to Belmont to attend school events or pick up a sick child during the work day;
2. Geography (bus routes) – students in many parts of Canterbury need to get on the bus for both middle and high school at 6:10am (Bus 11). Attending other (closer) area high schools could significantly reduce the time students spend on the bus; and
3. Offerings and Choice– Belmont High School (BHS) lacks the breadth of extracurricular activities, Advanced Placement courses, and other advanced coursework found in other local districts. Families in Canterbury would like to have options for school choice.

In March 2022 the Town of Canterbury voted in favor of Article 15 to instruct the Shaker Regional School District School Board to form a committee (herein referred to as “the Committee”) to initiate a review of the feasibility and suitability of Canterbury’s withdrawal from SAU80 in an effort to provide additional options for educational, athletic and extracurricular activities. When considering available options, the Committee included Belmont High School (BHS) and Belmont Middle School (BMS) among the schools it researched.

FINDINGS

Legal Requirements for Withdrawal Plan:

NH RSA Chapter 195 governs Cooperative School Districts such as the Shaker Regional School District. The Committee has not had the assistance of its own legal counsel and has instead had to rely on general information provided by Will Phillips, Staff Attorney at the NH School Board Association to interpret the applicable state statutes. The existing statutes governing withdrawal from a cooperative district are often ambiguous when applied to one pre-existing district's efforts to withdraw from a two-district cooperative. The Committee strongly believes that it requires legal counsel to appropriately navigate the requirements of applicable law.

Cooperative School Districts include multi-district cooperatives (i.e., cooperatives made up of three or more districts) and cooperatives made up of two districts. The Committee learned that while withdrawal of one district from a multi-district cooperative allows the cooperative district to remain intact, withdrawal of one pre-existing district from a two-district cooperative causes dissolution of the cooperative. This raises the question of whether both pre-existing districts effectively withdraw if one pre-existing district votes in favor of withdrawal, imposing on each pre-existing district the obligations of a withdrawing district under the statutes. Alternately, does the second pre-existing district get a windfall?

For example, NH RSA:195-28 requires a withdrawing district to pay to the cooperative district the amount of capital improvement costs funded by the non-withdrawing district as a condition of withdrawal from the cooperative. It is not clear how this provision applies in the case of a two-town cooperative district where the cooperative district ceases to exist upon withdrawal. Specifically, if Canterbury as a withdrawing district must repay capital improvement costs in order to withdraw Canterbury Elementary School from the cooperative district, where do those funds go? Is the dissolving district required to distribute the funds back to taxpayers? The statute is unclear on this point.

In its study, the Committee asked several questions and received the following answers from the NH School Board Association counsel:

- **Is Canterbury its own school district as defined in RSA 194:1?** No. When the cooperative school district was formed in 1971, the Canterbury district dissolved and Canterbury became part of the Shaker Regional School District.
- **Can Canterbury form a separate school board governing Canterbury Elementary School?** No. Canterbury can only form its own school board if it withdraws from Shaker Regional School District and becomes its own school district.
- **Do both towns have a vote if a dissolution were recommended?** Yes and no. NH RSA 195:29 governs the process for voting on a withdrawal plan. First, the NH Board of Education must approve a withdrawal plan submitted by the Committee. Following approval by the Board of Education, the district School Board must publish notice of the withdrawal plan and call a regular or special meeting to approve the withdrawal plan. Both Shaker Regional School District (comprising Canterbury and Belmont) and then the Town of Canterbury must vote to approve the withdrawal plan. If a majority of voters in the Town of Canterbury vote in favor of withdrawal

but a majority of voters in the cooperative District vote against withdrawal, then the withdrawing district (i.e., Canterbury, presumably through the Committee, but the statute is not clear on this point) have the right to appeal to the Board of Education. The Board of Education must then investigate and issue its own report and recommendations, which may require a special meeting (of what body, the statute does not make clear) for a vote of reconsideration.

Town of Canterbury Estimated Financial Costs:

In order to determine the estimated financial costs if Canterbury were to withdraw from the Shaker Regional School district, the Committee considered the following:

As a first step, the Committee identified how many students from Canterbury and Belmont attend each of the SAU80 schools. As of May 18, 2022:

- Belmont High School (BHS) = 360 students (50 Canterbury residents, 13.9% of student body)
- Belmont Middle School (BMS) = 358 students (55 Canterbury residents, 15.4% of student body)
- Belmont Elementary School (BES) = 350 total students (9 Canterbury residents, 2.6% of student body)
- Canterbury Elementary School (CES) = 106 total students (98 Canterbury residents 92.5% of student body)

A total of 212 (18%) students from Canterbury currently attend Shaker Regional School District schools. It should be noted that the 2020 Census Bureau reported that NH’s homeschooling numbers jumped from 3.4% to 6.3%, with SAU80 records showing 25 homeschool students (9.5%) in Canterbury as of May 18, 2022. The Committee was informed of 23 students (8.7% of Canterbury students) attending Shaker Road School and Bishop Brady in grades K-12. Additionally, Derryfield, Proctor and Tilton reported to have no Canterbury students currently. Sant Bani wasn’t willing to provide numbers. The Committee was unable to locate any additional data on the number of Canterbury students who attend other private or charter schools; however, anecdotally, the Committee is aware that at least 4 Canterbury students attend out of district public schools in the area.

	# of Canterbury Students	Percent (%)
Shaker Regional (In-district)	212	80.3
Private Day Schools	At least 23	8.7
Homeschool	25	9.5
Public (Out of District)	At least 4	1.5
Total	264	100.0

SAU80 apportions the capital and operating expenses payable each year in accordance with a formula based on 50% of the average daily membership (ADM) of the pupils residing in each member town during the second preceding fiscal year and 50% of the equalized valuation (EV) of each town as determined by the Department of Revenue administration. The 1981 versus 2021/2022 ADM is:

TOWN	1981 Study ADM	1981 % of Students Enrolled	21/22 ADM	21/22 % of Students Enrolled
Belmont	711.0	74.1	1027.9	81.9
Canterbury	248.6	25.9	226.4	18.1
Total	959.6	100	1,254.3	100

The 1981 versus 2021/2022 EV is:

TOWN	1981 EV (\$)	1981 Percent (%)	21/22 EV (\$)	21/22 Percent (%)
Belmont	62,075,003	71.17	830,378,752	71.92
Canterbury	23,144,843	28.83	324,226,271	28.08
Total	87,219,846	100	1,154,605,023	100

Taking the average of ADM and EV, the capital and operating expenses of each town equal (1981/current):

TOWN	1981 Apportionment (%)	21/22 Apportionment (%)
Belmont	72.6	76.9
Canterbury	27.4	23.1
Total	100	100

Based on the 2021 Annual Town Report for Canterbury the School Tax raised \$4,581,062.00 at a rate of \$11.74 per \$1,000 property assessment value.

Estimated Operating Costs of Canterbury Elementary:

At the Committee’s request, SAU80 created a preliminary budget for the estimated operating cost of CES totalling \$2,523,016.12 with the following items of note:

- Using the 2021-2022 Budget and the 2021-2022 Expended amounts
- If costs were not Canterbury specific in the 2021-2022 Budget or 2021-2022 Expended amounts they typically used the 5-year Apportionment average, which is 23.81318%.
- Some of the items were not conducive to apportioning. For example, School Board Dues, Audit, Superintendent Dues. Dues and audits are typically a set rate.

- Costs that are Collective Bargaining Agreement (CBA) specific (i.e., Longevity and Severance) were not included.
- Services that are considered District-Wide (Superintendent, Director of Curriculum, Special Education, Business Office) were apportioned based on the 23.81318%.

Disposition of Property:

RSA 195:28 addresses the disposition of property if a pre-existing district like Canterbury withdraws from a cooperative school district. Effectively, the resolution of existing debts, bonds, leases, capital improvements and any other assets must be settled in a withdrawal. When asked by the Committee for capital improvement expenses that would need to be addressed under RSA 195:28, SAU80’s business administrator stated that CES capital improvement costs total \$1,623,908.61, of which Canterbury had previously paid \$374,543.15 (23%), resulting in a suggested buyout amount of \$1,249,365.46.

SAU80 also quoted existing long-term debt in the aggregate amount of \$1,175,142.18, of which Canterbury would have a suggested buyout amount of \$271,038.32 (23%) in a withdrawal. It was noted the school district currently has no bonded debt.

Tuition Comparison:

The Committee contacted the following school districts inquiring if they would be willing to take in Canterbury students in grades 6-12. It should be noted that in their initial inquiries to these outside districts the Committee explained that they are looking at options for Canterbury based on the wording of the warrant article. At the time of this report, the Committee has not received a definitive answer from Merrimack Valley but will continue to approach them due to their close proximity to Canterbury. The following districts stated that they would be open to accepting Canterbury students and provided their Programs of Studies, Extracurricular Activities and estimated Tuition Rates for this year:

High School	Belmont*	Bow**	Concord	Laconia	Winnisquam
Tuition Cost/yr	\$18,426	\$17,261	\$15,552	\$18,331	\$16,876
# of Students	360	624	1,486	600	410
Middle School	Belmont	Bow	Concord	Laconia	Winnisquam
Tuition Cost/yr	\$18,475	\$13,196	\$14,990	\$16,242	\$18,491

*As presented by SAU80 Superintendent as a tuition for Canterbury students for 2021/2022 with 102 Canterbury students (ADM) at BHS and BMS, an aggregate cost of \$1,786,083.24 excluding transportation.

**Bow indicated that it could only accept a limited number of Canterbury students in a given year. No other school districts contacted by the Committee indicated any such capacity limitation.

High School Academic Comparison:

	Belmont	Bow	Laconia	Concord	Winnisquam
Overview	Belmont High School (enrollment approximately 360) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	Bow High School (enrollment approximately 660) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	Laconia High School (enrollment approximately 550) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	Concord High School (enrollment approximately 1520) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	Winnisquam Regional High School (enrollment approximately 447) Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP
Diploma Options	32 credit, 26 credit, 20 credit	24 credits	30 credits, 26 credits	20 credit	24 Credits
Math Options	14 offerings: 8 honors (3 honors option only); 1 AP; 2 Running Start: Math electives beyond Algebra I & II, Geometry: Advanced Math, Pre-Calc, Calculus, AP Calculus, Foundations of College Math, Quantitative Reasoning**, Statistics**STEM.	13 offerings: 3 AP: Calculus I & II, Statistics. Classes beyond required Algebra I (or Foundations of Math 1-4), Integrated geometry & Algebra II money matters or personal finance: pre-calculus, discrete math, finite math, quantitative reasoning, AP Calculus I & II, AP Statistics.	17 offerings: 2 AP, 5 honors. Classes beyond required Algebra I, Geometry, Algebra II / Foundational classes: Statistics & Probability, PreCalculus(H), Advanced Math Concepts, Math Applications, Calculus (H), AP Calculus, AP Statistics, Vocational Math.	18 offerings; Advanced Algebra II, Advanced Geometry, AP Calculus, AP Statistics, Advanced Pre-Caculus,Algebra I, Algebra II, Calculus, Discrete Mathematics,, Computer Science & Math, Geometry, Pre-Calculus I, pre-Calculus II, Probability & Statistics, Quantitative Reasoning, Statistical	14 Offerings: 5 Honors: Geometry*, Algebra 2*, Pre-Calculus*, Calculus*, Statistics**

				Algebra, The Statistics of Sports, STEM Algebra-Physics	
English Options	12 offerings: 3 honors;1 AP. Courses beyond required English classes: AP English Literature **, Yearbook, Art of Writing, Young Adult Literature.	Humanities 27 offerings: American Dream (9th*), America in the World (10th*), Beyond the Wall 1989 - Present (11th*), Senior Seminar/Summer (12th*), AP English Lit & Comp, AP English Language & Comp, College Composition**, Public Presentation**, Intro Writing, Art & Writing, Creative Writing, Film making, Mythology, Film Critique, Poetry Workshop, Page to Stage, Adventures in Writing: the Novel, Fantastic Words, Dystopian Tradition, Wicked Good Literature, Graphic Novels, Short Story and its Writer, Literature in the modern world, Gender Studies, Book It (summer), Pursuing	18 offerings: 1 AP, 5 honors. * English 9, *English 10, Foundations 11, American Literature, College Composition (H), Creative Writing (H), Journalism, Speech & Debate, Media Literacy, Foundations 12, Senior Seminar, AP Literature & Composition, Surviving the Apocalypse.	19 offerings: AP English Lit & Comp, Advanced writing - College Comp, Advanced writing - Creative writing, English 9-11, Film Study, Journalism, Myths Epics & More, The Novel Crime & Mystery, The Novel Literature of Survival, The Novel Science Fiction & Fantasy, Poetry, Public Speaking, Reading, Sports Literature, Theater Studies, The Write Stuff, World Literature	14 Offerings: 2 AP: AP Language & Composition, AP Literature & Composition, 3 Honors: English 9*, English 10*, College Composition**

		Happiness (summer).			
Science Options	14 Offerings: 10 honors; 2 AP. Electives offered beyond required physical science, biology*: chemistry*, physics*, Anatomy & Physiology*, Astronomy, Atmospheric Science, Botany & Zoology*, Earth Science***, Field Studies in Earth, Ecological & Environmental Sciences*, AP Biology, AP Chemistry	17 Offerings: Physical science, Life science, chemistry, AP chem, Physics, AP Physics, AP Bio, Human Anatomy & Physiology, Environmental Science, Biotech I & II, Earth & Space Science, Forensic science, Robotics I, II, III, Lab.	18 Offerings: 1 AP, 6 honors. Physical Science*, Biology*, Biology (H), Chemistry, Chemistry (H), AP Chemistry, Integrated Science, Anatomy & Physiology, Anatomy & Physiology (H), Earth & Space Science, Forensic Science, Physics (H), Physics II (H), Environmental Science, Astronomy, Biomedical Technology, Surviving the Apocalypse.	22 Offerings: AP Biology, AP Chemistry, AP Environmental Science, AP Physics I, AP Physics II, AP Psychology, Anatomy & Physiology, Animal Behavior, Astronomy, Chemistry I, Chemistry II, Chemistry of Life, Chemistry of What We Eat, Earth & Space Science, Human Psychology, Next Generation Science I & II, NH Ecology, Physics I & II, Science of Survival, Sustainability	20 Offerings: 2 AP: AP Biology, AP Chemistry, 4 Honors: Earth & Space Science*, Biology*, Physics*, Chemistry*, Environmental Science**
Social Studies	14 Offerings: 4 honors; 2 AP. Civics & Government*, Geography*, US History*, AP US History, World History*, AP World History, Americana, Intro to Psychology, Sociology, Street law.	20 Offerings: AP US History, AP European History, AP Psych, Psychology, Child development, Law & Ethics, Revolutions, Topics in American history, Topics in world history, Topics in history WWI, Topics in history WWII, Topics in history Cold	16 Offerings: 3AP, 5 honors. World Geography & Cultures*, World Geography & Cultures (H), Foundations of US History*, Technology in America, Evolutions & Revolutions, Contemporary Issues (H option), Movies Make History, Sport	17 Offerings: American Popular Culture, AP Economics, AP European History, AP US History, Big History, Civics, Economics, Geography & Cultures of the World I & II, History or Hollywood, Social Movements: Power to the People, Sociology,	13 Offerings: 1 AP: AP US History, 6 Honors: World History & Geography*, US/NH Government & Citizenship*, American Economy*, US/NH History & Government**, Psychology**, Sociology**

		War, Race, culture and power, Topics in history vs Hollywood, Sociology & civilization, Hands on history WWII (summer), NH History (summer), Beyond the Wall 1989 - Present	in America, Social Justice (H), Money Matters, Genocide Studies (H option), Psychology, AP/H US History, AP World History, AP Government & Politics.	Street Law, The Historically Excluded: American Women, US History, War and Peace - World War II, World History: Ancient Civilizations, World History: Road to the Modern World	
Technology	11 offerings: 3 honors and 2 running start: Courses offered: modern computer science, computer programming, computer graphics I** & II**, advanced computer graphics, advanced computer graphics visual*, advanced video and effects*, advanced digital photography*, robotics, engineering, aviation.	Computer Courses 8 Offerings: computer applications, advanced computer applications, managing business finances with quickbooks and excel, intro to computer science, intro to game design and app development, Internship, Genius Bar, Advanced Computer Science Principles AP. Engineering: Intro to Engineering Design, Robotics I, II, III, Lab, Engineering Principles I** & II**.	Art & Technology 13 offerings: Exploring Art, Evolution of Crafts, Drawing, Painting, 3D Forms, Exploring Digital Art, Digital Drawing & Illustration, Digital Imaging & Design, Robotics, Characters & Comics, Computer Aided Design, Fundamentals of Digital Security, Yearbook.	3 offerings: Computer Science I, Computer Science II & Intro to Mobile Applications (AP option), Student Help Desk	6 Offerings: STEM Explorations, Robotics, Robotics II, STEM 3-D Design, Game Design, App Design
World Languages	7 offerings: 4 running starts;	14 offerings: French 1-5,	10 offerings: 6 Honors French	21 offerings: French 1-5,	9 Offerings: 5 Honors:

	3 honors. French 1-5 and Spanish 1-5.	Spanish 1-5, Latin 1-4	1-5; Spanish 1-5	Spanish 1-5, German 1-5, Latin 1-5, GAPP (German-American Partnership Program (Study Abroad-not always offered)	French 3*,4* & 5*, Spanish ¾ Culture & Spanish ¾ Language*
Business Ed	3 offerings: Personal economics, principles of business I & II	14 offerings: Microsoft Certification program, Managing Business Finances with Quickbooks and excel, Business**, Marketing**, Money Matters (or online)*, Personal Finance & Investing***; Personal Finance & Investing**, Internship, Economics, International Business, Investing in Your Future, Accounting**, Macroeconomics AP.	N/A	7 offerings: Accounting I, Accounting II, Business Law, Computerized Business Applications, E-Commerce, Entrepreneurship, Money Management	6 Offerings: Intro to Business, Principles of Marketing, Intro to Personal Financial Management, Intro to Computer Applications & Concepts, Desktop Publishing, Intro to Computer Programming
Music	5 offerings, 1 honors Classes offered: Concert band*, Chorus, Dance fitness, Intro to guitar, Intro to piano, The Arts and Culture	Performing Arts 14 offerings: Concert band, Concert choir, String orchestra, Piano, Guitar, second chance Band, Music Theory, History of Rock & Roll, Flying Falcon Records, Movement &	4 offerings. Symphonic Band, Jazz Band, Mixed Chorus, Concert Choir.	12 offerings: AP Music Theory, Chamber Singers, Color Guard, Concert Choir, Contemporary Performance, Guitar I, Guitar II, High School Band, History of Jazz & Rock, Jazz Ensemble,	8 Offerings: Concert Band, Concert Choir, Music Theory & Adv Music Theory, Music & Cinema, Music Appreciation Radio & Broadcasting I & II, Music Appreciation: History of American

		Dance, Jazz Ensemble, Unified Music, Select Choir, Page to Stage.		Music Theory, String Orchestra	Rock
Art	5 Offerings, 1 honors, 1 AP: Drawing, Painting, Sculpture & design, Advanced drawing*, AP Studio Art	Visual Arts 8 offerings: Drawing & Painting, Pottery, Metalsmithing, Sculpture, Photography, Graphic Design, Modern Art, Advanced Art.	Art & Technology 13 offerings: Exploring Art, Evolution of Crafts, Drawing, Painting, 3D Forms, Exploring Digital Art, Digital Drawing & Illustration, Digital Imaging & Design, Robotics, Characters & Comics, Computer Aided Design, Fundamentals of Digital Security, Yearbook.	18 offerings: Color & Design, Intro to Digital Art & Design, Ceramics I & II, House & Interior Design, Drawing & Painting I&II, Photography I&II, Metalsmithing & Jewelry I&II, Sculpture, Advanced Art I&II, Theater & Film Production and Design I&II, Graphic Design and Creative Media I&II	8 Offerings: Intro to Art, 2D Design, 3D Design, Adv Studio Arts, Interior Design, Digital Painting, Intro to Digital Photography & Photo Editing
Life Studies	N/A	N/A	N/A	7 offerings: Planning for Life & Career, Intro to Cooking, Creative Cooking, Peer-to-peer, Child Development, Independent Living, Personal Relationships	5 Offerings: Sewing I & II, Child Development & Growth, Foods 1 & 2
Technology Education & Industrial Arts	N/A	N/A	N/A	5 offerings: Architectural Drawing, Drafting I & II, Intro to Engineering, Intro to Woodworking	N/A

<p>Health/PE</p>	<p>3 offerings: Health, Food & Nutrition, PE</p>	<p>BEST courses (integrated health and PE program) 11 classes: BEST 9*, BEST 10*, PE Activities 1, PE Activities 2, Nutrition, Yoga, Intro to Resistance Training, Advanced Strength Training, Unified PE, Intro to Sports Management, Healthy Cooking. Family Consumer Science 6 offerings: Intro to Foods, Healthy Cooking, Creative Cooking, International Foods, Interior Design, Child Development.</p>	<p>5 offerings. Wellness, PE, Weight Training, Exercise & Nutrition, Advanced Health</p>	<p>13 offerings: Care & Prevention, CPR & First aid, Dance, PE Leader, Rec Activities, Self-Defense for Women, Strength & Fitness Training, Team Sports, World Games, Yoga, CHS Sports, PE (ELO), R.O.P.E.</p>	<p>8 Offerings: PE 9 & 10-12, Adventure Activities, Lifetime Activities, Team Sports, Weight Training, Health, Sports Nutrition & Exercise Science</p>
<p>CTC/Ag</p>	<p>Huot Center in Laconia and Winnisquam Ag Program</p>	<p>Classes at Concord Regional Technical Center (CRTC)</p>	<p>Huot Center in Laconia</p>	<p>Concord Regional Technical Center (CRTC)</p>	<p>Huot Center in Laconia & Winnisquam Ag Program: 10 Offerings: Companion Animal Science, Animal & Plant Science I & II, Natural Resources I & II, Advanced Topics in Agriculture, Floriculture, Vet Science, Outdoor Power Equipment, Science of Food</p>

AP/Running Start/ Dual Enrollment	Honors = * Running Start/dual enrollment in area community colleges = **; Honors and dual enrollment options = ***, Advanced Placement classes = AP	N/A	N/A	7 Running Start classes, Classes at SNHU, CRTC; 14 AP Classes	N/A
Miscellaneous	ELOs	ELOs; Honors options in all classes not AP	ELOs, All core classes offer foundational, college & career readiness and honors levels.	English Language Learners (ELL) 13 offerings: ELL Literacy, ELL I, ELL Science as Inquiry, ELL Math, ELL Reading, ELL Social Studies, ELL Communication, ELL Humanities Support, ELL Science Support, ELL Math Support, ELL Reading, ELL Research & Writing, ELL Tutorial; ELO'S	N/A

Extracurricular Comparison:

High School	Belmont	Bow	Concord	Laconia	Winnisquam
Interscholastic	11	16	19.5	11	11.5
# of Students	360	624	1,486	600	410
Ratio (Students/Activities)	33:1	39:1	76:1	55:1	36:1

Interscholastic sports not available at Belmont but available at other schools include: Field Hockey, Swim Team (except Winnisquam), Wrestling (except Laconia) and Lacrosse (except Winnisquam).

High School	Belmont	Bow	Concord	Laconia	Winnisquam
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Co-Curricular	16	39	57	21	27
# of Students	360	624	1,486	600	410
Ratio (Students/Activities)	23:1	16:1	26:1	29:1	15:1

Co-Curricular activities not available at Belmont but available at other schools include: Art Club, Interact and Gay Straight Alliance/Gender Awareness. These activities in general appear to vary on a year-to-year basis based on student interest and/or availability of advisors, especially at the smaller high schools.

Tuition Agreement Comparison:

The Committee reviewed publicly available tuition agreements that have been adopted by other towns and districts to understand how others have addressed issues such as enrollment restrictions, legal expenses, and tuition reconciliation. The committee’s review of publicly available tuition agreements found a wide array of approaches to tuition agreements throughout the state. Some towns use short memoranda of understanding, while others use more detailed multi-year agreements. There does not appear to be any bog standard form of tuition agreement that is generally accepted throughout the state; instead, each district is free to negotiate whatever form of contract seems reasonable and appropriate for its situation with the receiving district. After reviewing a range of different tuition agreements, the committee recommends that any tuition agreements adopted by the Town of Canterbury address the following issues:

- Tuition agreements should provide for sufficient capacity among the receiving schools to accept all applicable school-age children in Canterbury.
- Canterbury students should be able to finish out their term in the receiving school once they matriculate.
- Tuition responsibility should be clearly stated and include an objective mechanism to address cost increases over the term of the agreement.
- Funding for and availability of special education resources should be expressly addressed.
- Canterbury families should have an express right to raise concerns with the receiving school’s (and district’s, if applicable) administration.

The committee also notes that other NH Towns have taken a variety of approaches to the question of how to provide appropriate educational opportunities for their children including but not limited to:

1. Warren (SAU 23) - Village School K-8 and then in-district high school or waiver program to choose 2 other high schools out of district;
2. Croydon (SAU 99) - Village School K-4 and then innovative program as chosen by family; and
3. Goshen (SAU 102) - K-12 via approved school tuition agreements out of district.

SAU Operations, Transportation & Legacy Costs:

The Committee understands that, following a withdrawal, Canterbury would be required to provide and fund certain superintendent and administrative services required by state and federal law. Due to the size of Canterbury's student population, it is possible that the Town could contract a part-time superintendent similar to other small towns that have withdrawn from preexisting school districts. The Committee strongly recommends that a professional consultant be engaged to appropriately structure and estimate the cost of these services to comply with applicable laws.

Similarly, the cost for transportation should also be evaluated by a professional. It is worth noting that RSA 189:6 Transportation of Pupils mandates transportation for students for grades K-8. A town is not required to provide transportation for high school students.

The Committee also understands that there may be a "legacy" cost involved with the withdrawal process which would include retirement payouts for staff from the preexisting school district. We were unable to find a statute that expressly addressed this type of cost but would also like to defer this to a professional to better evaluate.

Education Plan for Both Towns:

As specified in RSA 195:26 VI. "a plan is required for the education of all students in the withdrawing school district and for the continuation of the school system of the cooperative district. This shall detail the proposed assignment of students in grades operated by the cooperative and withdrawing district or districts including, if any, tuition arrangements or contracts." RSA 195:29 then states that a withdrawal plan that results in the dissolution of a two-district cooperative requires a withdrawal plan for both pre-existing districts. In other words, if the Committee ultimately recommends withdrawal for Canterbury, it must put together withdrawal plans for both Canterbury and Belmont.

CONCLUSIONS

The Committee has learned through this fact-finding study that most towns that withdraw from a school district use a hired consultant to prepare the reports. This consultant is typically a retired Superintendent that has better working knowledge of costs within SAUs. SAU80 is challenged by having one (1) school board which encompasses two (2) towns.

The Committee has come to the following conclusions as a result of its work to date:

1. Funding for professional services is essential for the Committee to perform its functions contemplated by the statute.
2. It is unclear the extent of the financial implications to the Town of Belmont would be if Canterbury withdraws from the SAU80.
3. Similarly, members of the Committee do not have the expertise to fully identify the financial implications to the Town of Canterbury in the event of withdrawal.
4. If expanding options is important to Canterbury families, the community will need to step up and support these efforts both financially, through property taxes, and with their time, through

service on a Canterbury school board and other municipal bodies to administer Canterbury district educational offerings.

5. In order to complete this study, the Town of Canterbury would need to approve another Warrant Article with sufficient funding to adequately prepare a report that presents a realistic plan for withdrawal from the Shaker Regional School District to determine feasibility.

The committee respectfully asks for a one year extension to allow the Town of Canterbury the opportunity to secure funding via their Town Meeting for a consultant and legal counsel to create a more comprehensive feasibility report.

12/8/2022

EXECUTIVE SUMMARY
Office of Chartered Public Schools
Benjamin Franklin Academy
Chartered Public School
(CPS) Charter Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter application request from Benjamin Franklin Academy Chartered Public School (CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny a prospective chartered public schools charter application.

C. EFFECTS OF THIS ACTION

An approval of this charter will allow Benjamin Franklin Academy CPS to operate as a chartered public school in the state of New Hampshire beginning with SY 2023/2024 for a 5 year period when they will need to participate in the charter renewal approval process.

D. POSSIBLE MOTION

I move that the State Board of Education approve the charter application for Benjamin Franklin Academy Chartered Public School.

OR:

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



**Chartered Public School Application
Evaluation Summary**

Applicant Details	
Name of School: Franklin Academy Chartered Public School	
Development Team Contact: Marcie Oullette	
Address: 89 South St Concord, NH 03301	
Phone: 603 547-7652	
Date: 9/12/2022	
Initial Reviewer Names: Jenn Siegfried, Melinda Labo and Tal Bayer	
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
<p>Letter of Intent <i>Ed 318.08(a)</i> The letter shall include:</p> <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 	5	X		<p>While meeting the requirement, the information included is in incorrect sections of the application. Revision needed to align content with what is needed in section 1. Referred to appendix A in section 1 versus the letter being in section 1. Developers are detailed in section 2 not section 1.</p> <p>KEEP IT SIMPLE EXACTLY AS THE LOI INDICATES</p> <p>*ISSUES-RESOLVED</p>
Section II: Application Cover Sheet and Technical Requirements	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including:</p> <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; 		x		<p>Application does not follow the format of what is being asked for in this section and includes extraneous information.</p> <p>A bit too wordy for a cover sheet</p> <p>Additional information not asked for in this section needs to be removed to make application more concise and to reflect information being asked for. The cover sheet should be simple and clean.</p>

<ul style="list-style-type: none"> 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 <p><i>Ed 318.08(f)</i></p>				<p><i>Projected student enrollment for 5 years listed was missing and is listed in section 3. Founders bios in Section 2 should be removed.</i></p> <p>KEEP IT SIMPLE EXACTLY AS THE COVER SHEET REQUIRES</p> <p>*ISSUES RESOLVED</p>
<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> 		X		<p><i>Application exceeds 50 pages and Page #'s should be double checked for alignment with table of contents.</i></p> <p><i>Information not needed for this section included.</i></p> <p>PAGES NOT NUMBERED</p> <p>*ISSUES RESOLVED</p>
<p>Section III: Introduction</p>	<p>Page #</p>	<p>Meets ✓</p>	<p>Does Not Meet ✓</p>	<p>Comments</p>
<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>	4	X		<p>It is not clear what a curriculum that "emphasizes wholeness" means. Specific explanation is required to understand what this mean relative to a curriculum design that supports equitable access to curriculum by all participating learners.</p> <p>Further definition of "traditional learning" is needed to understand how a traditional approach is a 'compelling' approach for opening a new school.</p> <p>Clarify what "head, hands and heart" of students using a history centered</p>

				<p>curriculum, hands on work and entrepreneurial exploration.</p> <p>What does “Catching happiness” mean?</p> <p>*ISSUES RESOLVED</p>
B. The name, address, telephone and fax numbers, and email address of a contact person. <i>Ed 318.05(c)(3)</i>	7	X		
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.	7	X		
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>	7	X		<p>“The mission of Benjamin Franklin Academy is to develop the hands, head and heart of students through a curriculum that focuses on the pursuit of happiness, as envisioned by its namesake, Benjamin Franklin.</p>
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>	7-8	X		<p>Methods and goals are superficially discussed but additional details are needed to understand the infrastructure that will enable the program to come to life.</p> <p>Explanation of the physical set up is helpful as well as the explanation of the hands-on nature of the program but the SEL component needs more support. Phrases like “developing a rational and positive approach to life” are very subjective and concerning. Further, advisory as a place to explore “personal values” how is this done?</p> <p>A summary of school focus and characteristics and methods provided but</p>

				what are the goals of the school related to the focus? Are they measurable? *ISSUES- RESOLVED
F. Target population	9	X		
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>	9-10	X		Timeline provided with targeted dates for task completion. Objectives are clear and concise Concerns with selective application process. *Dean will review applications” Can applicants be turned away? What is review of?
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	11	X		Opens with 60 students and big jump in Year 2 to 100 students. Then 25 each year. Curious what the thinking is for a 66 enrollment jump after year 1 and then only 25% or less slightly each year after?
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>	11	X		6-12 th grade. Opening with 6-8 th grade. If Goal is 20 per grade, I would set the cap for Year 1- up to 25 per grade with a potential of 75. This will provide some wiggle room in the event that one class(6 th) is under-enrolled with 15 students but that shortage could be made up with a larger class of 7 th could make up the shortfall. Also curious can a student transfer in junior or Senior year? With the class size for those years also being 25 it assumes there will be no attrition if Senior year transfers are not allowed. * ISSUES- RESOLVED
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.	12-13	X		Very confused as to how focusing a school through such a focus on American history and principles is equitable to all students and goes against the principles of culturally sensitive pedagogy. While US history needs to be taught in NH schools the amount of focus on American principles and tenets could make it

				<p>difficult for students to engage from their individual cultural lens which may not be rooted in American ideologies and/or customs/traditions.</p> <p>The statement about the mission including a commitment to the wholeness and well being of each student and “the belief that American students to become happy and productive citizens of our nation, need to study and understand its history and culture, and that active learning using hands as well as heads, is a deeper and more permanent style of learning.” This wording is confusing and also would be considered exclusionary as American citizenship is not required to attend a public school in the USA. The wording in this approach would seem to exclude families on Visas, work permits etc. The idea proposed could be stated in a way that teaches and prepares students but does not exclude certain students. School is proposed to be located in Pittsfield area ranks 212 in household median income.</p> <p>* ISSUES RESOLVED</p>
<p>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></p>		X		
<p>Section IV: Governance</p>	<p>Page #</p>	<p>Meets ✓</p>	<p>Does Not Meet ✓</p>	<p>Comments</p>

<p>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></p>	13-16	X		<p>Board made up of 7 community/business members and at least 2 parents(9 members). Board will also include non voting teacher rep, student rep and Admin rep. Responsibilities laid out. Board is not yet created. Forming Board is different from the proposed board.</p> <p>*Concerns with wording on size of board, what would be minimum board size that is allowed based on wording? What happens if they only have 6 total board members? *Information included about school leadership and organizational structure in this section. Not sure it belongs here.</p>
<p>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></p>	17	X		<p>A general plan has been provided both for the transition, appointment and ongoing sustainability of the board.</p> <p>*Include something about the # of Board members?</p> <p>*ISSUE RESOLVED</p>
<p>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></p>	17	X		<p>Bylaws do not currently exist. By laws to be completed no later than Dec. 31 2022</p> <p>*ISSUE RESOLVED</p>
<p>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></p>	17-18	X		<p>Org chart was listed in Section A. It indicates it is for Year 1, will this structure be the same for later years? Board of Trustees Committees included in this section. Would make more sense in section A?</p> <p>* ISSUES RESOLVED</p>
<p>E. Fundraising Plan <i>Ed 318.09(e)(11)</i></p>	18-19	x		<p>Fundraising Plan is laid out with roles, approach, objectives/goals and timelines.</p>

				<p>More clarification needs to be in place around responsibility of fundraising in years 1 and 2 and specific responsibilities of the board and the Dean as it states that both are responsible for the oversight of fundraising.</p> <p>Fundraising Graphic is overlaid on top of Grievance Section text. Plan could be simplified and shortened.</p> <p>*ISSUES RESOLVED</p>
F. Grievance/complaints Process or Policy	21-22	x		<p>Plan needs simplification. Seems overly complicated and hard to follow.</p> <p>ALSO REGARDING COMPLAINTS THAT INVOLVE AN OUTSIDE LEA, LANGUAGE REGARDING LEA REQUIREMENTS MAY NEED REWORKING</p> <p>*ISSUE RESOLVED</p>
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>	22-25	x		<p>No alignment to state standards provided in this section or in the appendices. Refers to Appendix C for SS and ELA alignment but alignment not there.</p> <p>Appendix alignment for Math not included</p> <p>No efficacy detail provided on math, science, SS, language arts</p> <p>Students are given mathematics “track” assignment. Significant research exists against tracking- what choices do students have in the mathematics program? What is the research-base for the efficacy of the ALEKS math program?</p>

			<p>Significant concern regarding the lack of diversity in literature that is outlined. All literature is “classic” and no current literature that aligns with relatable experiences of today’s students. Research for why this choice is being made?</p> <p>No research or evidence base correlated with curriculum plan aside from literature review reference as a rationale for Open Roads days. No research provided for evidence of effectiveness.</p> <p>Very confused on the central component of military history and the rationale for its focus.</p> <p>How is “culture of our country” being defined? A curriculum that has an emphasis on...the culture of our country” needs to reflect culturally sensitive pedagogy(refer to the evidence-based work of Zaretta Hammond) and Franklin’s curricular approach being so closely tied to the American experience raises serious questions around cultural sensitivity and equitability.</p> <p>“The American Dream”- an assumption is being made that all students are citizens. Multiple statements allude to this. What if you have a student who is not a citizen in relation to this? What policies would be used to support this effort?</p> <p>*ISSUES CLARIFIED AND/OR RESOLVED</p>
B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i>	34-37	x	Unclear on the definition of the “Pursuit of Happiness” as it pertains to students.

<p><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>			<p>Unclear of the specific approaches being used that are tied to research and efficacy supporting the notion of “catching happiness.” What does Catching Happiness mean?</p> <p>What is the methodology of how the advisory will be implemented that explains the link between a specific advisory program that is going to be adopted and research and efficacy? Research provided supports the notion of effective advisories and building attachment but is not linked to a specific strategy on how this is going to be done.</p> <p>Team teaching and cross curricular teaching are referenced with sources but not research.</p> <p>No source is provided for citation supporting the “Country Store”</p> <p>*ISSUES RESOLVED</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>	34-37	x	<p>Sections don’t align/out of order</p> <p>* ISSUES RESOLVED</p>
<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>	37-38	x	<p>How progress will be measured on student growth with hands, heads, and heart is not fully explained.</p> <p>No content alignments are provided in appendices as mentioned.</p> <p>Assessment targets are set too high without full understanding of student body</p>

			INCREASE IN SAS SCORES BY EACH GRADE LEVEL AND NO PERCENT LISTED FOR 8 TH GRADE MATH *ISSUES RESOLVED
E. Performance Standards	38	x	Not included as described in appendices Appendices F separately attached as ALEKS *ISSUE RESOLVED
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>	38	x	Lists that NH SAS will be used for students in 6-8, what about grade 11 SAS science? State SAT? Test taking strategies listed need further differentiation to support diverse needs of learners. A lot of "Best Practices" explanations... not really necessary * ISSUES RESOLVED
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>	40	X	26 credits required In line with the local SAU 51 requirements and exceeding the state requirements. There is also an Honors Diploma for graduation(27-29 credits). SCHOOL CREDIT GRAPHIC IS CUT_OFF AT BOTTOM OF PAGE *ISSUE RESOLVED
H. Student Performance Data Management System (<i>Cumulative performance over time</i>)	40	X	Powerschool, Canvas and Rediker under consideration.
I. Daily/weekly Schedule Samples	41-44	X	I would add in the word "proposed" the schedule titles with an asterisk that changes may be required based on

				changing needs related to transportation issues, staffing, etc.
J. Supplemental Programming	45	x		Supplemental programming will be determined based on individual student needs and interests. How is it determined? What platform(s) for progress monitoring will be used when deciding on supplemental programming? Unclear on how needs of students with IEP's are being directly supported? Tutoring which sounds like a pull out, additional service outside of the classroom is referenced but how are SPED services being delivered? * ISSUE RESOLVED
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>	46-47	x		No Lottery Process included Commitment to attend form to be signed should include a statement "to confirm your child's enrollment slot. Failure to sign and return a commitment will result in..." Board member preferences for enrollment? *ISSUES RESOLVED
• Student Recruitment Plan		x		No plan provided for overall student recruitment. No plan for target community * ISSUE RESOLVED
• 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		x		
• 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);		x		

<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) 		X	Lottery plan not provided *ISSUE RESOLVED
B. School calendar and the number and duration of days pupils are to be served. <i>RSA 194-B:3,II(s)</i>	47	x	I would add something that you will meet the Hourly requirement rather than the Day requirement. Current days as listed show as 160 days total. Need to run your hours to see if they comply. *ISSUES RESOLVED
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. <i>RSA 194-B:3,II(j)</i> <i>An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)</i>	49	X	Organizational chart is not needed in this section. Should already be included in Governance section * SECTION STILL NEEDS OVERVIEW< QUALIFICATIONS ETC *ISSUES RESOLVED
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>	49	X	not complete and only lists details on admin level positions. Just needs simple breakdown of Master Teacher and Teacher roles IS GUIDANCE COUNSELOR SAME AS COLLEGE AND CAREER COUNSELOR? *ISSUES RESOLVED
E. The total number of teachers and the average teacher/student ratio for the first 5 years. <i>ED 318.05(c)(7)</i>	49	x	Concern that the amount of teachers after year 1 does not account for prep time to then maintain the student-teacher ratios listed
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>	49	x	
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. <i>RSA 194-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>	50	x	says \$40K average but does not explain a specific plan for steps or growth over time and how this relates to staff and admin specific salaries
H. Administration Performance Evaluation	50	X	
I. Teacher, Paraprofessional Performance Evaluation	50	X	

J. Professional Development	50-51	X		After the PLC learning kit... which program(s) is/are being used for this?
K. Philosophy of Student Governance and Discipline RSA194-B:3,II(p)	51	x		More specifics needed to understand the philosophical approach to discipline * ISSUE RESOLVED
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>	51	X		Tiered approach mentioned on p52. This needs to go in section K with philosophy
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>	52	x		Additional supporting language regarding commitment of resources has been noted by previous legal reviews
N. Student, Staff Handbooks	52	X		In development- Handbooks not available until 2023 NO HANDBOOK PROVIDED "See Exhibit 7 Student-Parent Handbook (Draft)." *ONLY TABLE OF CONTENTS PROVIDED * ISSUE RESOLVED
O. Student Information System	52	X		Has not been adopted as of yet- cite examples of systems under review *ISSUE RESOLVED
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>	53-54	X		

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)				
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.		X		Might accommodations through 504's be implemented for those students who do not qualify for an IEP, but have been evaluated? Who will oversee this process?
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		X		Pg 53 Insert image overlays text *ISSUE RESOLVED
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or		X		
(3) The resident district may provide the services at the resident district school; or		X		
(4) The resident district may provide the services at the service provider's location; or		X		
(5) The resident district may contract with a chartered public school to provide the services;		X		
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.		X		
B. Other educationally disabled and economically disadvantaged/at risk includes: <i>Ed 318.07(1)(c)</i>				
• Educationally Disadvantaged		X		
• English Language Learners (ELL)		X		
• Neglected or Delinquent		X		
• Homeless Students		X		
• Migrant and Refugee populations		X		
C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>	53	X		After-school tutoring cited.
D. Federal Title Programs	54	X		No plan provided for how Title Funds will be used * ISSUE RESOLVED

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>	54-55	X		Refers to "LCA"- who or what is this? *** This was probably cut and pasted from Lionheart Also should list board approved spending limit requiring 2 signatures. Break up huge paragraph as it becomes difficult to read *ISSUES RESOLVED
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 L	x		Concern that financial stability in the first few years is dependent on loans and donations of the board of trustees in order to provide stability. Wondering what the board has committed to?
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>	55	x		Need update, the Adequacy funding is \$7338 will go to \$7492 for SY23/24
Section IX: School Culture	Page #	Meets ✓	Does Not Meet ✓	Comments
A. School Environment: culturally inclusive	56	x		School values are included towards end of section and reflect an inclusive environment but I am a bit confused with the tie in to cultural inclusion and the military and study of war. Is campfire an SEL program?
B. Establishment and maintenance of School Culture	56-57	x		Needs more detail and specifics *ISSUE RESOLVED
Section X: Stakeholder Engagement	Page #	Meets ✓	Does Not Meet ✓	Comments

A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA 194-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. Ed 318.09(e)(12)</i>	58-59	x		
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>	59-60	x		General plan provided but light on examples of community partners *ISSUE ADDRESSED
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>	60	x		Not much detail provided *ISSUE ADDRESSED
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>	60	X		Working with local realtor
B. Description of school requirements	60	X		
C. Classroom, Offices, Athletics, Outdoor Needs Plan	61	X		
D. Plans for facilities lease or purchase	61	X		
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	61	x		
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>	61	x		Statement does not list ADA compliance *ISSUE ADDRESSED

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>	62	X		
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	62	X		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	62	X		Only noted website as platform...other ways to communicate with families considered? *ISSUE ADDRESSED
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>	63	X		
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>	63	X		
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i>	63	X		
D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i>	63	X		
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>	63	X		To be completed once Board of Trustees is established
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>	64	X		Application mentions having to contract with local district for sports. Charter students can participate in the sports program of the local district without a contract.
G. Statements that the school will develop, prior to opening, policies regarding the following: • Records retention;	64	X		

<ul style="list-style-type: none"> • 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>				
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>	64	X		
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>	65	X		
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>	65	X		
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>	65	X		
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>		X		<i>Appendix L</i>
Section XVI: Charter School Opening	Page #	Meets ✓	Does Not Meet ✓	Comments
Timeline for Opening		X		<i>Section 3 G</i>
Section XVII: Signed and Certified Application	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Complete Application		X		
B. Signed by all members of the Development Team		X		Appendix M
Final Evaluation and Recommendation (<i>to be completed once application evaluations are complete</i>)				

✓	Recommendation	Overall Evaluation			
X	Approve				
	Tabled to a Future Meeting				
	Deny				
Overall Comments		<p>Areas of concern have been noted above. Much thought has been put into this application and the curriculum and instructional model is a unique mix of classical education approach, hands on learning and theatre with a particular focus on military history. The development team were considerate of and receptive to revisions and suggestions that saw the application go through 5 separate revisions and subsequent reviews. While the application does include quite a bit of additional information than required, its inclusion speaks to the development teams diligence and commitment to the task of opening a charter school.</p>			

Benjamin Franklin Academy
Chartered Public School
Grades 6 - 12



Submitted to: NH Department of Education

Date Submitted: June 1, 2022

Date(s) Revised: August 1, 2022; September 19, 2022;
October, 2022; November 10, 2022

Sponsoring Organization: NH Charter School Foundation

Name of Contact Person: Marcie J. Ouellette, MEd.
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Project School Opening: September 2023

Proposed Location: Loudon, New Hampshire

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
6	25	25	25	25	25
7	25	25	25	25	25
8	25	25	25	25	25
9		25	25	25	25
10			25	25	25
11				25	25
12					25
Total	75	100	125	150	175

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Section I: Letter of Intent

Intent to Submit a Charter School Application form for Benjamin Franklin Academy (proposed chartered public school) submitted to the NH Department of Education Charter School Office on September 17, 2021. Update to contact name/contact information submitted to the Department on November 29, 2021. See Appendix A.

Section II: Application Document Requirements

Benjamin Franklin Academy respectfully submits this public charter school application for review/consideration. The application has been drafted pursuant to Ed 318.08(d)(2) and an electronic copy was submitted to the NH Department of Education Charter School Office on June 1, 2022. Ed 318.08(e), Ed 318.08(c). Prior to its submission to the Office of Charter Schools, this application was reviewed, signed, and certified by our sponsor – NH Charter School Foundation. Ed 318.08(g).

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 the 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.

Signed: Marcie J. Ouellette

See Appendix P – Signature Page

Section III: Introduction

A. General Description and proposed general location RSA194-B:3, II(a); Ed 318.05(c)(2)

With this application, we seek to open a chartered public middle-high school, grades 6-12: Benjamin Franklin Academy in Loudon, NH. The school is named after and inspired by the life of Benjamin Franklin for several reasons. Franklin's contributions and examples integrate all the themes of Benjamin Franklin Academy as a scientist, inventor, statesman, artisan and political philosopher. Michael Dupont, a combat veteran and experienced high school history teacher whose educational vision has formed the basis of the Benjamin Franklin Academy programming and curriculum, chose to honor Benjamin Franklin because the sum of his life and work embodies our school's mission.

"The Declaration of Independence only guarantees the right to the pursuit of happiness, you have to catch it yourself" – Benjamin Franklin

Benjamin Franklin Academy's goal is to help students "catch" happiness through a curriculum that integrates activities of the hands, head, and heart. *Hands* to work skillfully, *heads* to understand and evaluate; and *hearts* to love, honor, and appreciate.

The school will be divided into classroom areas for traditional learning, workshop spaces (*Toolbox*) and outdoor learning areas where students will use practical skills to make products for use, sale and enjoyment. Benjamin Franklin's commitment to the Republic that he had helped form will be sustained by a history-centered curriculum that gives students the knowledge they need to be wise and knowledgeable citizens.

- A Campfire activity each day will add the "heart" component to students' education through cultural activities and character-building. Such qualities as respect, responsibility, and self-discipline are necessary for pursuing and "catching" a lifetime of happiness –happiness which is personally defined by each student and obtained through self-awareness, education, and experiential learning which Campfire activities will be designed to diversely foster each student.
- A strong student-led theater program (Show Time) will bind all the threads of Benjamin Franklin Academy into a whole.

- A rigorous curriculum focuses on intellectual curiosity, critical thinking, and problem-solving while incorporating hands-on work with entrepreneurial explorations.

Based on a maximum projection of 200 students in grades 6-12 by year five, Benjamin Franklin Academy has estimated the need for approximately 20,000 square feet of combined open workshop space, classrooms, a library-meeting space, and offices. The Benjamin Franklin Academy founding team has identified and secured a property that meets these projected needs and additionally has several acres of open land for outdoor activities, games, farming, and access to woods and water to explore the natural world. At capacity in the fifth year, Benjamin Franklin Academy will need approximately 12 classrooms and several large spaces that would house a workshop area, an allied arts area, and a library-meeting room area. Initial site plan development by NorthPoint Construction Management, LLC is currently underway to address these needs. Some activities, such as Show Time, the theater program, which is central to the curriculum, will rent one of the spaces in the area.

In sum, the building needs of Benjamin Franklin Academy include:

- 12 classrooms
- Workshop
- Arts room
- Library-meeting room
- 3-4 small offices
- Front desk area
- Closets and storage spaces

B. Name, address, telephone and fax numbers, and contact person's email address. Ed 318.05 (c)(3)

Marcie J. Ouellette, MEd., 89 South Street, Concord, New Hampshire, 603-547-7652,
marciejouellette@comcast.net

C. A person is eligible to apply to establish a chartered public school. RSA 194-B:3, V. Ed 318.05 (c)(4)

NH Charter School Foundation (NHCSF), a non-profit organization, is the sponsoring organization for Benjamin Franklin Academy, with Marcie J. Ouellette, one of the school's founding members, NH DOE Certified Administrator (Ed ID: 101913), managing the charter application process and serving as the primary point of contact during the school approval process.

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

The mission of Benjamin Franklin Academy is to develop the hands, heads, and hearts of students through a curriculum that focuses on the pursuit of happiness, as envisioned by its namesake, Benjamin Franklin. Benjamin Franklin Academy will provide students with a rigorous, content-rich liberal arts education that integrates a history-centered curriculum with hands-on learning in industrial, artisan, and agricultural trades. The school will develop well-rounded students who are productive problem-solvers and gain self-confidence through achievement. The school community will provide a healthy tech environment focused on individual students' well-being and emphasize values of respect, responsibility, self-discipline, and perseverance.

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

The focus and purpose of Benjamin Franklin Academy are to offer its students a rounded education that makes this "catch" more likely. The concept of this school comes from the life and teaching experience of Michael Dupont, a founder of Benjamin Franklin Academy. Mr. Dupont's complete biography (see Appendix B – *The Road to Benjamin Franklin Academy*) clarifies how all aspects of the school combine to form a unified vision.

The school will present an integrated program for the hands, heads, and hearts of its students. Hands-on learning will include the building, artisan, and agricultural trades. The acquired skills will lead some students to satisfying work in the trades, developing lifelong hobbies and interests, or providing them with essential life skills. Critical thinking and problem solving, intellectual curiosity, and executive functioning--activities of the head or mind will also be emphasized, leading to a rational and mentally healthy approach to life and work. In a small school environment with a strong culture of mentorship and encouragement, students will develop self-confidence through meaningful and productive work and achievement, a function of the heart.

Benjamin Franklin Academy aims to cultivate well-rounded individuals who can work with their hands, think with their heads, and feel with their hearts to aid them in their pursuit of happiness. Our *Campfire*, a morning advisory period, will be where students explore health and well-being, rational thinking, personal values, and the search for truth. In addition to standard assessments, attendance and behavioral records, Benjamin Franklin Academy will work to measure the students' happiness and self-confidence that is modeled on the Oxford Happiness Questionnaire. The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University. The use of wellness and self-assessment surveys through advisories will allow BFA to observe progress towards students self-determined goals which are aligned with the Benjamin Franklin Academy student-developed Code of Conduct in relation to the pursuit of happiness.

The physical set-up of the school will include both workshop areas, where students can work individually or in groups on projects, and classrooms, where important basic content and skills will be taught traditionally. The two approaches will assure that what is learned informally through projects will be reinforced in the classroom and vice versa. Benjamin Franklin Academy's curriculum has several distinct and interwoven themes. Traditional academic classes will provide various opportunities for students to be intellectually challenged; in some cases, offer post-secondary credit.

In our current cultural climate, where students often express anxiety and depression, emphasis will be placed on developing a rational and positive approach to life, which exercises both the head and the heart. Students will learn the foundational principles upon which our country was built and find meaning in their inalienable right to pursue happiness through purposeful work, self-discipline, the acquisition of knowledge, and the acceptance of challenges. Although courses in modern technology will be a part of the curriculum, students will have the opportunity to work actively with their hands, as a major theme of the school, in such traditional areas as agriculture, carpentry, and other crafts. Working hard to acquire manual skills and create useful and beautiful products will lead to enhanced self-confidence and more purpose-driven life. Entrepreneurship is another related theme of Benjamin Franklin Academy. Students will have the opportunity to learn the principles of setting up a business and put this knowledge into practice by selling goods and services to the community. The student-entrepreneurs and the school will share the income from these efforts. In sum, Benjamin Franklin Academy will be a place where one does not simply study a required curriculum but also makes life choices to develop interests, talents, and skills. The school will do this in hopes that they will acquire values to bring into adulthood and catch the happiness there is to be had.

F. Target Population

As a public charter school, Benjamin Franklin Academy will welcome all students in grades 6-12 and their families, with efforts to include those children who are educationally and economically disadvantaged in Upper Merrimack and Southern Belknap counties of New Hampshire. Our team has comprised a list of local non-profits, civic groups and area businesses and will continue with our outreach efforts to bring awareness of our school to everyone.

G. Measurable Goals and Objectives and a timeline for implementation and accountability Ed 318.05 (c)(9)

- **Marketing for Benjamin Franklin Academy initiated and continues - Website design, brochures, flyers, business cards/contact information, etc (February 2022).**
- **Charter School Interest Survey released in Upper Merrimack and Southern Belknap area (March 2022). See Appendix I**
- **BFA founding members completed charter and conducted first review (April 2022).**
- **Team developed plan and initiated search to identify a physical location. (May 2022).**
- **BFA Advisory Board completed second review of charter application (May 2022).**
- **Final review of charter conducted by founding team (June 2022).**
- **Submit to NH Department of Education (June 2022).**
- **Community outreach efforts begin including informal meetings and attendance/table at Suncook Valley Rotary Balloon Rally. (July 2022).**
- **Director completed required training for CSP Grant applicants and began drafting the CSP Grant application for August deadline. (July 2022).**
- **Director submitted CSP Grant application to NH DOE Office of Charter Schools. (August 2022).**
- **Grant selection/award notification (October 2022). \$1.1M tentative award**
- **Team identified a (potential) physical location for school in Loudon, NH. Currently under negotiations and discussions with local Planning Board. (October 2022).**
- **BFA charter approval from State Board of Education. (December 2022).**
- **Outreach and Admissions efforts continue with startup team. (December 2022 -)**
- **Website development to begin upon charter approval to support outreach efforts. (December 2022).**
- **Recruitment of key personnel. (December 2022 -).**
- **Identify and hire Dean of School/Director (December 2022 -)**
- **Appoint Board of Trustees. (December 2022 – January 2023).**
 - a. **Establish Board committees.**
 - b. **Review and approve five-year operations budget and fundraising plan.**
- **Targeted fundraising plan initiated. (January – February 2023).**
Note: BFA does has a benefactor as of the date this charter was submitted.
- **Finalize contracts with key personnel and announce lottery deadline, if needed. (March 2023).**
- **Board approves required policies. (April 2023).**
- **All handbooks for families and staff are completed, board approved. (June 2023).**
- **Begin enrollment process for applicants. (July 2023).**
- **Faculty and staff prepare for opening of facility. (July– September 2023).**
- **Faculty and staff orientation begins. (August 24, 2023).**
- **BFA opens. First academic day SY 23-24. (September 6, 2023).**

Objectives:

A well-functioning school culture in academics, mission, social life, teacher effectiveness and commitment, and charter adherence.

A financially sustainable school.

A school whose enrollment and retention attains yearly goals.

A school where communications among all stakeholders (students, teachers, staff, administration, board, parents, and community) are clear, transparent, and effective.

A school where the board and administration governance is clear and harmonious.

Measurement and Timelines

- Student expectations and results as outlined in Section V: Education plan, D-H.
- Matters of enrollment, finance, budget, and governance will be reported on and discussed at monthly board of trustee meetings.

Goal setting by the administration and board will be established in a five-year plan for sustainability, which the board will undertake at its first meetings before the school opens.

Progress checks:

- Academics: Many kinds of checks are listed in the charter, including tests, quarterly report cards, parent conferences, and daily class communications with students.)
- Board-established goals for enrollment, finances, budget, governance, faculty, etc., will be reviewed at monthly board meetings based on standards set out in the five-year plan.

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

Projected student enrollment: 1st year—75; 2nd year—100; 3rd year—125; 4th year—150; 5th year—175. This is a realistic estimate per grade level, based on the area's population, the number of schools already serving that population, and feedback received from a local area survey. Also, See Appendix I – *Benjamin Franklin Academy Advisory Committee – Charter School Interest Survey*.

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

Benjamin Franklin Academy will serve grades 6 – 12, beginning with an average of 20 students per grade level, full capacity will be an average of 20-30 students per grade level, and with a maximum enrollment of 200 students. Student enrollment data will be examined each year, with particular attention paid to patterns in attrition rates. Ongoing, data-driven recruitment efforts will be made across all grade levels.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
6	25	25	25	25	25
7	25	25	25	25	25
8	25	25	25	25	25
9		25	25	25	25
10			25	25	25
11				25	25

12					25
Total	75	100	125	150	175

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

We recognize that there are many schools for students to choose from in Merrimack and Belknap counties, but there are very few public charter schools in the area. Charter schools are a unique choice for New Hampshire students because, like other public schools, they are tuition-free. Unlike other public schools, they have a special mission expressed in an innovative curriculum and a culture of strong values. In the example of BFA, the school will offer an option

Benjamin Franklin Academy is open to students of all interests, gifts, abilities, and backgrounds. The school will be located in the Upper Merrimack-Southern Belknap area, with a range of median household incomes and poverty rates. Pittsfield is on the low end with a median household income of \$49,207 and a poverty rate of 15.4%. Canterbury is on the high end with a median household income of \$81,818 and a poverty rate of 3.2%.

Benjamin Franklin Academy welcomes students of all economic and cultural backgrounds and hopes each will appreciate the individualized approach to learning and the school’s values of hard work and self-reliance that will permeate the culture of the school. BFA seeks to foster self-confidence and purpose in each of its students through these values and the availability of choice in curriculum, activities, and school life.

Charter schools generally attract students who identify with the mission and prefer smaller classes and highly committed teachers. Many students at charter schools express a feeling of safety, respect for individuality, and appreciate teachers who go the extra mile. Values of hard work and self-reliance will permeate the culture of the school. Students will develop purpose and self-confidence through these values and the availability of choices in curriculum, activities, and school life.

Public, Charter, & Non-Public Middle and High Schools Currently Operating in the region:

Public Schools in Merrimack and Southern Belknap Counties: Concord, Bow, Merrimack Valley, Northwood, Pittsfield, Alton, Belmont, Laconia, Winnisquam, Gilford.

Private middle and high schools in the two counties: Shaker Road School, Trinity Christian School, Concord Christian Academy, Bishop Brady High School, St. Paul’s School, Parker Academy, Tilton School, Spaulding Academy, and Family Services, New Hampton School, Laconia Christian School.

Charter Schools in Merrimack and Southern Belknap Counties: Strong Foundations, CSI, Compass Classical Academy.

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

Benjamin Franklin Academy’s prospective Board of Trustees will be formally established following the charter approval of Benjamin Franklin Academy. At this time, neither the Founders of Benjamin Franklin Academy nor its advisory committee members have identified any extenuating circumstances to substantiate a request for shortening deadlines relative to this application.

Section IV: Governance

A. Governing Board: roles, responsibilities, qualifications, skill set, experience. Ed318.09(e)(2)

The operating bodies of Benjamin Franklin Academy Public Charter School are the Board of Trustees, Administration, and the Faculty. The Parent Committee and the Student Government will each play advisory and supportive roles. The Board of Trustees shall be a governance board. Responsibilities will include working with Administration to prepare annual budget and five-year plan, strategic planning, evaluation of school leader, development and policy approval and conducting meetings and support as needed. The Administration shall be responsible for development and implementation of the curriculum, culture, recruitment and hiring of personnel, providing communication and opportunities for feedback from stakeholders, and reporting to the NH Department of Education as required.



Outreach efforts to appoint highly qualified Board Members have begun with a focus on identifying trustees with expertise and skills in the following areas: law, finance, fundraising, education, marketing, development, information technology, business administration, non-profit administration, organizational leadership, law enforcement, and safety management.

The Benjamin Franklin Academy Board of Trustees will comprise five to seven business and community members (*possessing the skillsets* mentioned above). Five trustees have been identified at the time of this application and recruitment efforts for two remaining underway. The Board will also include at least two (2) parent representatives nominated by the Parent Committee to serve— making a seven to nine-member Board. A teacher representative (elected by the Faculty), a student representative (appointed by the student government), and the Administration will all serve as non-voting members of the Board. It is the responsibility of the Board of Trustees to ensure that Benjamin Franklin Academy is living up to the values it espouses. Trustees should show dedication to the mission and vision of the school and possess the following personal characteristics:

- Honesty, tolerance of and openness to differing views, commitment to community building, integrity, commitment to confidentiality as required;
- Preparedness to serve and attend a minimum of all board functions, including board committees (80% attendance required) and attendance at school functions, willingness to dedicate resources, and work within the community to build relationships that benefit the school;
- Ability to support and participate in fundraising efforts, recruiting new board members and understand all aspects of board membership.

For business purposes, the Board will conduct monthly meetings and will follow New Hampshire Right to Know Law, RSA 91-A. For lawful meetings, a quorum is defined as a majority of Trustees physically present. Members may participate virtually but a physical quorum must be present. Records and minutes of meetings will be kept following 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. All school policies, once adopted, will be contained on Benjamin Franklin Academy's webpage. The Board's functions include:

- Overseeing that the school's program and operation are faithful to the terms of its charter, bylaws, policies, and its mission statement.
- Adopting policies that further clarify and assist in maintaining the mission and educational programming of Benjamin Franklin Academy.
- Ensuring that the school's academic programs are successful. All academic programs are to be evaluated and reviewed annually by the Board. These evaluations are used to determine the effectiveness of the programs and provide direction for improvements.
- Ensuring that the school is financially solvent by planning and budgeting to meet the school's goals, approving an annual budget, and a long-range strategic growth plan.
- Ensuring proper accounting and reporting policies.
- Hiring the Dean of School and Assistant Deans and evaluating their performance annually.
- Creating, serving on and appointing people to necessary committees.
- Providing Board orientation to all members, which includes an introduction to the school and curriculum, classroom visits, and copies of Board by-laws and Employee and Student-Parent Handbooks.

Before opening, the Board of Trustees of Benjamin Franklin Academy will adopt policies regarding:

- Budget, fundraising, 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
- Developmentally appropriate daily physical activity
- Grievance and complaints process

These policies will be compiled in a binder and included in the Parent-Student and Faculty-Staff Handbooks. See Exhibit 2 – *Benjamin Franklin Academy Policies – Draft*. These policies will be reviewed, amended, and adopted following the formal appointment of BFA's Board of Trustees.

Benjamin Franklin Academy Board of Trustees Committees (proposed)

Executive Committee / Governance

- Strategic planning
- Oversee operations, programming and services with Administration

Finance and Operations / Budget

- Oversee financial interests and operations of school
- Provide transparency and accountability regarding financial matters of school
- Review annual budget submissions by Dean of School
- Provide counsel and submit recommended budget to Board with Dean of School

Human Resources

- The Board will have HR responsibilities in the following areas: staff-related policies, Dean of School evaluation, grievances

- Recruit and orient new board members, ensure committees are working effectively, maintain climate to promote effective work and morale amongst the Board
- Maintain and coordinate Board Student Representative program with Dean of School

Curriculum and Evaluation (Led by Administration)

- Set timeline for review of courses and testing protocols ensuring compliance with state guidelines
- Set course review goals and schedules
- Review and/or recommend policies to the Policy Committee
- Work with administration and establish school academic calendar

Policy

- Conduct ongoing review of policies adopted by Board of Trustees
- Ensure all adopted policies are and remain in compliance with state/federal requirements
- Evaluate suggestions for Board policy and recommend development of policies for adoption

Development and Outreach

- Create fundraising plan, facilitate fundraising events with assistance of Dean of School and Development and Outreach Coordinator (Year 3 *anticipated position*)
- Plan and facilitate outreach events with of Dean of School and Development and Outreach Coordinator (Year 3 *anticipated position*)

B. The method by which trustees and their terms are determined. RSA 194-B:3, II(c)

The Founders of Benjamin Franklin Academy - consisting of community members, parents, educators, and other professionals - in partnership with the NH Charter School Foundation (sponsoring organization of the school) will select and appoint the Board of Trustees. An outreach plan was developed to identify and recruit a formal Board of Trustees through targeted outreach efforts beginning in 2022. A formal transition and induction are projected to occur in Winter 2022-2023 (*following charter approval*). Prospective Board members will participate in general governance and financial management training, as advised by the New Hampshire Center for Nonprofits, the Local Government Center, and the New Hampshire School Boards Association. Terms of Trustees are staggered, up to three-year terms. Approximately half of the initial Trustees will be appointed for two or three years to initiate staggered terms to ensure governance stability. Terms can be renewed by nomination and a majority vote of the Board. The Board may appoint a Trustee to fill a vacancy to complete a term according to established term timelines. The Board, once operating, will select and appoint future Trustees and establish policies for Board governance and filling vacancies.

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

Upon establishing the Benjamin Franklin Academy Board of Trustees, the first order of business will be to review, amend and approve its bylaws. This work shall be completed no later than January 31, 2023. See Appendix D – BFA Proposed BoT By-laws.

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

The founding members of Benjamin Franklin Academy have established an advisory committee, developed a community outreach plan, and have been actively working to identify, empower, and found a formal Board of Trustees through targeted outreach efforts by Winter 2022 (*as outlined in the timeline for implementation in the previous section*).

The Board of Trustees, once established and formal adoption of bylaws completed will immediately begin functioning in accord with such bylaws and will start meeting monthly or more frequently (*as*

needed) to ensure the successful implementation of the school's program by September 2023. Its plan for organizational growth includes the following steps:

- A. Election of Board officers.
- B. Review and implement a comprehensive fundraising plan for pre- and post-opening of the school.
- C. Preparation of detailed and (if deemed necessary) revised budget for school operations.
- D. Selection of the Dean of School and Assistant Deans. Establishment of the Board Executive Committee, consisting of the Chair and Vice Chair of the Board, and the Dean of School and Assistant Deans.
- E. Set up other committees as designated in the Bylaws.

Benjamin Franklin Academy's Board of Trustees will ensure that the Administration, Faculty, and staff meet the school's vision and mission. Additionally, Trustees will provide legal and fiduciary stewardship, strategic planning, fundraising, and risk management oversight. It is the responsibility of the Board to appoint and conduct annual reviews of the Administration.

The Dean of School will report to the Board that delivery of the curriculum will be completed by August 2023. In addition, the Dean will report all information to the Board regarding enrollment, student transportation, course schedules, adjunct/part-time faculty, classroom supplies and equipment, and extracurricular activities. The Board of Trustees will direct the Dean of School to initiate a process for forming the Parent Committee within a month of school opening.

Focus during the first five years of operation will be on strengthening our internal processes and policies to ensure continuous improvement through self-evaluation and consultation with other charter schools, the Department of Education, and the NH Charter School Foundation.

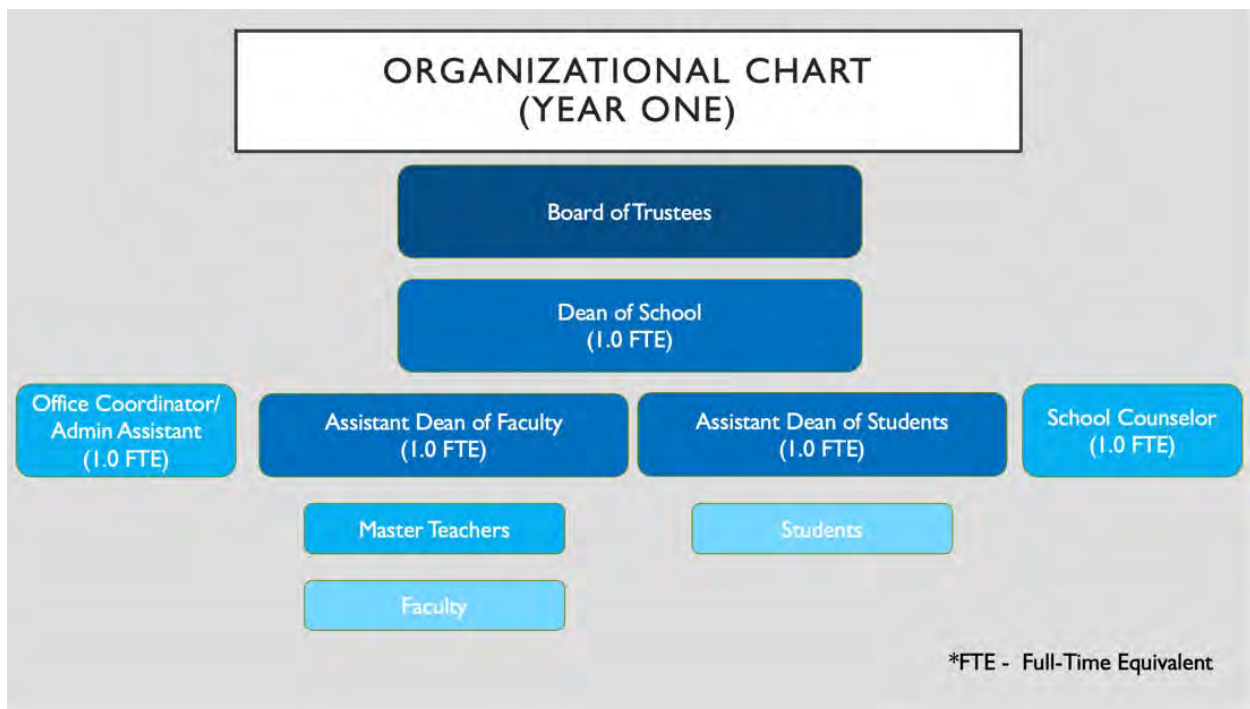
The Administration will consist of a Dean of School, an Assistant Dean of Faculty and an Assistant Dean of Students. The Dean of School is responsible for the daily operations of the school and direct supervision of the Assistant Deans, the Faculty (in conjunction and consultation with the Assistant Dean of Faculty), the Office Coordinator/Administrative Assistant, and the MS/HS School Counselor; as well as Enrollment and Development Coordinator and College and Career Advisor (*once such positions are supported in the budget*).

The Dean of School has additional responsibilities, including operations management, enrollment management, business and community relations, post-secondary partnerships, and building and fostering school-community relations.

The Assistant Dean of Faculty will develop and review the curriculum and coordinate the academic schedule. Supporting leadership roles will include one Middle School (6-8) and one High School (9-12) Master Teacher who will share responsibility for training, supporting, and reviewing all faculty members under the supervision of the Dean of School.

The Assistant Dean of Students will be responsible for planning and administration of school activities and programs, including student conduct and special education services. under the supervision of the Dean of School.

The Administration is responsible for the hiring of all faculty and staff. In a disagreement, the Dean of School shall make the final decision.



An Accountant/Bookkeeper - responsible for the school’s fiscal reporting and oversight of payroll and benefits – has been identified and will be contracted upon charter approval. Similarly, custodial services will also be contracted in compliance with any/all applicable regulations and requirements.

The Board of Trustees has the final responsibility for fiscal and legal matters and is accountable for the school and its operations.

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

No sustained fundraising activities have been established or initiated at the time of submitting this application; however, does have the support of a benefactor. Benjamin Franklin Academy Chartered Public School will develop strategies to ensure the fiscal viability of the school and take deliberate action to raise revenue beginning in Winter 2022. Following formal induction of the school’s Board of Trustees (see Section III(g)- Timeline for Implementation), a Development and Fundraising Committee will be established. The Development and Fundraising Committee will be tasked with working with the Dean of School in the planning and implementation of all development and fundraising activities and will work to engage school staff, parents and students, and community partners in identified fundraising efforts including grant writing.

The Dean of School will be responsible for the oversight and execution of school fundraising strategies in years 1 and 2. A Development and Enrollment Coordinator position is anticipated and included in the year three projected budget. Under the supervision of the Dean of School, this position will work with the Development and Fundraising Committee to further expand the school’s fundraising activities.

Benjamin Franklin Academy Fundraising Plan School-Level Campaign

Fundraiser	Goal	Date	Description	Who
Annual Fund	\$10,000	Throughout the school year	Parent group plans activities during the year	PTO
Spring Sale	\$3000	Before spring break	Students display and sell products made in Workshop	Teachers, students, and Administration
Annual Banquet and Celebration	\$10,000	After spring break	Games and Contests with an evening gala	Board and Administration
Major Theater Production	\$1500	April or May	Student created and produced theater production	Teachers, Students, and Administration
Country Store	\$5000	May-October	Students sell products raised in the vegetable patch and other hand-made products	Teachers, Students, and Administration

The following is a proposed Fundraising Plan to be reviewed, amended (if necessary), and adopted by Development and Fundraising Committee upon establishment.

Goal #1: Develop a strategic planning process to raise the minimum financial goal for each fiscal year.

OBJECTIVE: Empower the board of trustees to get involved. Strategies will include:

- a. Holding an annual board of trustee meeting in late June to get members excited and ready for the extensive fundraising efforts that will be kickoff in the fall.
- b. Holding a board of trustee meeting in September to reinforce fundraising efforts with specific contributors (individuals, corporations, foundations).
- c. Providing an in-depth orientation for board of trustee members to explain the challenges and opportunities facing public charter schools and the need for a focus on fundraising.
- d. Setting board/committee meetings at the start of the fiscal year to ensure attendance.
- e. Having each board member serve on a committee and work with other committees to develop expectations and goals for accomplishment.
- f. Recruiting potential board of trustee members through breakfasts or other events hosted by the Dean of School and current board to which identified prospects are invited.

OBJECTIVE: Establish Board of Trustee Development and Fundraising (D&F) Committee and execute annual fundraising plan. Strategies will include:

- a. Identifying prospective board of trustee members who can provide governance, as well as give and/or get financial support for the school.
- b. Establishing and monitoring terms for the board of trustees and committee chairs.

- c. Reviewing all board of trustee members previous experience and assigning roles and responsibilities relative to annual fundraising and development activities. Specific roles and responsibilities to include development/fundraising, marketing/advertising, events and finance.
- d. Defining expectations and goals for the D&F committee.

OBJECTIVE: Create special events to introduce the school to new audiences. Strategies will include:

- a. Utilizing donors or board of trustee members to host an event(s).
- b. Securing guest speakers for whom people might pay or make donation to see.
- c. Include major donors in school's events.
- d. Developing revenue and expense projections for such events.

GOAL #2: Establish controls and systems for the school's fundraising efforts

OBJECTIVE: Develop and maintain the accuracy of the school's donor database. Strategies will include:

- a. Standardizing a system for reporting gifts and producing detailed financial reports.
- b. Establishing checks and balances to ensure the accurate recording of gifts and donations.
- c. Establishing and maintaining a comprehensive gift acknowledgement and donor database system.
- d. Creating a consistent pledge reminder letter that is sent at scheduled times throughout the year.
- e. Ensuring the prompt acknowledgement of contributions (within 72 hours-1 week).

OBJECTIVE: Improve communications to all constituencies. Strategies will include:

Public Relations

- Incorporating PR strategies that raises consciousness of the school and encourages contributions to its operational and programming needs.
- Publicizing volunteer efforts to support the school and its programs.
- Weekly Newsletter
- Ensuring a consistent format, tone and message that includes the school's logo, tagline and mission.
- Having at least one story per issue in community publications with focus on the impact that the school has on students (programs, human interest, etc.).
- Regularly recognizing volunteer efforts from the board, students and families, and business and community members, etc.
- Planning photographs of events with the newsletter in mind.

Website

- Ensuring information on how to make donations is easily found on school's website.
- Adding components that illustrate the impact of the school's educational programs.
- Updating the website regularly to include latest news, achievements, upcoming events, etc.
- Ensuring that the look and feel of the website are consistent with the image of the school.

F. Grievance/Complaints Process or Policy

Benjamin Franklin Academy is committed to providing the best possible working conditions for its employees and educational environment for students and families. Part of this commitment is employees encouraging an open and frank atmosphere in which any conflict, complaint, suggestion, or question receives a timely response within the school. Benjamin Franklin Academy will strive to ensure fair and honest treatment of all employees, families, and students. School community members are

expected to treat each other with mutual respect and offer positive and constructive criticism when appropriate. Disputes or internal grievances arising within Benjamin Franklin Academy will be resolved pursuant to policies and procedures developed by the school and approved by the Board. This will include disputes within the student body, employees, parents, volunteers and all organizations and board members. If a community member disagrees with the established policies and procedures, they can express their concern through the conflict resolution procedure below.

1. Community members may present the conflict in written form to Dean of School after an incident or concern arises. If the situation involves a classroom teacher or faculty member, they should bring the complaint to the teacher or employee in question. If the issue is not resolved or it may be inappropriate to bring it to that person, they shall bring the concern in writing to the Assistant Deans, Dean of School and/or share with the Board if warranted.
2. If the appropriate person is unavailable or the community member believes this may be inappropriate to contact them, the conflict may be escalated to the board chair.
3. The Dean or Board will respond to the situation after consulting with others and/or conduct an investigation according to the situation.
4. If the situation involves a grievance and/or complaint against the Board that cannot be resolved through informal conflict resolution, a neutral third-party mediator shall engage the parties in a voluntary and non-binding mediation session design to facilitate resolution of the concern. The cost of mediation shall be split between the parties involved. If attorney fees arise, each party shall be responsible for their own fees.

Not all conflicts can be resolved to everyone's total satisfaction, but through understanding and discussion members of Benjamin Franklin Academy will support and work together in a peaceful and professional manner for resolution. If a dispute between the LEA in Benjamin Franklin Academy arises, an attempt will always be made to resolve them reasonably and quickly without resorting to formal procedures. BFA shall refrain from public commentary regarding disputes until the matter has progressed through the resolution process unless they are legally required to do so. The Superintendent of the LEA and Dean of School of Benjamin Franklin Academy shall meet in a timely fashion to resolve the dispute, the goal is within five business days from receiving the complaint. If this meeting fails to resolve the issue the parties may identify a governing board member from each board who shall meet jointly with the Superintendent and Dean.

Section V: Education Plan

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

Benjamin Franklin Academy is a middle-high school that will offer a curriculum that integrates technical and vocational elements with a liberal arts curriculum that includes, in addition to the required academic subjects, attention to the arts, an emphasis on school culture, and the culture of our country. Unique programs at the school are:

Campfire: Campfire is an advisory period held to provide time for students to think about such issues as character, values, community, progress, interests, current events, etc. Students will be organized into multi-aged cohorts and will stay together for years with their assigned advisor. Students will travel together in grade-level cohorts and be assigned advisory groups that build community and provide social and academic support with an advisor. Throughout the year, there will be two-week block lessons that integrate content courses with an advisory for students to have extensive explorations of topics outside the scope of standard instruction. Upper-level students will complete internships and include a presentation of their learning. The workshop also known as a startup is an opportunity for entrepreneurship, students will learn how to identify and provide something to the market and determine the response. This may include industrial and artisan trades along with agricultural and culinary trades.

The American Dream: The history curriculum is central to many Benjamin Franklin Academy activities. All academic subjects and special activities will demonstrate this relationship. Students will learn their country's history and derive a sense of identity as citizens of our great republic of liberty and equality.

Allied Arts: Music and art education will be an integral part of the curriculum at Benjamin Franklin Academy. There will be formal classes covering art and music, history and theory, and classes giving students opportunities to express themselves creatively in both subjects. Art and music will also be integrated into Show Time, the school's theater program. While art and music express individual feelings and thoughts, they are also another way to understand history. The art and music of culture can provide the history regarding the ideas and aspirations of individuals and regimes.

Show Time: Benjamin Franklin Academy will have an immersive theater program integrated into the curriculum. The program will seek to mount a full slate of productions that promote the school's philosophical, historical, and artistic themes. Show Time was inspired by the work of disabled veteran Tim Plaisted, who founded Veterans in Performing Arts to provide veterans suffering from both physical and mental health issues an outlet for their feelings and a community where they could feel safe. See Exhibit 4 – *Overview of Veterans in Performing Arts (VIPA)*.

Middle School	High School
<p>The theater program in middle school will not have classes of its own but will be interwoven into many areas of the curriculum. The overarching purpose of theater at Franklin Academy is to unite all aspects of the curriculum into an all-school (students and teachers) project, which offers enough variety that every student will find his place in it.</p> <p>Language Arts, History and Theater Grade 6 Campfire stories- read, recite, and perform these stories. Write your own story. Grade 7 Read Ancient Greek plays. Research the history of Greek theater. Perform a scene from one the plays. Grade 8 Introduction to Shakespeare: Memorize and perform speeches and scenes. Do research on the background of his plays.</p> <p>Unified Arts and Theater Grades 6-8 Musical theater, stage sets, props and costumes</p> <p>Tool Box and Theater Make stage sets, costumes and props for play. Start studying the technical side of theater: acoustics, lighting, uses of technology in theater. Make models of ancient amphitheaters. Practice public speaking by presenting your work to other students.</p> <p>Open Road and Theater Practice staging performances during open periods.</p>	<p>The theater program at the high school level will be a combination of activities interwoven into the Language Arts, History, Unified Arts, Toolbox and Open Road programs. There will also be elective theater courses that will cover all the artistic and technical aspects of mounting a production.</p> <p>The ultimate goal each year will be a student created musical production that involves every aspect of the Franklin Academy curriculum, which is centered around the history curriculum. The production will take place at a theater in the area and will raise funds to cover the cost of production, as well as raising funds for the school.</p> <p>Theater Electives</p> <p>Course 1 On Stage The on stage aspects of theater will be covered in this course, including Writing (plot and character development), Acting (articulation and voice training), Directing (making the script come alive).</p> <p>Course 2 Technical Theater Costumes, set design, make up, lighting and sound effects will all be covered to a professional standard in this course.</p> <p>The Production The culmination of the activities of students and teachers will be the theatrical production itself. Every student in the high school will find his place in this effort.</p>

Toolbox - Benjamin Franklin Academy's Project-Based Learning: Toolbox is an integral part of the Benjamin Franklin Academy mission. We believe that working with the hands leads to the acquiring useful skills leads to a deeper understanding of the academic curriculum and the empowerment and

self-confidence that a tangible, skillfully executed project or product can bring. Students will sometimes work on projects individually and sometimes in groups. Critical thinking, creativity, and problem solving will be practiced depending on the project's scope. As students mature and become self-regulated, there will be increasing freedom of choice in Toolbox activities.

This open workshop area of the school will be devoted to making, displaying, and possibly selling useful, educational projects and products. Artisan and technical skills will be used depending on the product and the age of the students. In middle school, most creations will be related to the history curriculum. In high school, more advanced techniques and equipment will be used for students to make products of their own choice and interest. Hands-on work in teams of students and teachers has many benefits. Deeper learning occurs when the head and the hands work together and when students learn in a community of people who know a particular skill. Giving students the leeway to take considerable responsibility for their work within the framework of adult guidance is an age-appropriate learning style for middle and high school students. Presentation of products will also be emphasized and may be sold in the school's Country Store.

Toolbox is one of the pillars of Benjamin Franklin Academy's mission. The program fulfills the intent of developing the hands, heads and hearts of our students in ways that lead to an appreciation of "hard work", a rational approach to life, and the self confidence that comes from achievement.

Toolbox emphasizes the learning and use of practical skills that relate to knowledge gained in core academic areas. The following is a proposal for the seventh-grade history curriculum which will focus on the Ancient Greeks, the Roman Empire, Medieval Europe and the Protestant Reformation. The skills that will be learned in Toolbox for the seventh grade will be metal working, culinary, textiles glassworking, engineering and printmaking. Each quarter there will be a project that unites the history curriculum and a skill learned in the toolbox. Students will have the opportunity to choose the content and skill to maximize the possibilities and each project will have a historical research component to them.

Possible lessons and activities:

- Metalworking: build a Spartan helmet or shield, build a medieval knight suit of armor
- Culinary: bake a Greek village bread, brine Greek olives, Medieval Chicken in Cretonee, Fresh Buffalo Mozzarella
- Textiles: crocheting a scene for the Iliad, create a Bayeux Tapestry
- Engineering: building an Archimedes compound pulley, building a miniature aqueduct out of concrete, building a miniature castle out of stone, build a miniature cathedral out of stone
- Mechanical: build a Archimedes catapult,
- Glassmaking: recreate the Rose windows of the Notre Dame Cathedral
- Printmaking: make a print press

“Because there was no foundry in America for casting type, Franklin contrived one of his own, making lead molds of the letters. One of the most popular contemporary typefaces, a sans-serif font known as Franklin Gothic that is often used in newspaper headlines, was named after him.”

-Walter Isaacson on Benjamin Franklin

Open Roads - Benjamin Franklin Academy's Exploratory Program: Benjamin Franklin was a natural entrepreneur who thrived on the action and creativity of operating within the open market. As a printer, publisher and newspaperman, Franklin was the first person in America to manufacture type. To better network he started a group known as the Leather Apron Club, made up of fellow enterprising

tradesmen and artisans with the goal of mutual betterment. The Benjamin Franklin Academy will seek to instill the same type of entrepreneurial fervor into students.

Some Wednesdays during the school year will be devoted to outdoor activities, such as exploration of the natural world, local environmental projects, hikes, games, and trips to historical sites and museums. In general, Open Roads will be an extension of classroom instruction that takes place outside the traditional classroom setting and focuses on real-world applications of concepts learned. Open Roads days may include but are not to be limited to field trips, guest speakers, community service days, etc. Some Open Road Wednesdays will be devoted to projects and presentations, preparation for school plays, etc. These exploratory experiences are another way to get the hands, heads, and hearts of the students working together to strengthen and reinforce academic learning and foster groups work and social activity among the students. (Marc Behrendt, Ohio University, Theresa Franklin, Ohio University affirm in their study, *A Review of Research on School Field Trips and Their Value in Education*, "Field trips can stimulate new learning, increase attitude towards science, trigger interest development, and provide many rewards to both the teacher and the students." (Scarce, 1997).

Open Roads will also be used to emphasize and promote school culture in conjunction with the Campfire Advisory system, including team building and leadership activities. The Open Roads schedule's flexible nature will allow various blocks of time to be dedicated to content. For example, a three-hour morning schedule (8:15 am – 11:15 am) could be divided into one, two, or three separate blocks as the three-hour afternoon schedule (12:15 pm – 3:15 pm) if necessary. There would be a one-hour block between morning and afternoon sessions, allowing further program planning and delivery flexibility.

After School: Extracurricular clubs and student government will be an important part of Benjamin Franklin Academy. Student-driven specialty clubs will engage in investigative analysis of chosen topics that may not be typically taught. Teachers will be able to promote clubs that involve their interests and passions. Student government will play an important role in school governance and developing students' leadership qualities.

The Country Store: In high school, students will learn practical business systems by opening a store selling produce grown in the vegetable garden and products made in the Toolbox program and their art classes. Skills of entrepreneurship will be emphasized. Profits will be shared between the school and the students. Students may organize a flea market or an auction to raise money for the school.

In summary, all these special programs at Benjamin Franklin Academy are closely related to its mission of the pursuit of happiness. They offer students opportunities for active learning, creativity, acquisition of practical skills, a path to self-confidence based on real achievement, a chance to develop personal strengths and preferences through choice, and an emphasis throughout the school on the well-being of each student in the Franklin community.

A Curriculum That Meets and Exceeds State Standards

The *Middle School* curriculum will include all the subjects required by the State of New Hampshire, including art, language arts, mathematics, science, social studies, digital literacy, family and consumer science, and health education. All subject areas will be taught in both traditional and non-traditional ways. The *High School* curriculum will include all required instructional content areas outlined in the NH Minimum Standards. It will provide multiple plans of study options, allowing for students to earn varying levels of diplomas. (See Section 5G. *Graduation requirements RSA 194-B:3,II(i)*).

The American Dream: The History Program – Benjamin Franklin helped draft both the Declaration of Independence and the United States Constitution and is one of only six people to have signed both

documents. When asked what type of government had been created by the Constitution, Franklin replied, "A Republic, if you can keep it". The Benjamin Franklin Academy will seek to live up to that challenge by providing a history-based curriculum that is focused on constitutional education.

To reach this goal at Benjamin Franklin Academy, the history program will focus on four cornerstone concepts: The American Founding, Constitutional Education, Military History, and Philosophical History. The American Founding will offer a fair analysis of the founding generation by viewing them as humans in the context of the world in which they lived and how their philosophy, values, and interactions molded the world in which we live. The language arts program will reinforce these ideas by teaching logic, ethics, and rhetoric, and the theater program through a *Hamilton*-style production based on historically accurate, primary source evidence. Constitutional education will be pursued in line with the teachings of the James Madison Fellowship. (See Exhibit 5 – *Overview of James Madison Fellowship*). This fellowship was created by an act of Congress "to honor Madison's legacy and principles by providing for support for graduate study that focuses on the Constitution—its history and contemporary relevance to the practices and policies of democratic government.". The Fellowship aims to "ensure that the spirit and practical wisdom of the Constitution will guide the actions of future generations of American citizens." Benjamin Franklin Academy will not only promote the ideals of the James Madison Fellowship. Still, it will actively seek to employ Madison Fellows and participate in Constitution debate competitions such as the "*We the People*" national competition. Benjamin Franklin Academy will reinforce these Constitutional ideals through a school-wide student government and an economic simulation designed to function as it would under the United States Constitution.

Military history will be a central component of Benjamin Franklin Academy to reinforce Constitutional education. To reinforce Constitutional education, military history will be a central component of Franklin Academy. "Democratic citizenship requires knowledge of war and now, in the age of weapons of mass annihilation, more than ever" (Hanson, *The Father of Us All*) Franklin Academy will pay special attention to the concept of the "warrior ethos", " In democracies, if citizens do not understand war or are unsympathetic to the warrior ethos, it will become difficult to maintain the requirements of military effectiveness and to recruit the best young people into military service. The overall goal of Benjamin Franklin Academy is not to glorify or promote war but instead to educate students on the true costs of war so that wars are not fought unless absolutely necessary. "Democratic citizenship requires knowledge of war and now, in the age of weapons of mass annihilation, more than ever." (Victor David Hanson, *The Father of Us All*) Benjamin Franklin Academy will pay special attention to the concept of the "warrior ethos." In *Preserving the Warrior Ethos*, General H.R. McMaster, US Army lieutenant general, ret., points out that this ethos makes combat units effective. He says, "Warriors fight mainly for one another, but their willingness to sacrifice and ability to overcome fear is also based on their knowledge that they are fighting to realize a worthy, just intention." In addition, Benjamin Franklin Academy will have the unique distinction of having as its Assistant Dean of Faculty a combat veteran who was awarded a Combat Infantry Badge. He will look to involve other veterans within the Benjamin Franklin community.

Philosophical history will also be integral to Benjamin Franklin Academy's curriculum. This course will seek to trace the evolution of ideas and how these ideas moved around the world and now manifest themselves in the modern world. Special emphasis will be placed on art history, architecture, and the technologies that made historic buildings possible. Another emphasis will be on the marketplace of ideas and the diversification of culture it promotes. Finally, to reinforce the cornerstones of Benjamin Franklin Academy's history curriculum, special emphasis will be placed on historical travel, including local state, national, and world history sites. Ideally, one day each month will be set aside to travel to battlefields, museums, markets, and amazing architecture. Note: The history program is aligned with NH CCR standards. See Appendix E.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
<p>The State of Nature</p> <ul style="list-style-type: none"> • The Greeks: • Citizenship • Athenian Democracy & Spartan Oligarchy • Greek Philosophy (Socrates, Plato and Aristotle) • Alexander the Great • Hellenistic Philosophy 	<p>The American Founding</p> <ul style="list-style-type: none"> • The Roman Republic • Cincinnatus, Cato, Cicero • Fall of the Republic • Fall of the Roman Empire 	<p>The American Founding Documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • US Constitution • The Federalist Papers • The Anti-Federalist Papers • The Bill of Rights 	<p>US History (1825 to 1917):</p> <ul style="list-style-type: none"> • The Rise of the Democrats • The Trail of Tears • The Bank War • Henry Clay and the Whigs <p>Manifest Destiny</p> <ul style="list-style-type: none"> • Remember the Alamo • The Mexican-American War • The Gold Rush • The First Tycoon: Cornelius Vanderbilt <p>The Road to the Civil War:</p> <ul style="list-style-type: none"> • Nat Turner, Frederick Douglass • Harriet Tubman and Uncle Tom's Cabin • The Birth of the Republican Party • Dred Scott and the Fugitive Slave Act • Bleeding Kansas and John Brown <p>The Civil War:</p> <ul style="list-style-type: none"> • Abraham Lincoln and Secession • Robert E. Lee and Stonewall Jackson • The Emancipation Proclamation • Ulysses S. Grant & William Tecumseh Sherman <p>Reconstruction:</p> <ul style="list-style-type: none"> • The Civil War Amendments • The Lincoln Assassination • The Rise of the Ku Klux Klan • The Grant Presidency • The Rise of Big Business <p>The Wild, Wild West</p> <ul style="list-style-type: none"> • The Railroads and the Myth of the Robber Barons • The Indian Wars • The American Frontier • How the West Was Won <p>The Populist Era</p> <ul style="list-style-type: none"> • The Great Upheaval • William Jennings Bryan and the Populists • Gold, Silver or Greenbacks • Women's Suffrage and the Temperance Movement <p>American Imperialism</p> <ul style="list-style-type: none"> • The Spanish-American War • Roosevelt's Big Stick • The Panama Canal and the Philippines • The National Parks 	<p>A Whole New World:</p> <ul style="list-style-type: none"> • Renaissance • Reformation • Exploration • Scientific Revolution <p>Standing up to The Man:</p> <ul style="list-style-type: none"> • European Absolutism • British Constitutionalism • Age of Enlightenment <p>The World on Fire:</p> <ul style="list-style-type: none"> • The American Revolution • The French Revolution • The Industrial Revolution <p>The Isms:</p> <ul style="list-style-type: none"> • Nationalism • Marxism • Imperialism <p>Around the World:</p> <ul style="list-style-type: none"> • Africa • India • China • Japan • Middle East <p>The World at War:</p> <ul style="list-style-type: none"> • World War I • Mao's China • Israel/Palestinian Conflict • New World Order <p>The Modern World:</p> <ul style="list-style-type: none"> • Conflict in the Middle East • The Cultural Revolution • The Digital Revolution • US, Hong Kong and China 	<p>American Government and Economics</p> <p>American Political and Economic History (1787 to 1900):</p> <ul style="list-style-type: none"> • Federalist v. Democrat-Republicans – Amendments XI – XII • Democrats v. Whigs • Republicans v. Democrats – Amendments XIII, XIV, XV • Corporate America • Military-Industrial Complex <p>American Political and Economic History (1900 to Present):</p> <ul style="list-style-type: none"> • Progressive Politics- Amendments XVI, XVII, XVIII, XIX, XX • The Federal Reserve and the Great Depression • Keynesian Economics v. Chicago Economics • Modern Politics – Amendments XXI, XXII, XXIII, XXIV, XXV, XXVIII
<p>The Rise of Civilization</p>	<p>The Romans:</p> <ul style="list-style-type: none"> • The Roman Republic • Cincinnatus, Cato, Cicero • Fall of the Republic • Fall of the Roman Empire 	<p>The American Founding Documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • US Constitution • The Federalist Papers • The Anti-Federalist Papers • The Bill of Rights 	<p>US History (1825 to 1917):</p> <ul style="list-style-type: none"> • The Rise of the Democrats • The Trail of Tears • The Bank War • Henry Clay and the Whigs <p>Manifest Destiny</p> <ul style="list-style-type: none"> • Remember the Alamo • The Mexican-American War • The Gold Rush • The First Tycoon: Cornelius Vanderbilt <p>The Road to the Civil War:</p> <ul style="list-style-type: none"> • Nat Turner, Frederick Douglass • Harriet Tubman and Uncle Tom's Cabin • The Birth of the Republican Party • Dred Scott and the Fugitive Slave Act • Bleeding Kansas and John Brown <p>The Civil War:</p> <ul style="list-style-type: none"> • Abraham Lincoln and Secession • Robert E. Lee and Stonewall Jackson • The Emancipation Proclamation • Ulysses S. Grant & William Tecumseh Sherman <p>Reconstruction:</p> <ul style="list-style-type: none"> • The Civil War Amendments • The Lincoln Assassination • The Rise of the Ku Klux Klan • The Grant Presidency • The Rise of Big Business <p>The Wild, Wild West</p> <ul style="list-style-type: none"> • The Railroads and the Myth of the Robber Barons • The Indian Wars • The American Frontier • How the West Was Won <p>The Populist Era</p> <ul style="list-style-type: none"> • The Great Upheaval • William Jennings Bryan and the Populists • Gold, Silver or Greenbacks • Women's Suffrage and the Temperance Movement <p>American Imperialism</p> <ul style="list-style-type: none"> • The Spanish-American War • Roosevelt's Big Stick • The Panama Canal and the Philippines • The National Parks 	<p>A Whole New World:</p> <ul style="list-style-type: none"> • Renaissance • Reformation • Exploration • Scientific Revolution <p>Standing up to The Man:</p> <ul style="list-style-type: none"> • European Absolutism • British Constitutionalism • Age of Enlightenment <p>The World on Fire:</p> <ul style="list-style-type: none"> • The American Revolution • The French Revolution • The Industrial Revolution <p>The Isms:</p> <ul style="list-style-type: none"> • Nationalism • Marxism • Imperialism <p>Around the World:</p> <ul style="list-style-type: none"> • Africa • India • China • Japan • Middle East <p>The World at War:</p> <ul style="list-style-type: none"> • World War I • Mao's China • Israel/Palestinian Conflict • New World Order <p>The Modern World:</p> <ul style="list-style-type: none"> • Conflict in the Middle East • The Cultural Revolution • The Digital Revolution • US, Hong Kong and China 	<p>American Government and Economics</p> <p>American Political and Economic History (1787 to 1900):</p> <ul style="list-style-type: none"> • Federalist v. Democrat-Republicans – Amendments XI – XII • Democrats v. Whigs • Republicans v. Democrats – Amendments XIII, XIV, XV • Corporate America • Military-Industrial Complex <p>American Political and Economic History (1900 to Present):</p> <ul style="list-style-type: none"> • Progressive Politics- Amendments XVI, XVII, XVIII, XIX, XX • The Federal Reserve and the Great Depression • Keynesian Economics v. Chicago Economics • Modern Politics – Amendments XXI, XXII, XXIII, XXIV, XXV, XXVIII
<p>Ancient Forms of Government</p>	<p>British Constitutionalism:</p> <ul style="list-style-type: none"> • Magna Carta • The Tudors and the English Reformation • The English Civil War and the Petition of Right • The Glorious Revolution • The English Bill of Rights 	<p>The American Founding Documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • US Constitution • The Federalist Papers • The Anti-Federalist Papers • The Bill of Rights 	<p>US History (1825 to 1917):</p> <ul style="list-style-type: none"> • The Rise of the Democrats • The Trail of Tears • The Bank War • Henry Clay and the Whigs <p>Manifest Destiny</p> <ul style="list-style-type: none"> • Remember the Alamo • The Mexican-American War • The Gold Rush • The First Tycoon: Cornelius Vanderbilt <p>The Road to the Civil War:</p> <ul style="list-style-type: none"> • Nat Turner, Frederick Douglass • Harriet Tubman and Uncle Tom's Cabin • The Birth of the Republican Party • Dred Scott and the Fugitive Slave Act • Bleeding Kansas and John Brown <p>The Civil War:</p> <ul style="list-style-type: none"> • Abraham Lincoln and Secession • Robert E. Lee and Stonewall Jackson • The Emancipation Proclamation • Ulysses S. Grant & William Tecumseh Sherman <p>Reconstruction:</p> <ul style="list-style-type: none"> • The Civil War Amendments • The Lincoln Assassination • The Rise of the Ku Klux Klan • The Grant Presidency • The Rise of Big Business <p>The Wild, Wild West</p> <ul style="list-style-type: none"> • The Railroads and the Myth of the Robber Barons • The Indian Wars • The American Frontier • How the West Was Won <p>The Populist Era</p> <ul style="list-style-type: none"> • The Great Upheaval • William Jennings Bryan and the Populists • Gold, Silver or Greenbacks • Women's Suffrage and the Temperance Movement <p>American Imperialism</p> <ul style="list-style-type: none"> • The Spanish-American War • Roosevelt's Big Stick • The Panama Canal and the Philippines • The National Parks 	<p>A Whole New World:</p> <ul style="list-style-type: none"> • Renaissance • Reformation • Exploration • Scientific Revolution <p>Standing up to The Man:</p> <ul style="list-style-type: none"> • European Absolutism • British Constitutionalism • Age of Enlightenment <p>The World on Fire:</p> <ul style="list-style-type: none"> • The American Revolution • The French Revolution • The Industrial Revolution <p>The Isms:</p> <ul style="list-style-type: none"> • Nationalism • Marxism • Imperialism <p>Around the World:</p> <ul style="list-style-type: none"> • Africa • India • China • Japan • Middle East <p>The World at War:</p> <ul style="list-style-type: none"> • World War I • Mao's China • Israel/Palestinian Conflict • New World Order <p>The Modern World:</p> <ul style="list-style-type: none"> • Conflict in the Middle East • The Cultural Revolution • The Digital Revolution • US, Hong Kong and China 	<p>American Government and Economics</p> <p>American Political and Economic History (1787 to 1900):</p> <ul style="list-style-type: none"> • Federalist v. Democrat-Republicans – Amendments XI – XII • Democrats v. Whigs • Republicans v. Democrats – Amendments XIII, XIV, XV • Corporate America • Military-Industrial Complex <p>American Political and Economic History (1900 to Present):</p> <ul style="list-style-type: none"> • Progressive Politics- Amendments XVI, XVII, XVIII, XIX, XX • The Federal Reserve and the Great Depression • Keynesian Economics v. Chicago Economics • Modern Politics – Amendments XXI, XXII, XXIII, XXIV, XXV, XXVIII
<p>The State of Nature</p> <ul style="list-style-type: none"> • The Greeks: • Citizenship • Athenian Democracy & Spartan Oligarchy • Greek Philosophy (Socrates, Plato and Aristotle) • Alexander the Great • Hellenistic Philosophy 	<p>The Romans:</p> <ul style="list-style-type: none"> • The Roman Republic • Cincinnatus, Cato, Cicero • Fall of the Republic • Fall of the Roman Empire 	<p>The American Founding Documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • US Constitution • The Federalist Papers • The Anti-Federalist Papers • The Bill of Rights 	<p>US History (1825 to 1917):</p> <ul style="list-style-type: none"> • The Rise of the Democrats • The Trail of Tears • The Bank War • Henry Clay and the Whigs <p>Manifest Destiny</p> <ul style="list-style-type: none"> • Remember the Alamo • The Mexican-American War • The Gold Rush • The First Tycoon: Cornelius Vanderbilt <p>The Road to the Civil War:</p> <ul style="list-style-type: none"> • Nat Turner, Frederick Douglass • Harriet Tubman and Uncle Tom's Cabin • The Birth of the Republican Party • Dred Scott and the Fugitive Slave Act • Bleeding Kansas and John Brown <p>The Civil War:</p> <ul style="list-style-type: none"> • Abraham Lincoln and Secession • Robert E. Lee and Stonewall Jackson • The Emancipation Proclamation • Ulysses S. Grant & William Tecumseh Sherman <p>Reconstruction:</p> <ul style="list-style-type: none"> • The Civil War Amendments • The Lincoln Assassination • The Rise of the Ku Klux Klan • The Grant Presidency • The Rise of Big Business <p>The Wild, Wild West</p> <ul style="list-style-type: none"> • The Railroads and the Myth of the Robber Barons • The Indian Wars • The American Frontier • How the West Was Won <p>The Populist Era</p> <ul style="list-style-type: none"> • The Great Upheaval • William Jennings Bryan and the Populists • Gold, Silver or Greenbacks • Women's Suffrage and the Temperance Movement <p>American Imperialism</p> <ul style="list-style-type: none"> • The Spanish-American War • Roosevelt's Big Stick • The Panama Canal and the Philippines • The National Parks 	<p>A Whole New World:</p> <ul style="list-style-type: none"> • Renaissance • Reformation • Exploration • Scientific Revolution <p>Standing up to The Man:</p> <ul style="list-style-type: none"> • European Absolutism • British Constitutionalism • Age of Enlightenment <p>The World on Fire:</p> <ul style="list-style-type: none"> • The American Revolution • The French Revolution • The Industrial Revolution <p>The Isms:</p> <ul style="list-style-type: none"> • Nationalism • Marxism • Imperialism <p>Around the World:</p> <ul style="list-style-type: none"> • Africa • India • China • Japan • Middle East <p>The World at War:</p> <ul style="list-style-type: none"> • World War I • Mao's China • Israel/Palestinian Conflict • New World Order <p>The Modern World:</p> <ul style="list-style-type: none"> • Conflict in the Middle East • The Cultural Revolution • The Digital Revolution • US, Hong Kong and China 	<p>American Government and Economics</p> <p>American Political and Economic History (1787 to 1900):</p> <ul style="list-style-type: none"> • Federalist v. Democrat-Republicans – Amendments XI – XII • Democrats v. Whigs • Republicans v. Democrats – Amendments XIII, XIV, XV • Corporate America • Military-Industrial Complex <p>American Political and Economic History (1900 to Present):</p> <ul style="list-style-type: none"> • Progressive Politics- Amendments XVI, XVII, XVIII, XIX, XX • The Federal Reserve and the Great Depression • Keynesian Economics v. Chicago Economics • Modern Politics – Amendments XXI, XXII, XXIII, XXIV, XXV, XXVIII

Language Arts

Like all the programs at Benjamin Franklin Academy, the language arts curriculum aims to offer a rich variety of opportunities for its students' hands, heads, and hearts to "catch" the happiness that the program offers as its final objective. Reading, writing, and speaking are the backbone of the language arts curriculum.

Reading

In the earlier years, reading will be taught as a skill first to ensure grade-level proficiency for every student. Great literature at every reading level will be offered to students, and to a great extent, students will choose the books they want to read based on interest and degree of difficulty. The language arts program aims to harmonize with history being taught simultaneously. Therefore, book choices, which will include fiction, drama, poetry, and non-fiction, will be offered on this basis. For instance, while the grade 6 students study Ancient Greece, the epics of Homer will be read in language arts class. Imaginative literature will be a significant part of the language arts curriculum throughout all the years at Benjamin Franklin Academy. Fiction and poetry, especially, exercise the heart and the head simultaneously and present an intuitive understanding of the human condition and the ideas and values that directly impact our lives. In the search for truth, beauty, and purpose in our lives, there is no more powerful guide than a masterpiece of literature.

Writing

Writing skills will dominate the curriculum in the early years at Benjamin Franklin Academy. The sentence, paragraph, and simple essay will be the first aspects of writing to be practiced. The structure of language (grammar) will be part of this. Students will become critics of their own and each other's writing in opportunities to read aloud in small groups and get constructive feedback. As they grow as writers, students will expand their vocabularies in various ways and become more precise in their use of language. As writing skills develop, students will take on more difficult and complex writing challenges of fiction, poetry, and analysis. Students will conduct evidence-based research and involve information in books from the Benjamin Franklin Academy school library. Writing will also be taught throughout the Benjamin Franklin Academy curriculum. Wherever writing is called for, teachers will require the same writing skills and standards as presented in language arts classes.

Speaking

Students at Benjamin Franklin Academy will use every opportunity to speak at Benjamin Franklin Academy as an opportunity to communicate well. Students answering questions in class or participating in a Harkness (student-led) discussion or a Socratic exercise will speak clearly and in whole sentences. Over the years, especially in the higher grades, parts of the curriculum will be dedicated to studying logic, ethics, rhetoric, and debate. Each year a debate club will take on a compelling issue chosen by its members and debate it, using the public speaking skills they have practiced in language arts classes. Speaking well will enhance self-confidence in all spheres of human interaction. Note: The language arts program is aligned with NH CCR standards. See Appendix E.

Benjamin Franklin Academy Overview of the Language Arts Program

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Reading:</p> <ul style="list-style-type: none"> • <i>The Jungle Book</i> • <i>The Just-So Stories Rudyard Kipling</i> • <i>Aesop's Fables</i> • <i>Tales of Ancient Egypt</i> • <i>Hiawatha's Childhood</i> • <i>Henry Wadsworth Longfellow</i> • <i>My Side of the Mountain</i> • <i>Jean Craighead George</i> <p>Writing:</p> <p>The sentence, the paragraph, essay (narrative, persuasive, informative)</p> <p>Speaking:</p> <p>Reading out loud from myths and fables. Retelling stories, and telling your own stories from memory.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Homer • Selections from <i>Purarch's Lives</i> • <i>Gulliver's Travels</i> • <i>Robinson Crusoe</i> • Poems of Wordsworth and Coleridge • Jane Austen • Excerpts from John Locke, Voltaire, Montesquieu <p>Writing:</p> <p>Research on the Renaissance:</p> <ul style="list-style-type: none"> • Maps—Vespucci, Columbus • Art—Da Vinci, Michelangelo, Raphael, Botticelli; • Philosophy—Machavelli; • Architecture—Duomo, Sistine Chapel; • Science—Galileo <p>Speaking:</p> <p>Answer questions on research project. Present your research to the class.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • <i>Autobiography of Benjamin Franklin</i> • <i>Johnny Tremain</i> • <i>The Scarlet Letter</i> • <i>Drums Along the Mohawk</i> • <i>The Last of the Mohican</i> • <i>My Deer Hamilton</i> • <i>Sophia's War</i> <p>Poems:</p> <ul style="list-style-type: none"> • <i>Lexington</i> by Oliver Wendell Holmes • <i>Concord Hymn</i> by Ralph Waldo Emerson <p>Writing:</p> <p>Essays, poems stories of early America</p> <p>Speaking:</p> <p>Arguing a point of view—Examples: Loyalists vs. Revolutionaries; Settlers vs. Indians. Present your research orally to class.</p>	<p>Reading</p> <ul style="list-style-type: none"> • Civil War era literature—Huckleberry Finn • <i>Gone with the Wind</i> • Letters from Civil War soldiers • Little Women • Biographies of Abraham Lincoln, Harriet Tubman, Frederick Douglass, Poetry of Emily Dickinson, Walt Whitman, Edgar Allan Poe. • 2nd half of the 19th Century: realistic novels of Theodore Dreiser, Sinclair Lewis <p>Writing:</p> <p>Explore different literary forms—biography, letter, and diaries, essays, book reviews, poems and stories.</p> <p>Speaking:</p> <p>Introduction to logic and rhetoric. Debate subjects such as Should Confederate leaders' statues be removed from public spaces? Are Americans too materialistic? Oral reports, Harkness discussions of literature.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • First half of year/ English Literature: • Jane Austen • Charlotte Bronte • George Eliot • Charles Dickens • William Wordsworth • Samuel Taylor Coleridge • Alfred Lord Tennyson <p>Second half of the year/Novels of World War II and totalitarianism:</p> <ul style="list-style-type: none"> • <i>The Diary of a Young Girl</i> by Ann Frank • <i>One Day in the Life of Ivan Denisovich</i> by Aleksandr Solzhenitsyn • <i>1984</i> by George Orwell • <i>Broke New World</i> by Aldous Huxley <p>Writing:</p> <p>Narrative poetry, dystopian stories, practical writing such as the resume and the letter of application.</p> <p>Speaking:</p> <p>Giving a speech from a point of view of an historical figure., Harkness discussion of literature, Socratic exercises.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Aristotle • Plato • Greek playwrights • Rousseau • Locke • Hobbes • Adam Smith • <i>Autobiography of Benjamin Franklin</i> <p>Biographies of Founders:</p> <ul style="list-style-type: none"> • <i>Common Sense</i> by Thomas Paine • <i>The Myth of the Robber Barons</i> by Burton Folsom, Jr. <p>Biographies of entrepreneurs:</p> <ul style="list-style-type: none"> • John Rockefeller • Andrew Carnegie • J.P. Morgan <p>Writing:</p> <p>Major research paper on constitutional issues. Skills of critical thinking and documentation emphasized.</p> <p>Speaking:</p> <p>Debates on such subjects as—Plato or Aristotle? Rousseau or Locke? Hamilton or Jefferson?</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Selections from the great philosophers and the literature of war (including, not limited to): • <i>All the Light We Cannot See</i> by Anthony Doerr • <i>In Flanders Field</i> by John McCrae <p>Writing and Speaking:</p> <p>Senior project.</p>

ALEKS – The Mathematics Program – The Benjamin Franklin Academy mathematics program will be based on the ALEKS math system. ALEKS is an artificial intelligence learning and assessment system used by over 25 million students worldwide. The ALEKS program "quickly and accurately" determines a student's precise learning ability and helps them learn the topics they are ready to learn. ALEKS does this by using machine learning based on Knowledge Space Theory, a method resulting from the research of Dr. Jean-Clause Falmange and Dr. Jean-Paul Doignon. In a school that draws students from various school communities, ALEKS will meet the student at his level and bring him along at his pace. ALEKS promotes mastery of the content by facilitating individualized learning and determining whether the student is ready to move on to the next topic. ALEKS ensures student engagement because the students are learning at the boundary of their current knowledge, which helps prevent boredom and frustration while at the same time building self-esteem and confidence. The knowledge gained through the ALEKS program will be reinforced through the project-based, hands-on learning environment at Benjamin Franklin Academy. Through the mathematical knowledge acquired through ALEKS, students will begin to understand the order and harmony of the universe, including the laws that govern the natural world. The study of mathematics is an abstraction of the physical world, which leads to discovering the structure and beauty of nature. The goal of the Benjamin Franklin Academy will be to help students find that beauty as it aids each student in his pursuit of happiness. Note: Course content is aligned to the Common Core. See Appendix F *ALEKS: Math Curriculum Aligned with Common Core Standards*.

Math placement testing will be required to identify appropriate mathematics placement as part of students' admission process. Placement testing will also be made available at the end of every semester (*by request*) to reassess the student's current mathematics track assignment.

Benjamin Franklin Academy Overview of the Mathematics

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Course Offerings:	Course Offerings:	Course Offerings:	Course Offerings:	Course Offerings:	Course Offerings:	Course Offerings:
<ul style="list-style-type: none"> • MS Math Level 1 • MS Math Level 2 • MS Math Level 3 • Algebra Readiness • Algebra Essentials • Pre-Algebra 	<ul style="list-style-type: none"> • MS Math Level 1 • MS Math Level 2 • MS Math Level 3 • Algebra Readiness • Algebra Essentials • Pre-Algebra • Algebra 1A • Algebra 1B • Algebra 1 	<ul style="list-style-type: none"> • MS Math Level 1 • MS Math Level 2 • MS Math Level 3 • Algebra Readiness • Algebra Essentials • Pre-Algebra • Algebra 1A • Algebra 1B • Algebra 1 	<ul style="list-style-type: none"> • MS Math Level 1 • MS Math Level 2 • MS Math Level 3 • Foundations of HS Math • Algebra Readiness • Algebra Essentials • Pre-Algebra • Algebra 1A • Algebra 1B • Algebra 1 • Algebra 1A • Algebra 1B • Algebra 1 • Algebra 2 • Algebra 2 with Trigonometry • Algebra 1 • Geometry 	<ul style="list-style-type: none"> • MS Math Level 1 • MS Math Level 2 • MS Math Level 3 • Foundations of HS Math • Algebra Readiness • Algebra Essentials • Pre-Algebra • Algebra 1A • Algebra 1B • Algebra 1 • Geometry • Algebra 2 • Algebra 2 with Trigonometry • Pre-Calculus 	<ul style="list-style-type: none"> • MS Math Level 1 • MS Math Level 2 • MS Math Level 3 • Foundations of HS Math • Algebra Readiness • Algebra Essentials • Pre-Algebra • Algebra 1A • Algebra 1B • Algebra 1 • Geometry • Algebra 2 • Algebra 2 with Trigonometry • Pre-Calculus • Introduction to Statistics 	

The Science Program

Benjamin Franklin was a scientist because he possessed an intellectual curiosity that was awestruck by the orderliness of the universe. His scientific interests grew throughout his life as they driven by pure curiosity and the thrill of discovery. It was this thrill of discovery that led Franklin to experiment with electricity which culminated in his kite and key experiment. Benjamin Franklin Academy will seek to instill that curiosity in its students.

Benjamin Franklin Academy's science program will reflect his intellectual curiosity, practicality, and inventiveness. As with all the other aspects of the curriculum, science classes will be integrated with the school's mission and signature activities. Moreover, the fundamental attitude toward scientific learning and experimentation will be that science is a tool that brings new knowledge, leading to a better life for man, but always with respect for the laws of nature and never as a means of controlling it.

Middle School Science - A theme woven into the science curriculum at all levels of the program will be appreciation for the environment's health. Students will set simple, practical, and realistic goals for safeguarding and improving the environment in the vicinity of the school, "living off the grid" to whatever extent possible and practicing sustainable agriculture as they raise the crops to sell at the school's **Country Store**. Another aspect of the curriculum will be to provide the scientific background for the school's **Toolbox** program, offering students the knowledge they need to succeed in the industrial arts and mechanical trades and participating in projects during Toolbox hours. Additionally, efforts will be made to incorporate a school recycling program to encourage environmental friendliness and fiscal responsibility. In addition, the science program will extend into **Open Roads** at the school, offering hikes and other ways to be in touch with nature, such as trips to visit local farms or nature preserves. Note: The science program is aligned with NH CCR standards. See Appendices B.

High School Science - The science curriculum will focus on three different aspects of science education at the high school level. The first aspect will be acquiring knowledge about the natural world that can relate to the real world. The goal is to empower students to use the scientific skills of observation, hypothesis, and experimentation to solve problems of everyday life. Students have become increasingly reliant on technology because it is all they know. This has led to difficulty for students navigating the world around them, which adds to overall anxiety. This aspect of the science curriculum will be closely connected to Benjamin Franklin Academy's theme of the pursuit of happiness. Students who are afraid of the natural world because they do not understand it will struggle in their pursuit of happiness, whereas those who can apply their knowledge of the natural world will gain the self-confidence integral to living a happy life.

The second aspect of the science curriculum will be closely tied to the historical theme of Benjamin Franklin Academy. The science department will strive to provide the historical context of scientific innovation to allow students to understand the discovery process in terms of real human beings, not manikins in lab coats. In this way, students will gain perspective on the long and difficult process of trial and error that eventually may lead to the rare occurrence of scientific breakthroughs. Knowledge of scientists as human beings will encourage students to participate in scientific research without fear and with confidence that they can evaluate truth on their own.

Finally, students who graduate from Benjamin Franklin Academy will learn that we live in a complex but orderly and intelligible universe that can be understood through careful, systematic investigation. They will realize that science is a part of the innate human desire to know and understand, closely related to big questions humans have always asked about the nature of reality. Note: The science program is aligned with NH CCR standards. See Appendix E. Examples of Benjamin Franklin Academy's High School Science course outlines are also included for reference as Exhibit 6.

Benjamin Franklin Academy Overview of the Science Program

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Earth Science</p> <ul style="list-style-type: none"> Unit 1 – Physical geography of the Ancient World Rivers Mountains, Fertile Plains Deserts <p>Unit 2 – Scientific inventions of Early Man</p> <ul style="list-style-type: none"> Hand axe Hunting and gathering Use and nature of fire <p>Unit 3 – Earth Science</p> <ul style="list-style-type: none"> Composition of the earth (soil, rock layers, core, minerals, etc.) Water life (oceans, rivers, lakes, aquifers) <p>Unit 4 – Astronomy</p> <ul style="list-style-type: none"> Early man’s concept of the solar system and stars Copernicus and Galileo Structure of the Solar System New discoveries 	<p>Biological Science</p> <p>Ancient river civilizations</p> <ul style="list-style-type: none"> Units 1 & 2 Tigris and Euphrates Nile Indus Yellow and Yangtze <p>Units 3 & 4</p> <ul style="list-style-type: none"> The beginnings of agriculture The domestication of animals Cave painting and early ceramics 	<p>Environmental Science</p> <ul style="list-style-type: none"> Causes of seasons Competition in eco-systems The water cycle Biodiversity Human impacts on the environment Local measures to restore the eco-system and live in harmony with nature Recycling 	<p>Physical Science</p> <p>Unit 1 – Structure of atoms and molecules</p> <p>Unit 2 – Nature of gravity and introduction to Quantum theory</p> <p>Unit 3 – Physical and chemical properties of matter</p> <p>Unit 4 – Structure and composition of the Universe</p>	<p>Biology</p> <p>Unit 1 - Nature of Life The Science of Biology The Chemistry of Life</p> <p>Unit 2 - Cell Biology Cell structure and function Photosynthesis Cellular Respiration Mitosis</p> <p>Unit 3 - Genetics and Evolution DNA and RNA Human Heredity/Gene Expression Darwin’s Theory Changing the Living World</p> <p>Unit 4 - Anatomy and Physiology The functions of major vertebrate organs and organ systems: Nervous, Skeletal, Circulatory Digestive, Endocrine, Immune.</p> <p>Unit 5 - Ecology The ecosystems of NH</p>	<p>Chemistry</p> <p>Unit 1 - Chemistry Basics Scientific Method Scientific Research Units of Measurement</p> <p>Unit 2 - Atoms and Elements History of Atomic Theory The Structure of the Atom The Periodic Table</p> <p>Unit 3 - Bonding and Chemical Reactions Ionic and Covalent Bonding The Mole Writing Chemical Reactions</p> <p>Unit 4 - Energy and Chemical Change States of Matter Reactions Rates Acids and Bases Redox Reactions</p> <p>Unit 5 - A survey of Chemistries for Today’s World Electrochemistry Organic Chemistry Nuclear Chemistry Environmental Chemistry</p>	<p>Physics</p> <p>Unit 1 - Newtonian Mechanics Force and Motion in One and Two dimensions Work and Energy Universal Law of Gravitation and Celestial Orbits</p> <p>Unit 2 - Waves and Energy Properties of Electromagnetic Radiation Properties of Light including Diffraction, Reflection, Refraction Optics for Lenses and Telescopes</p> <p>Unit 3 - Electricity and Magnetism Ohms Law Circuits, diodes, capacitors and solid state devices Theory of Magnetism and Ferromagnetism</p> <p>Unit 4 - Nuclear Energy Isotopes and natural radioactivity Half-Lives and Radioactive Decay Fission and Fusion</p> <p>Unit 5 - Modern Physics Einstein’s Theory of Relativity The Speed of Light as a Constant Gravity as the Curvature of Space</p>

Teacher Organization

Teachers will be organized into teams under a master teacher who is experienced and well versed in content. He/she will lead an integrated group of apprenticed teachers in the various disciplines. The master teachers collaborate in teaching and organizing thematic learning, while the apprentice teachers reinforce learning with hands-on projects that become part of the school's Country Store. Benjamin Franklin Academy will operate a Country Store on the premise of the school as part of its business plan, and the operation of this Farmer's Market will be a part of the curriculum. There will also be a school-wide economic and political simulation that will reinforce financial literacy and civic responsibility.

B. Current research for selecting curriculum Ed318.09(e)(4)

A clearly defined, research-based curriculum is being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards.

Benjamin Franklin Academy is not a conventional school. It is the vision of one highly qualified and experienced teacher, Michael Dupont, who conceived the vision for the school based on both professional and personal life experiences. (See Appendix B- *Michael Dupont Biography for full biography. Below is an excerpt relating to this prior military experience.*)

The Road to Franklin Academy (abbreviated) – Michael Dupont

The army did to me what it has done to millions of Americans throughout its history. It instilled in me the Warrior Ethos, which had been carried through time and space from Ancient Greece. Always put the mission first, never accept defeat, never quit and never leave a fallen comrade. I didn't mind being in the army, but I also didn't enjoy it. I was naturally high energy, and the army focused that energy with its rules and regulations. Things like timeliness, showing up for work every day and taking pride in my uniform are still with me today and my focus in education has been similar to my time in the army, ignorance is the enemy and I have spent my life on the front lines of that fight. While I was in the army, I was a mechanic in an engineer company. I worked on mostly construction equipment at the army's secondary level, known as Direct Support. Most of the time I was working on hydraulics, I wasn't very good, but I gained skills that are still with me today. The other thing the army did for me is it allowed me to see the world. I was stationed in Colorado and was able to drive across the country twice, taking in its diversity and natural beauty. I was deployed to Egypt for three months, spending most of that time deep in the Sahara Desert. I lived in a tent with no contact with the outside world and did not take a shower for six weeks. The final two weeks I was fortunate enough to be moved up to a small port city outside of Alexandria to help drive equipment onto large US Navy ships. The second to last day I was there I went to see the Great Sphinx and Great Pyramid. I know now that it was a life altering experience, it blew my mind that human beings could build something so large. It planted to seed in my mind that I wanted to see all of the great architectural wonders of humanity, in a world before "selfies" I wanted one in front of the big buildings of the world. It was also the first time I interacted with a foreign culture, I ate their food, I learned their words and I bought their art. I still have a chess set that I bartered for a pack of clove cigarettes from a man named Muhammad, it was the first time I had ever bartered in my life

While going to Plymouth State and working at the restaurant I was also a member of the New Hampshire Army National Guard in order to fulfill my enlistment contract. I had originally thought of it as just a way to earn extra money while attending college but then one day while attending classes at Plymouth the world changed. I was in my sophomore year at Plymouth State College when the attacks of September 11th happened and like most Americans of my age the day is etched into my memory. I was in my senior year and doing my student teaching at Berlin High School when the United States invaded Iraq. Being in the National Guard, I never thought that the War on Terror would come calling for me but in January of 2004, along with the majority of the New Hampshire Army National Guard I was activated and deployed to Iraq. I was reassigned to C Co 3-172nd Mountain Infantry out of Manchester

and was sent to the Sunni Triangle. For the next year we provided convoy security and did patrols throughout the Baghdad area. The best way to describe 2004 in Iraq is that it is the year that they make all the movies about. My unit was the subject of the documentary film The War Tapes.

My experiences in combat changed me to the core. It made me an absolute pacifist that abhors violence in any form but realistic about human nature and the world we live in. It made me sensitive to tyranny and the evil that humans do to each other. It made me believe that it is possible to love your country and be skeptical of your government at the same time. It created a bond with those I fought with and others who have fought in the past. It showed me that lack of education is the most severe form of oppression because the easiest way to take away someone's freedom is to never teach that they have it in the first place.

I like to tell people that my year in combat was the worst year of my life and the greatest all rolled into one. The experience made me a better teacher because it allows me to relate to students who have experienced trauma and the social and psychological effects that it entails. I spend every day of my life in the highest suicide demographic there is and teaching history has been sort of a therapy for me. I was extremely lucky in that I experienced the horrors of war but not to the extent that it kept me from pursuing a life after the war. I had no physical injuries and instead slowing me down it actually gave me a drive to live life to the fullest because of the realization that life can end at any moment. I know the exact moment that made me this way, i was hiding behind the tire of Humvee as the world around erupted in gunfire and explosions. I learned later that I was not in as much danger as my brain thought I was but that did not stop my brain from thinking that it was all over. At that moment I had one clear thought that there were things that I wanted to do and had not yet done. I have always felt like I am living on extra time and my goal has always been to get the most out of that time. The way that moment manifested itself in my life is through travel. I made it my goal to go to every place that I teach about.

The following information in this section further defines the fundamental ways the approach to education at Benjamin Franklin Academy will differ from traditional schools, including cited research to support these choices.

1. Positive Psychology (The Pursuit of Happiness)

The mission of Benjamin Franklin Academy, the pursuit of happiness, was developed out of concern for American youth's mental and emotional well-being. Video games, social media, and the effects of remote learning, among other things, are elements that have reduced their happiness and well-being. Therefore, the overarching purpose of the school is to create a positive, healthy environment to counteract present trends. Research supports both our thesis and our approach.

Research: Mental Health America (mhanational.org) lists New Hampshire as 6th among all the states for student mental health problems from anxiety and depression to suicide. On Jan 19, 2021, the Surgeon General released a report on increased attempted suicide rates among teenagers: 51% for girls and 14% for boys. (The Surgeon General's Call to Action to Implement the National Strategy for Suicide Prevention. - PDF) The proximal cause was the Covid lockdowns. But many other social problems have contributed to increased mental illness among young people. In New Hampshire, the opioid crisis was a significant factor. Addiction to video games among boys and obsessive social media participation among girls are other causes of distress. Victoria Dunckley, M.D., author of *Reset Your Child's Brain*, demonstrates how too much screen time adversely affects all aspects of a child's brain/mind/body development and how those effects relate to behavior/mood changes, the potential for academic success, physical health and stamina, resilience, along with many other concerns of today's parents.

Two educators are prominent in the field of Positive Psychology. Martin Seligman, a professor at the University of Pennsylvania, is the director of the Positive Psychology Center there. He has written many books on his approach to human happiness. They include the research he has conducted. "Well-being cannot exist just in your own head. Well-being is a combination of feeling good as well as having meaning, good relationships, and accomplishment." Martin Seligman, Ph.D.

Tal Ben-Shahar, Ph.D., is the director of Happiness Studies Academy. He has written about the positive attitude's influence on school performance: "For students to thrive and flourish in the fast-changing, ever-challenging world, they need to learn more than reading, writing and arithmetic, more than science art and the humanities. It is no less important that they learn to find a sense of purpose, take care of their physical well-being, grow from failure and hardship, nurture healthy relationships, deal with painful emotions and cultivate pleasurable ones. These skills and abilities will contribute to students' overall psychological well-being—both making them happier and playing a preventative role, making the present and future onset of mental health issues less likely. Additionally, students will perform better academically and, later, professionally". His courses on Positive Psychology were the most popular in the University's history. The following website outlines his theories and lists his books and articles, including his research: www.happinessstudies.academy/.

2. Advisory (Campfire)

Benjamin Franklin Academy considers Campfire among the school's most essential components. There, the mission will be emphasized, relationships with the whole school community will be strengthened, student interests and performance will be supported, and team building and leadership skills will be developed.

Research: The Coalition for Essential Schools maintains that studies have shown that students who don't feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic achievement. Advisory can contribute to this type of positive school climate in several ways, including;

- Improved relationships between students and teachers (Espe, 1993, Totten & Nielson, 1994)
- An increased sense of trust and belonging (Ziegler & Mulhall, 1994)
- Better communication among all members of the school community (Simmons & Kiarich, 1989)
- Reduced student smoking and alcohol use (Putbrese, 1989)

In a nationwide survey, MacIver and Epstein (1991) investigated the opinions and perceptions of more than 2,000 principals. They found that ...principals with effective advisory programs in the middle grades reported stronger overall guidance programs and lowered expected dropout rates in high school.

3. Team teaching and cross-curricular teaching (The American Dream, Toolbox, Open Roads, Show Time)

Many of the special programs at Benjamin Franklin Academy involve team- and cross-curricular teaching. For instance, in middle school, students will construct items, such as the Hanging Gardens of Babylon, from architectural structures that they learned about in history class, or they will include in their theatrical performances, music, and art that they created in their formal courses. Many projects in Toolbox (see sample curriculum) require the knowledge of teachers from several disciplines. Each month a master teacher works with a team to establish the planning and instruction for the Toolbox activities, often inspired by the history curriculum.

In their book, *In Search of Deeper Learning* (Harvard University Press, 2019), Harvard professors Jal Mehta and Sarah Fine write, "In a revamped vision of schooling, students would be connected to various sources of learning. The central image we have in mind, borrowed from the arts, athletics, graduate school, and the world of work, is a vertically integrated community in which the purpose is clear, the need for the learner to produce is a driving force, learners master more complex skills by building in a community of people who have those skills, and apprenticeship is a primary mode of learning: opportunities for practice and oversight from more knowledgeable others build mastery; engagement in the domain and gradually becoming an effective producer in the domain build identity, and the need to make real products for real audiences unleashes creativity. Animating this approach are two core ideas: first, that knowledge exists in an interconnected web to which students should have access; and second, that gradually inducting students into apprenticeship-based communities is a powerful way to encourage the creation of passionate and skilled learners." In their book, [Team Teaching and Learning: A Model for Effective Professional Development for Teachers](#), Smith, et.al., suggest that such a model "can provide consequential practice change in teachers and can lead to improved self-efficacy in educators."

4. Hands-on and project-based learning (Toolbox, Show Time, Open Roads)

Students at Benjamin Franklin Academy will have daily opportunities to experience hands-on, project-based learning. In Toolbox, they will make useful and beautiful products. Show Time involves all aspects of theater, including writing, set and costume design, lighting, special effects, and performing and directing. Open Roads will include experiences in nature, among other activities. Some of the benefits of hands-on, project-based learning are that using hands and heads together is a more powerful way of learning that is more engaging, can lead to increased retention, offer practice in problem-solving and critical thinking, and result in a physical creation and more creativity in general.

Barbara Harvey, Richard Sirna, and Margaret Houlihan report in their article for the American School Board Journal, v186 n2 p22-25 Feb 1998, *Learning by Design: Hands-On Learning*, "Students at a St. Louis middle school experimenting with hands-on learning methods have scored consistently higher on the Stanford Achievement Tests than those in other district schools. A hands-on learning environment requires a thematic, integrated curriculum; creative, self-motivated teachers; and a supportive, facilitative principal. (MLH)"

5. Entrepreneurship (Country Store)

Benjamin Franklin Academy, high school students, will learn the principles and practice of sustainable farming and sell their produce and other products they have created at the Country Store. This aspect of the Franklin curriculum combines hands-on, project-based learning with entrepreneurship. Students will learn the basic principles of running a business. "*Student entrepreneurs are more likely to become core talents of entrepreneurial teams, playing a role in the impact on innovation.*"

DECA (deca.org), an educational organization that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges, claims, "School-based enterprises are effective educational tools in helping to prepare students for the transition from school to work or college. For many students, they provide their first work experience. For others, they provide an opportunity to build management, supervision, and leadership skills. While some in the education community have only recently discovered the value of school-based enterprises, educators and DECA advisors have used them as a powerful teaching tool for more than four decades."

6. Allied Arts (Show Time, Toolbox)

The arts will play a unifying role in the Benjamin Franklin Academy curriculum, being indispensable to Toolbox and Show Time projects at Benjamin Franklin Academy and other

school activities. The allied arts involve the fine arts, music, and related disciplines such as the visual, performing arts, and literature. Fran Smith's article, *Why Arts Education Is Crucial, and Who's Doing It Best*; Jan 28, 2009, edutopia.com, claims, "Art does not solve problems, but makes us aware of their existence," sculptor Magdalena Abakanowicz has said. Arts education, on the other hand, does solve problems. Years of research show that it's closely linked to almost everything we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity. "Theatre as education has several important functions for young people experiencing social exclusion, positively contributing to the transmission of their skills development and supporting intellectual development." Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills. Arts learning can also improve motivation, concentration, confidence, and teamwork. A 2005 report by the Rand Corporation about the visual arts argues that the intrinsic pleasures and stimulation of the art experience do more than sweeten an individual's life. According to the report, they "can connect people more deeply to the world and open them to new ways of seeing," creating the foundation to forge social bonds and community cohesion. And strong arts programming in schools helps close a gap that has left many a child behind."

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

Benjamin Franklin Academy will provide information about its curriculum and policies to all persons, parents, and students considering enrollment. The school will maintain transparency in all its activities, including the curriculum, which will be on the Benjamin Franklin Academy website. This will give parents the information they need to support classroom learning at home. All school information will be available in printed form, mailed or distributed on request, on the school's website, and in outreach materials. Every effort will be made to make materials accessible for ESL learners and those with a wide range of reading abilities.

D. Measurable academic learning goals and Objectives and a timeline for accountability RSA 194-B:3, II(g). There are clearly defined high and attainable educational goals and objectives. Ed 318.09(e)(5). A timeline has been created to ensure accountability for achieving goals and objectives.

Please see Appendices B and C for a detailed presentation of the Benjamin Franklin Academy curriculum with academic goals listed by grade and course, aligned with NH CCR and Common Core Standards. Section 5(F) below describes the assessment measures that teachers will use to evaluate student progress. As a general statement of the school's philosophy regarding learning goals, progress for Benjamin Franklin Academy students is viewed holistically. A successful school year will be one in which students grow in all areas of human life—hands, heads, and hearts. The following outline enumerates only one part of this—measurable academic learning goals.

Timelines for accountability in achieving subject-specific goals and objectives are as follows: Teachers will provide students with ongoing feedback on their work, grades, and comments on homework and quizzes, as well as personal conversations during classes and project periods. In a small school environment, mentorship will be available in a direct and personal manner. The school year will be divided into four quarters, and report cards will be sent out at the end of each. These will consist of letter grades and written assessments. Twice yearly semester assessments may consist of tests, papers, projects, oral presentations, etc., according to the appropriate method for each class. Teacher concerns may be communicated directly to parents and students at any time during the school year. Students will evaluate their own growth and sense of wellbeing which will be reflected on the report card.

In addition to standard assessments, attendance and behavioral records, Benjamin Franklin Academy will seek to develop a survey of students' happiness and self-esteem that is modeled on the Oxford

Happiness Questionnaire. The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University. The use of wellness and self-assessment surveys through advisories will allow BFA to monitor progress towards students self-determined goals and alignment with the Benjamin Franklin Academy students-developed Code of Conduct in relation to the pursuit of happiness.

Middle School

- By the end of grade 6, 70% of students will be reading and performing math at the grade level assessed by NH SAS: ELA and Math.
- By the end of grade 7, 70% of students will be reading and performing math at the grade level assessed by NH SAS: ELA and Math.
- By the end of grade 8, 70% students will exhibit grade-level scientific reasoning as assessed by state science testing.

High School

- At the midway point of each academic quarter, teachers supply students whose work is not meeting expectations with an update, including comments and help on improving.
- At the end of each quarter, teachers provide a report card with a letter grade, comments, and explanations.
- At the end of each academic year, teachers issue report cards with a cumulative narrative evaluation and letter grades in all courses.
- Following each school year, we expect at least 70% of all high school students to have completed all courses with a grade of C or higher.
- By the end of grade 11, students will exhibit grade-level scientific reasoning as assessed by state science testing.
- We expect 90% of seniors to complete the graduation requirements outlined below in Section 5g.
- We expect 70% of all seniors to have completed a senior project or internship to the satisfaction of the community mentor and/or faculty advisor.

E. Performance Standards

Learning and performance standards for every grade at Benjamin Franklin Academy are outlined in Appendices E and F, aligned with the New Hampshire College and Career Ready and Common Core Standards (ALEKS). The timing and teaching of these standards may vary from the CCRS outline, but all standards will be addressed through Benjamin Franklin Academy curriculum.

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

Achievement Tests to be used to measure academic and other goal achievements, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. RSA 194-B:3II(h).

There are strategies in place to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).

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:3II(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 state shall bear the cost of the state assessment program." Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades 6-8, with accommodations for students with learning challenges.

The purpose of assessment: Assessments will be used to evaluate teacher effectiveness and student learning. In the latter case, students will learn from tests what they still need to know. In the case of the

former, teachers will study class results, look for common, widespread weaknesses in understanding, and adjust instruction accordingly.

Preparing students for taking tests: To reduce anxiety about taking tests, teachers will instruct students how to take hand-written notes and use them for tests. Other preparation for test-taking will include, among other things, time management and the organization of materials.

Classroom assessments: Teachers are continuously conducting classroom assessments as they teach. This individual narrative feedback may be the most useful kind of assessment that a student receives.

Performance assessment: Students at Benjamin Franklin Academy are involved in group projects, work presentations, experiments, theatrical performances, etc. The performance assessment measures how well students apply their knowledge, skills, and abilities to authentic problems.

Quarterly assessment: At the end of each quarter, students will demonstrate competency through various assessments at the teacher's discretion, such as a test, an oral exam, an essay or report, a student presentation, a journal, etc. Teachers will grade students based on some or all records of student performance.

Student and self-assessment: Students share their work with other students and receive oral or written feedback. There is an atmosphere of mutual support in the classroom, helping each other to succeed in their goals.

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

To be awarded a Benjamin Franklin Academy diploma, students must earn a minimum of 26 credits per the SAU 51 high school graduation requirements (proposed school location). Students earning 27-28 credits and a cumulative GPA of 3.5 or higher will be awarded a Benjamin Franklin Academy honors diploma. Students may elect to pursue varying plans of study paths and may earn additional diploma distinctions. Students earn credits per the assessments outlined in Charter's Educational Plan (Section 5F). See the chart below for courses and assignments of credits.

The Benjamin Franklin Academy graduation requirements meet and exceed New Hampshire's state graduation requirements per Ed 306.27 (m) and include a civic competency assessment to satisfy high school graduation requirements under HB320.

Benjamin Franklin Academy: High School Credits

Language Arts	4 credits MinGrad = 4cr	Literature, grammar, writing, speaking, logic rhetoric, debate. Reading, writing and speaking are aligned with the history curriculum. One credit each year through block classes.
History, Civics, Economics	5 credits MinGrad = 2cr (+3.0 elective credit)	(8 th : The Founding), 9 th : US History, 1824-present, 10 th : World History, 1500-present. 11 th : Constitution, Civics, Economics, 12 th : Military & Philosophy Block schedule for 5 years.
Math and Computer Science	3.5*- credits MinGrad = 3cr + 0.5 cr ICT	Aleks Math, individualized from Algebra-Calculus. 3 years, block classes. (*Aleks satisfies 0.5 credit ICT req.)


Science	3 credits MinGrad = 3 cr	Earth Science, Biology, Chemistry or Physics. One credit each year, 9 th -11 th . Block classes.
Music-Theater Art-Theater	2 credits MinGrad = 0.5 cr	Block classes for 2 years.
Physical and Health Education	1.5 credit MinGrad = 1.5 cr	Classes during recess or Workshop
Toolbox	3-4 credits (satisfy > 4/6 elective credits)	Block classes 4-5 days per week of project-based activities in the artisan and industrial trades.
Additional Electives Opportunities	4 credits	Math, Science, Foreign Language (Spanish), Computer Coding, Art, Music, Theater, Teacher-created, ELOs.
State of NH Diploma	20 credits	Eligible special education students, foreign exchange, and home education students meeting certain criteria.
Franklin Academy Diploma	26 credits	In accordance with SAU 54 graduation requirements.
Franklin Academy Honors Diploma	27-28 credits	Specified credit attainment and cumulative GPA of 3.5 or higher

H. Student Performance Data Management System


Benjamin Franklin Academy will enter into a subscription-based vendor agreement to use a student performance data management system to track important data from attendance to discipline, contact information, grades, GPA, and reports. Powerschool, Canvas, and Massachusetts-based Rediker Software are the vendors providing this service currently under primary consideration.

I. Daily/Weekly Proposed Schedules

See Appendix H for grade specific proposed daily/weekly schedules.

 **Benjamin Franklin Academy PROPOSED Middle School Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	English	Social Studies	Social Studies (8:50-9:25)	English	Social Studies
9:35-10:45	Art, Music, Play Time	Art, Music, Play Time	English (9:30-10:05)	Art, Music, Play Time	Art, Music, Play Time
			Art, Music, Play Time (10:10-10:45)		
10:50-12:50	Lunch (10:50-11:35)	Lunch (10:50-11:35)	Lunch (10:50-11:35)	Lunch (10:50-11:35)	Lunch (10:50-11:35)
	P.E., Health	P.E., Health	P.E., Health	P.E., Health	P.E., Health
12:55-2:10	Science	Math	Science (12:40-1:15)	Science	Math
			Math (1:20-1:55)		
2:15-3:15	Toolbox	Toolbox	Toolbox	Toolbox	Toolbox

 **Benjamin Franklin Academy PROPOSED High School Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	Period 1	Period 2	Period 1 (8:50-9:25)	Period 2	Period 1
			Period 2 (9:30-10:05)		
9:35-10:45	Period 3	Period 4	Period 3 (10:10-10:45)	Period 4	Period 3
			Period 4 OR Lunch (10:50-11:25)		
			Period 4, 5, OR Lunch (11:30-12:00)		
10:50-12:35 1 st Lunch: 10:50-11:25 2 nd Lunch: 11:30-12:00 3 rd Lunch: 12:05-12:35	Period 5/ Lunch	Period 6/ Lunch	Period 5 OR Lunch (12:05-12:35)	Period 6/ Lunch	Period 5/ Lunch
			Period 6 (12:40-1:15)		
			Period 7 (1:20-1:55)		
12:40-1:55	Period 7	Period 8	Period 8 (2:00-2:30)	Period 8	Period 7
2:00-3:15	Toolbox	Toolbox	Toolbox (2:35-3:15)	Toolbox	Toolbox

Please note: Student schedules will afford a great deal of flexibility as individualized education goals will be developed for all Benjamin Franklin Academy students



Benjamin Franklin Academy PROPOSED Open Road Days Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire	Campfire	Campfire
8:20-9:30	Period 1	Period 2	Open Road Days activities including:	Period 2	Period 1
9:35-10:45	Period 3	Period 4	Historical sites Museums Nature study	Period 4	Period 3
10:50-12:35 1 st Lunch: 10:50-11:25 2 nd Lunch: 11:30-12:00 3 rd Lunch: 12:05-12:35	Period 5/ Lunch	Period 6/ Lunch	Theater Outdoor games and activities	Period 6/ Lunch	Period 5/ Lunch
12:40-1:55	Period 7	Period 8	Country Store	Period 8	Period 7
2:00-3:15	Toolbox	Toolbox	Toolbox	Toolbox	Toolbox

Please note: Student schedules will afford a great deal of flexibility as individualized education goals will be developed for all Benjamin Franklin Academy students

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. At the middle school level, such support will be coordinated initially through that student's teacher in collaboration with the school counselor and the student's family. In high school, students will receive support from a college and career advisor who will work alongside the student's teachers, the school counselor, and in partnership with the student and their family to ensure that individual supports and services are identified to ensure student success. Students behind their grade level expectations may receive adapted reading assignments (or shorter adapted works of literature), audiobooks, or other resources identified by the teacher, master teachers, and an Assistant Dean. Similarly, credit recovery can be arranged case-by-case with the teacher in consultation with the master teachers and an Assistant Dean. Students requiring supplemental support programs including special education will access those supports through their resident sending districts and/or contracted services.

Individualized enrichment programming will be developed for students who meet or exceed the school's content area standards, particularly in High School. This will incorporate independent study, advanced study, or directed study, including participation in college courses, internships, and extended and online learning opportunities. Efforts to establish Memorandums of Understanding (MOUs) for articulated, dual-credit opportunities will also be pursued with UNH, SNHU, PSU, NHTI, Lakes Region Community College, and other area post-secondary institutions to further enhance the plan of study pathways for Benjamin Franklin Academy students in the school's initial years of operation.

Benjamin Franklin Academy will survey at the beginning of its initial year of operation to determine student and family interest in experiential and enrichment activities. Other options will be available as the year progresses based on student interests and volunteer matches. Not knowing student interest and volunteer availability before operation, we believe this approach will yield effective results.

Section VI: School Operations Plans

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

Benjamin Franklin Academy is an open-enrollment, tuition-free public charter school committed to building a strong and diverse community of learners, with admission open to any student who resides in the State of New Hampshire. Admission methods shall not be designed, intended, or used to discriminate or violate individual rights in any manner prohibited by law.

For the school's success and its students, Benjamin Franklin Academy will help educate prospective families on what to expect from an education at Benjamin Franklin Academy. The school will hold many pre-enrollment information sessions (school facility and community centers/spaces) and prepare informational materials (print and online) to assist prospective families in learning more about Benjamin Franklin Academy and a public charter school educational experience.

The Benjamin Franklin Academy admissions process shall be a blind admissions process. Should the number of applicants exceed capacity, students will be chosen by a blind lottery method with a waitlist developed from the lottery overflow.

Applications will collect basic information about the student and family and (once developed) will be made available in print and electronic form. All applications will be reviewed upon submission for completeness, and efforts will be made to obtain any/all incomplete information. Please note that in the case of a lottery, incomplete applications at the time of selection will not be considered for admission.

Admission Process Overview

- Prospective students and families will be strongly encouraged to attend at least one information session at which Benjamin Franklin Academy's educational approach and expectations of students and their families will be explained.
- Student recruitment will be an ongoing effort and include advertising, social media engagement, open houses, quarterly information sessions, and school-community events.
- Benjamin Franklin Academy will share application packets online and/or in hard copy with prospective families, including an overview of the school, its philosophy, and expectations of students and their families. Any admissions process policies will be made available online and in the application packets.
- Should applicants exceed the number of spaces available in an academic year, a blind lottery shall be held. Those not accepted as part of this blind lottery process will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive written notification. Those students placed on the waiting list will also be notified.
- Accepted students and their families must sign a Commitment to Attend form and return it to Benjamin Franklin Academy by a specified date to secure enrollment.
- Benjamin Franklin Academy will offer new student and parent events to further support the transition of new students and families into our school community. These meetings will include information about the Parent Committee and Student Government and other opportunities for student and parent involvement with the school to foster our school community.

Enrollment Provisions

- The Benjamin Franklin Academy Board of Trustees reserves the right to give preference in enrollment to children of school faculty, administration, and members of the Board of Trustees.
- Benjamin Franklin Academy will offer automatic re-enrollment to its students after the completion of each academic year.
- At that time, families will be asked to submit to the school a letter of intent to re-enroll by the specified date.
- Should applicants exceed the number of spaces available, a blind lottery will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.

- All accepted students will receive written notification. Those who have been wait-listed will be notified.
- Accepted students and their families must sign a commitment to attend the form and return it to Franklin Academy. Failure to return commitment to attend by specified date will result in forfeiture of allotted space(s) allowing school to offer space to student(s) from waitlist.
- Benjamin Franklin Academy reserves the right to give preference in enrollment to children of school faculty, administration, staff, and members of the board of trustees. These students will go through the required application process and enroll in the school before the lottery begins.
- Benjamin Franklin Academy will offer admission to students from the waitlist should space become available after the lottery.

Lottery

If there are more applicants that have successfully completed the Application Process than available spaces in any grade, a lottery will be conducted according to BFS's charter. Each applicant will be counted as one entry into the lottery. The lottery will be conducted at BFA by an adult who is unaffiliated with the school and who has no child applying to attend. The following exceptions will apply on a space-available basis, in the following order:

- Siblings of current BFA students who are New Hampshire residents
- Children of current BFA employees (up to five spaces on a first come, first-served basis)
- Children of current BFA Board of Trustee members (up to five spaces on a first come, first served basis).

B. School Calendar and the number and duration of days pupils are to be served

Benjamin Franklin Academy Chartered Public School will meet or exceed the hours (not days) required for seat time under RSA 194-B:8. Benjamin Franklin Academy intends to collaborate with the district in which it resides regarding transportation services to best coordinate and address multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required attendance hours. Should transportation issues result in lost educational hours, Benjamin Franklin Academy will address such losses and amend students' school hours (*if necessary*). Additionally, ten days or 60 instructional hours will be added to the school calendar each year to account for inclement weather. Although Benjamin Franklin Academy does not plan to mirror the SAU 51 (Pittsfield School District) yearly schedule of vacations and holidays thoroughly; specific times during the academic year such as school vacations and professional development or teacher workshop days will be considered when drafting Franklin's annual academic calendar to ease potential transportation issues. See Appendix G.

C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators and teachers

Benjamin Franklin Academy has identified key positions for years 1-5 as well as qualifications and required licensure. The organization is an employer committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The trustees will commit themselves to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin, familial status, or disability. All employment decisions shall comply with applicable state and federal laws. *See Exhibit 1 – BFA Supplemental Job Descriptions (SJDs)* for overview of all building-level positions including minimum qualifications.

D. Employee job description/responsibilities

The Dean of School is responsible for the day-to-day work of the school and direct supervision of the Assistant Deans, the Faculty (in conjunction and consultation with the Assistant Dean of Faculty), the Office Coordinator/Administrative Assistant, and MS/HS School Counselor; as well as Enrollment and Development Coordinator and College and Career Advisor (*once such positions are supported in budget*

year 3-5). Additional responsibilities include operations management, enrollment management, business and community relations, post-secondary partnerships, and building and fostering school-community relations. The Assistant Dean of Faculty will develop, monitor, and review the curriculum and daily schedule and forecast future scheduling needs. Supporting leadership roles will include one Middle School (6-8) and one High School (9-12) Master Teacher who will work to train, supervise, support, and review all faculty members and support students and families who may require special care. The Assistant Dean of Students will be responsible for planning and administration of school activities and programs, including student conduct and special education services. under the supervision of the Dean of School.

See Exhibit 1 for complete job descriptions and responsibilities for the Dean of School, Assistant Dean of Faculty, Assistant Dean of Students, Office Coordinator/Administrative Assistant. It is anticipated the Office Coordinator/Administrative Assistant will serve as the first contact for phone calls, visitors, general correspondence, and transportation coordination assistance. See *Exhibit 1 – BFA Supplemental Job Descriptions (SJDs)* for overview of all building-level positions including minimum qualifications.

E. The total number of teachers and the average teacher/student ratio for the first five years

The projected average teacher/student ratio for the first five years is 1:20. This ratio is based on projected enrollment and class sizing of up to 20 students per grade level. As projected enrollment figures are reached, additional teachers will be hired (0.5 – 1.0 FTE) to maintain this teacher/student ratio, as reflected below.

Year	# Teachers	# Students	Avg. Teacher/Student Ratio
One	4.0 FTE	60	1:20
Two	4.0 FTE, 0.5 FTE (4)	100	1:20
Three	5.0 FTE, 0.5 FTE (3)	125	1:20
Four	7.0 FTE, 0.5 FTE (4)	150	1:20
Five	9.0 FTE,	175	1:20

Note: Number of teachers reflective of classroom teachers only and does not include paraprofessionals or specialty area teachers (*art, music, physical, and health education*).

F. School employee and volunteer background investigations

Benjamin Franklin Academy Chartered Public School shall conduct school employee and volunteer background investigations under RSA 189:13-a. ED 318.07(3). These background checks will be completed before a final offer of employment. The Dean of School may extend a conditional offer of employment to a selected candidate, with a final offer of employment conditional to successful/satisfactory completion of background check.

G. Personnel compensation plan

Benjamin Franklin Academy is committed to supporting teachers with competitive salaries and benefits while understanding the need for disciplined spending. School administration and full-time teachers shall be paid an annual salary biweekly. The budget assumes an average starting salary of \$40,000, and individual compensation may vary depending on qualifications, credentials, and experience. In some cases, labor market trends may help determine competitive salary for position. Part-time employees will be paid an hourly rate. While details of a benefits package are still TBD, we expect to offer basic health, dental, vision, and STD/LTD insurance benefits package and professional development support. Teachers will be given annual fiscal year contracts (Jul1- Jun30).

In addition to instructional days required by agreement, teachers may also be expected to work additional staff days each year (5 days before start of academic year, staff development days during the academic year, and five days following the last day of the academic year and before June 30). Teachers with fewer than three years teaching experience will also be expected to attend professional development programs as determined through consultation with the Assistant Dean of Faculty and/or Dean of School. In addition to scheduled school vacations, salaried employees will receive eight paid days off for personal leave or sick days. Benjamin Franklin Academy recognizes that public charter school regulations require 50% or more of teachers to hold licensure and, in some cases, may offer unpaid leave of absence for employees pursuing continued educational studies. See Appendix I for further information on Benjamin Franklin Academy's *Professional Development Plan (DRAFT)*.

Benjamin Franklin Academy employees are entitled to 3 days of paid leave for the death of an immediate family member, defined as spouse, parent, child, sibling, grandparent or grandchild, spouse's parent, child, sibling, grandparent, or grandchild. Additional leave under these circumstances will be taken unpaid or by using PTO days employee may have available.

Employees who sustain work-related injuries may be eligible for a medical leave of absence for the period of disability under all applicable laws covering occupational injuries and disabilities.

A military leave of absence will be granted to employees absent from work because of service in the U.S. uniformed services under the Uniform Services Employment and Reemployment Rights Act (USERRA).

H. Administration Performance Evaluation

To assure financial sustainability and ongoing operational compliance, the Benjamin Franklin Academy Board of Trustees will conduct assessments to measure the school's success and review the performance of the Dean of School at year-end annually. There will be collaborative discussions, financial reporting, and review of operational updates at Board meetings. The Dean of School will be responsible for the school's daily operations and provide reports on academic and operational performance to the Board. See Appendix J for *Model Evaluative Framework* to be reviewed with the Board of Trustees (*once established*) as a tool.

I. Teacher and Paraprofessional Performance Evaluation

Teacher evaluation at Benjamin Franklin Academy will be based on a self-evaluation model.

The Dean of School and the Assistant Dean of Faculty will work closely with teachers throughout the school year and visit classrooms informally. All members of the community will be familiar with the skills and abilities of each teacher per the team-teaching model. The Assistant Dean of Faculty will also provide ongoing mentorship of teachers throughout the school year.

At a date midway through the school year, teachers will complete a self-evaluation form on which they rate themselves on the listed skills necessary for successful teaching. A discussion with the Dean or Assistant Dean of Faculty will follow. Then each teacher will select an aspect of their teaching that needs work and design an improvement plan. Toward the end of the school year, teachers will meet with the Dean or Assistant Dean of Faculty to discuss their progress. See Appendix K *Teacher Self-Evaluation Tool*.

J. Professional Development (PD)

All faculty members will be encouraged to pursue professional development. The Assistant Dean of Faculty, master teachers, and Dean of School will work collaboratively with faculty members to determine professional development goals and frequency of participation in PD activities, such as workshops, conferences, or courses related to their instructional area/subject specialty. To support the school's professional development interests/needs of its faculty, Benjamin Franklin Academy will seek Title grants relative to PD. See Appendix I *Benjamin Franklin Academy Professional Development Plan (Draft)*.

Professional Development will be reviewed annually to ensure current and anticipated needs for each subject area, grade, or individual teacher. Employees may contact the Dean of School or Assistant Dean of Faculty for information regarding PD opportunities and benefits. All employees will also be given a copy of the Benjamin Franklin Academy Faculty and Staff Handbook, which will provide an overview of the PD Request process.

K. Philosophy of Student Governance and Discipline

Benjamin Franklin Academy believes in providing students a safe and supportive environment in which they can maximize their academic and social potential. Benjamin Franklin Academy plans to reinforce its behavioral expectations and ensure student safety through clearly communicated and consistently enforced discipline policies and positive school climate efforts and student achievement.

Benjamin Franklin Academy's goal is to develop students who exercise maturity, self-discipline and respect for self, peers, the faculty and staff, and the school's property. This behavior is also expected in their communications on social media. All students will be encouraged to take responsibility for their actions and be guided in sound decision-making. A student code of conduct posted in each classroom will be a continual reminder of behavioral expectations, along with feedback from the faculty and staff. Certain principles will govern how discipline policies develop.

- Much student misbehavior is caused by a lack of student engagement in the program.
- In all but the most difficult situations, discipline should be handled in the classroom.
- Discipline processes should lead gradually to the ideal of self-discipline. This is achieved by increasing governance by students of their affairs, where possible.
- When necessary, infractions should be met with consequences related to the infraction.
- Respect and responsibility should govern online as well as in-school behavior.
- Daily check-ins with teacher or administrator for serious problems that result in misbehavior are helpful.
- Suspension should only occur where the health and safety of all concerned are threatened.

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 faculty or administration. Repeat infractions or actions of a more serious nature will result in a conference with the Dean to determine consequences. For serious disciplinary infractions such as harassment, bullying, possession of illegal substances, and violent behavior, the Dean will hold a conference with the student, a parent, and an appropriate staff member, such as school counselor or teacher. Daily check-ins will follow such a conference for some time. In rare cases, a student who continues to be a danger to himself or others may be asked to leave under procedures set by the Board of Trustees in consultations with professionals at the school, according to RSA 193:13.

Suspension and expulsion guidelines: Under RSA 193:13, students may be sent home for a time based on criteria determined by school professionals--teachers and administrators. In the instance of repeated, egregious offenses, the Board of Trustees will set guidelines for expulsion procedures. Upon acceptance to Benjamin Franklin Academy, students will be given the Parent-Student Handbook, also available online, which fully outlines the tiered-discipline approach. Students will sign the school's code of conduct at the beginning of each school year, which will be kept on file in the student's record. See Exhibit 7 *Parent-Student Handbook (Draft)* for more details on the disciplinary process. Federal and state-mandated due process provisions will be followed in all disciplinary matters.

M. Student Transportation Plan

Benjamin Franklin Academy Chartered Public School is to be located in Loudon, NH area. Students attending the school will have access to transportation only if they reside in the Town of Loudon, where the school is to be located. Benjamin Franklin Academy will offer to help students in area towns and coordinate transportation through networking with surrounding school districts, including area charter

schools, forming carpool or ride-share groups, encouraging biking and walking, and/or other avenues as needed. Please note that BFA has been selected to receive NH CSP grant funding and has budgeted the purchase of three vans. Following the appropriate training required of school staff for insurability purposes, the school will explore establishing central “stop” locations to assist with student transportation needs.

Benjamin Franklin Academy will comply with charter law provisions that govern student transportation under Section 194-B:2, which states: *Attendance at a charter school for which 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, the charter school shall bear any additional costs for such transportation services. For 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.*

N. Student, Staff Handbooks

Handbooks will be created by the Administration and will be vetted by an attorney. The Benjamin Franklin Academy Board of Trustees is expected to review and approve Student & Parent and Faculty & Staff handbooks no later than March 2023. Once approved, the handbooks will be distributed to relevant parties and available online. See Exhibit 7 *Student-Parent Handbook (Draft)*.

O. Student Information Systems

As detailed in Section V: H, Benjamin Franklin Academy will enter into a subscription-based vendor agreement to use a student performance data management system to track important data from attendance to discipline, contact information, grades, GPA, and reports.

Section VII: Meeting Student Needs

A. Special Education

Under RSA 194-B:8, I, Benjamin Franklin Academy shall not discriminate against any child with a disability as defined in RSA 186-C. The school 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. Benjamin Franklin Academy 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." Benjamin Franklin Academy recognizes the critical role of the sending district in successful faculty implementation and administration of IEPs. The Administration at Benjamin Franklin Academy will collaborate with sending districts on matters of individual students' needs. Specifically, the Administration will:

- Notify and collaborate with the sending district when an individual student may require a referral for services or accommodations.
- Communicate with the sending district, parents and/or legal guardians, service agencies, faculty, and other members of a student's potential IEP team to ensure consistent implementation of IEP services.
- Review IEPs from the sending district with all teachers and staff involved in its implementation and support them to ensure full compliance with IEPs and student success.

- Maintain contact lists for all service providers related to IEPs.
- Provide concerns and/or recommendations to the sending district liaison about IEP implementation.
- Attend meetings with the sending district, parents, faculty, and staff to review students' IEP and/or educational status.

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

The Benjamin Franklin Academy Administration will work to ensure that the school provides needed support for other educationally at-risk learners. The school will work with local social and community service agencies and Federal Title Programs to ensure that all aspects of a student's life that might affect their ability to learn and succeed are addressed. Below is a list of support programs that Benjamin Franklin Academy will access to ensure educational success for some of the most vulnerable student populations:

- **Educationally Disadvantaged**-Title 1 funds will be used to hire highly qualified teachers and tutors and purchase evidence-based supplemental educational resources to support students identified through testing and other curriculum-based measures.
- **English Language Learners (ELL)**-Available state funding will be used to ensure that ELLs attain English language proficiency and can meet state academic standards
- **Neglected or Delinquent**-Title 1 funds will be used to support supplemental instruction explicitly geared toward the needs of students who are neglected or delinquent
- **Homeless Students**-Benjamin Franklin Academy will use resources provided by The Homeless Program at the State of New Hampshire to support students experiencing homelessness or other such transitions.
- **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

Benjamin Franklin Academy will provide individual support for improving student achievement and closing achievement gaps through ongoing evaluation of student achievement data forms. As mentioned above, federal title programs will be identified for which the school meets eligibility requirements to support student needs. In cases where federal title monies are not available, the school 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 sending district. Recognizing that student achievement is influenced by a multitude of factors Benjamin Franklin Academy will follow the National Education Association Guidelines. In cases where credit recovery is required, students will work to create an individualized plan with their teacher an Assistant Dean or Dean of School.

D. Federal Title Programs

Benjamin Franklin Academy will work to secure funding through Federal title programs at every opportunity to support the education of our students and maximize funding toward improvement of student education. Eligibility for specific title programs will be identified based on staff and student demographics/needs to support after school and academic enrichment activities, professional development, and to supplement existing BFA programming.

- Enhanced cultural competence
- Comprehensive support for students, including outreach to student's family
- Extended Learning Opportunities
- Classrooms that support learning
- Strong district support and collaboration
- Access to highly qualified staff
- Adequate resources and funding

Section VIII: Financial Management

A. Method of Administering Fiscal Accounts and Reporting

Benjamin Franklin Academy will follow all accounting guidelines for NH public schools to ensure financial oversight and integrity of the school. The school's Board of Trustees will enact internal accounting controls and 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 of Trustees, key aspects of the school's financial health will be reviewed using a "dashboard" or similar summary tool at each Board of Trustees meeting. The school's Board of Trustees will strive to elect a Treasurer with a financial background, preferably in public schools and/or non-profits.

To manage accounting and reporting, we are contracting with a third-party service provider with extensive experience with public charter schools, non-profits, reporting, and financial audits. Two officers of the Benjamin Franklin Academy Board of Trustees (Chair and Treasurer) will be given check writing authority. The Dean of School will be given a discretionary spending limit, set by the Board and reviewed annually, for incidental purchasing. In addition, the Dean, Chair, and Treasurer have the authority to endorse regular payroll expenses. For all other spendings, two signatures are required on checks over and above a Board approved limit. A fidelity bond will cover everyone with check-writing authority under the New Hampshire Department of Revenue Administration guidelines.

The Board of Trustees will vote on a spending limit for purchases made without a quorum vote from the Board and vote pre-approval of regularly occurring expenses. The former is to provide a check for staying within budget, and the latter makes it easier for bookkeeping and bill payment. BFA will comply with all requirements specified in the law on reporting requirements (RSA 194-B: 10-V): an annual report, annual financial audit and report, program audit, and participation during the annual school budget process. The annual financial audit, completed promptly after the close of the fiscal year and posted on the school's website, 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 a majority must choose the final choice of a CPA. 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,

Benjamin Franklin Academy will provide the New Hampshire Department of Education (NH DOE) with all required financial reports each year. In our opening year, it will also provide the NH DOE with a progress report by September 1. Thereafter progress reports will be sent by August 31 or deadline of each year. The Department of Education will conduct a first-year program audit at the end of the first year. Monthly Board meeting minutes will be submitted to the charter school office or posted online with the link sent to the charter school office.

B. Annual Budget

See Appendix L: *Benjamin Franklin Academy Proposed 5-year Budget*, including assumptions and pre-operations budget.

C. Budget Narrative

Benjamin Franklin Academy's current budget projections include revenue from the NH per-pupil adequacy funding, which is \$7288.00 at the time of this submission and is anticipated to adjust every two years under RSA 194-B: 11. This budget includes projected employee compensation, including salaries, benefits, and hourly wages as well as estimated initial start-up costs reflecting pre-operational months of salaries, lease and taxes, technology infrastructure, curriculum, and professional development and supplies. As of the time of this application, Benjamin Franklin Academy has been tentatively awarded NH CSP Grant in the amount of \$1.1M which will be utilized to cover much of the

estimated start-up costs. The budget reflects the growth over the initial five years of operation and includes realistic fundraising, development, and enrollment goals.

Until we reach full enrollment and operational maturity, we expect to cover the pre-operational costs and any estimated operating shortfall in the first two (2) years with donations and loans from Benjamin Franklin Academy Trustees, friends, supporters, and institutional lenders, if available.

Accounting, Payroll, Benefits, IT, and Legal services will be contracted through third parties. Initially, we plan to offer health benefits, as well as vision, dental, and ST and LT disability. As the budget allows, we will offer retirement benefits and increase our health benefits package whenever possible. We expect to be able to provide further support to faculty, staff, and students with the efforts of community volunteers organized by the Parent Committee.

Costs for lease of the facility, utilities, insurance, and instructional materials are based upon an acceptable industry standard assuming a 10-year lease agreement that is a triple net lease with options to renew. The operational costs are based upon expenses from other charter school facilities similar in size. As of November 2022, the founding team with the help of a benefactor closed on a property located on Chichester Road in Loudon, NH. The building purchase and subsequent lease agreement will be drafted to ensure sustainability from the benefactor.

We understand that there may be circumstances that lead to shortfalls in finance or enrollment. Should our fundraising or enrollment targets not be met, we will identify and remove lower priority items within the operating budget so that we may provide the highest possible quality education within our revenue needs.

Section IX: School Culture

A. School Environment: Culturally Inclusive

Students will be admitted to Benjamin Franklin Academy on a first come, first serve basis. All are welcome and will be respected for who they are. Diversity will enrich the school curriculum and the school culture. The curriculum of the school provides a variety of approaches to learning so that each student will find opportunities to display their strengths and work on challenges in a way that works for them. Small classes and an emphasis on mentorship will be important in helping students find their place in the school. Moreover, the BFA program offers a rich variety of approaches to learning. Campfire, The American Dream, Toolbox, Open Roads, Allied Arts, and Show Time will each offer opportunities for every student to develop individually and as a member of a group or team. Benjamin Franklin Academy programming and activities will support a culturally inclusive environment and help students learn to take full responsibility for their choices, actions and to make morally sound decisions.

B. Establishment and Maintenance of School Culture

A new school develops its culture and traditions gradually. However, there are certain foundational themes in place before the school opens that provide the basic scaffolding of a school's culture.

Our overarching theme is the pursuit of happiness—heads, hands and hearts for happiness. All our unique programs explore aspects of that theme. For instance, during Campfire, our morning advisory, students meet in multi-age groups and have the same advisor for the three years of middle school. The happiness theme is pursued through discussions. The students will create a Code of Conduct based on their growing understanding of what character traits provide the basis for happiness in life. That Code will be displayed in every room of the school. It will be a constant reminder that the pursuit of happiness is a process that requires self-discipline and purposeful actions.

Other special aspects of the curriculum will also contribute to the culture of the school. For instance, the history program, The American Dream, will emphasize national and state holidays, such as 9/11, Veterans Day, and Martin Luther King Day, which will be celebrated annually with attention to their historical significance. One important aspect of the history program is the study of war. There will be yearly visits from veterans and active military personnel will reinforce the ethics of honor, courage and commitment practiced by the military, whose values also include a commitment to diversity which mirrors the school's commitment to it. Knowledge of history is an activity of the head and heart. By knowing the history and culture of their country, student will develop a sense of security and belonging, also contributing to their present and future happiness.

Show Time, BFA's theater program, will have a series of dramatizations each year that will also become part of the culture of the school, and Open Roads will give students experiences in exploring nature and learning to live with and in it, which will lead to feelings of competence and security as well as practical knowledge of the outdoors.

Finally, Toolbox, our traditional workshop program, which gives students knowledge and practice with everyday tools, is an activity for the hands. Students will make and sell useful objects in the Country Store. Skilled work with the hands brings a sense of satisfaction and competence, a feeling of being grounded in the real world, which is also a component of the pursuit of happiness.

School culture at Benjamin Franklin Academy will be focused on making the school community a place where the acquisition of knowledge and skills and a yearly schedule of events and celebrations unite heads, hands and hearts for happiness. Students will share these activities with their families and with the greater Pittsfield community.

School culture will be an important aspect of Benjamin Franklin Academy and will be focused on making the school community an enjoyable place to be a part of. Continued outreach efforts will ensure the school is integrated into the community. Membership and support of local civic groups and continued efforts to foster collaborative partnerships with area businesses and organizations will be a priority to Benjamin Franklin Academy bridging the gap between school-family community.

The culture of Benjamin Franklin Academy will reflect the following themes:

Self-reliance – Students can take care of themselves so that they can better help those who are unable to.

Self-awareness – Students are conscious of their surroundings and engaged in the moment.

Courage – Students can adapt to challenging situations and overcome them.

Work Ethic – Students can focus their energy and be productive members of community.

Creativity – Students can increase self-confidence by seeing what they can contribute.

Determination – Students see things through to the end and do not give up early.

Community – Students are connected to others and practice giving back.

Open-mindedness – Students can see other points of view and are respectfully open to new ideas and experiences.

Curiosity – Students analyze the world and seek truth using critical thinking skills.

Kindness – Students are respectful, thoughtful and considerate of others.

Section X: Stakeholder Engagement

A. Philosophy of Parent (Family) Involvement

Benjamin Franklin Academy will welcome the support of a strong parent organization (Parent Committee). This group will form during the opening semester of the school in the Fall 2023. The school will strive to maintain membership of at least one parent from each grade and will welcome all parents who care to join. One member of the Board of Trustees will also be a member of the Parent Committee, and the group may also wish to welcome teachers and students to their deliberations and activities. The group will set its own rules and bylaws.

The Parent Committee will create its agenda, which will hopefully include supporting the educational and extracurricular activities of the school, as well as its fundraising efforts, in partnership with the Dean of School and the Board of Trustees. In addition, the Parent group will form an advisory committee to recommend parents to the Board of Trustees on an as needed basis.

There will be two parent-teacher evenings during the school year, where parents will be able to make appointments with their children’s teachers to make suggestions or express concerns. The Dean and Assistant Deans will also maintain an open line to parental ideas, suggestions and concerns. In addition, the school will maintain transparency in all its activities. The school curriculum will be described in detail on the website for parents to be able to support classroom learning at home. Parents may also be called upon to serve as substitute teachers and to fill in for absent administrators. And through school activities such as Open Road, Show Time, and The Country Store, among others, parents will help us create strong connections to the local community. The partnership with parents is perhaps, the key to a successful charter school. As the primary educators of their children, Benjamin Franklin Academy’s parents are indispensable.

B. Community Involvement Plan

Benjamin Franklin Academy seeks to support its programming and operational goals by leveraging assets through partnerships with local business and community partners, which is a vital component to Benjamin Franklin Academy’s success. Ultimately, the school’s goal is for such community partnerships to produce tangible results for all stakeholder groups and empower its school leaders by strengthening their capacity to serve the needs of students, families, and staff alike. Some anticipated primary benefits include broadening school programming and enrichment activities for students and creating an expanded learning environment between the school and community businesses and organizations.

Community partnerships are not only an opportunity to support Benjamin Franklin Academy’s mission and enhance school culture but also a way for the school to engage with Loudon and surrounding areas. To this point, a local Advisory Committee has been established to assist with targeted outreach efforts to assess the interest of local families and residents as well as to identify business and civic groups with aligned interests; efforts incorporated a 4-step process to guide the community involvement planning and implementation as outlined below. See Appendix L: *Benjamin Franklin Academy Advisory Committee Membership, Meeting Agendas and Presentations*.

Outreach efforts underway include Graylag Nature Preserve (*formerly home to Boston Celtic Bob Cousey summer basketball camp*), the Pittsfield Players, and the Suncook Valley Rotary, to name a few. “All communities have great ideas and untapped resources”, and the leadership of Benjamin Franklin

Academy will work to ensure that investments are made in the school's policies and practices to best deliver on the ideas and investments the Loudon and surrounding communities has/will have.

Benjamin Franklin Academy has identified the following factors to be among the most likely to contribute to successful school-community partnerships:

- A school leader with a strong commitment to partnerships;
- A business and community advisory committee team comprising of both school, business and community stakeholders.
- Clear and consistent communications among partners;
- Clarity of roles and responsibilities across partnerships;
- A culture that fosters relationships, trust, and respect amongst stakeholder groups;
- Continuity of collaboration including long-term plan for sustainability;
- Data collection and analysis that ensures transparency of results amongst stakeholders.

To foster school-community connections as well as obtain data pertinent to outreach, development, and sustainability of school, the BFA Founders and Advisory Committee developed and administered a charter school interest survey of the Upper Merrimack/Southern Belknap area. The survey included volunteer interest and background and experience specific to BoT recruitment. See Appendix M: *Benjamin Franklin Academy Advisory Board Charter School Interest Survey*.

C. LEA Partnerships

A growing body of research has found that, when done well, collaboration between traditional public schools and charter schools has the potential to improve school quality in both sectors and to support families in accessing the school options that are right for their children.

Recognizing the opportunities to support one another in unique and shared challenges - to coordinate family engagement activities and to work together to meet the students of the area - the establishment of a positive, collaborative relationship with local SAUs has been identified as a top priority in Benjamin Franklin Academy's charter development process. To this point, the Benjamin Franklin Academy's founding members as well as *local advisory committee members* held meetings with the Interim Superintendents of Schools for SAU #51 (Supt. Brian Lane) and SAU # 72,86, & 301 (Supt. Tim Broadrick) in Spring 2022 to discuss the development of a charter school in the area (based on the original proposed site location of Pittsfield, NH).

BFA will continue its efforts to establish an environment conducive to collaboration between Benjamin Franklin Academy and local school districts, particularly with the Merrimack Valley School District, with attention given to understanding the current climate, initiatives and challenges of area school districts to respectfully create a platform for positive, collaborative relations.

Section XI : Facilities

A. Description and Status of Facility

The Benjamin Franklin Academy founders and advisory group began exploring opportunities in the Merrimack-Belknap County area in May 2022. Working with a local realtor, several possible locations were identified and viewed, including a summer camp conversion in Barnstead and a former doctors' office complex in Pittsfield and several residential properties in the town of Pittsfield meeting zoning needs for school. Not having been able to find a property that met projected needs, supported programming goals and cost analysis, the group began viewing properties in the surrounding towns.

In October 2022, the founders of Benjamin Franklin Academy, through the support of a benefactor, placed a down payment on a property in Loudon that is the ideal location for the school as envisioned.

The property consists of two small houses and a farm building on approximately 8 acres of mostly open land. Right off Route 106, it is highly accessible to many towns in Northern Merrimack and Southern Belknap counties. On November 17, accompanied by a general contractor, the group attended the Town of Loudon Planning Board meeting to share proposed use for property (currently zoned for school) and to gather information on the practicality of completing renovations for a Fall 2023 school opening. The meeting yielded positive results and the benefactor closed on the property the following day. Pending formal planning board approval in the town of Loudon (site plan proposal being developed), it should be ready for school occupation in September 2023, with the help of Gary Thomas of Northpoint Construction. As it exists now, the property will accommodate the projected 60-75 students for the first year of the school, while an addition is built on to one of the buildings with more classrooms. The property itself offers the perfect environment for some of the school's special programs, such as Open Roads and Toolbox.

B. Description of School Requirements

Based on a projection of 200 students in grades 6-12 by year five, Benjamin Franklin Academy has estimated the need of approximately 20,000 square feet of combined, open workshop space, classrooms, a library-meeting space and offices.

C. Classrooms, Offices, Open Spaces and Outdoor Spaces

Benjamin Franklin Academy will have the ideal space with several acres of open land around the buildings for outdoor activities, games, and farming, and access to woods and water for exploration of the natural world. At capacity in the fifth year, Benjamin Franklin Academy will need approximately 12 classrooms, as well as several large spaces that would house a workshop area, an allied arts area, and a library-media room area and meeting spaces. Some activities, such as Show Time, the theater program, which is central to the curriculum, will rent one of the spaces in the area. Additionally, 3-4 small offices, a front desk area, and closet and storage spaces will be needed.

D. Plans for facilities lease or purchase

Franklin is prepared to rent or purchase its facilities, depending on the situation. We have been searching diligently and have found possible sites for the school, but no decision has been made at this point.

Section XII: School Safety Management Plan

A. Emergency Operations Plan

An Emergency Operations Plan has been drafted as part of this application process. Further development of Benjamin Franklin Academy's Emergency Operations Plan will require the securement of a suitable facility. Once that has occurred, the Board and Dean of School 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 2023 (pending charter approval), 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:

- o Run-Hide-Fight
- o Fire Extinguisher Use
- o Evacuation Procedure
- o General Emergency Preparedness
- o First Aid-including certification of # of staff members

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 safety laws, rules and regulations including, but not limited to:

- Fire Safety
- HVAC
- Plumbing
- Electrical
- Food Service
- ADA

Section XIII: Communications Plan

A. Plan to develop and disseminate information to assist parents and pupils with decision-making regarding school choice.

Benjamin Franklin Academy Chartered Public School will create posters, flyers, brochures, application packets, a social media presence and a website with information on the school's mission, vision, educational philosophy, curriculum mapping, and student academic and behavioral expectations. The school will also hold regular information sessions for prospective students and their families. Ongoing community outreach will be overseen by the Dean of School and will incorporate outreach events involving students, families and faculty and staff. An annual business and community outreach plan will be developed by the Dean of School, submitted to the Board, and shared with the school community – supporting transparency in leadership and inclusion of interested individuals in the support of Benjamin Franklin Academy. Additionally, outreach efforts and marketing materials will be developed 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 to charter schools, LEAs, and the wider community

Efforts to share successful programming and identified best practices with other charter schools and local public schools will be a priority for Administration. Benjamin Franklin Academy will designate members of the Board and the school community to work alongside the Dean of School to lead efforts in identifying and disseminating best practices. Initial duties of this group will be to establish clear objectives for the dissemination of information and metrics to determine success. This group will conduct a study of the strengths and weaknesses of programming and identify those practices that have been most successful within our school. Additionally, this group will work to establish relationships with other charter schools and local public schools, identifying those schools with similar best practices as well as those schools who might be most interested in and/or would benefit from identified best practices.

C. Plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance

Benjamin Franklin Academy will regularly communicate upcoming events, school news including important dates and other pertinent information, and student achievements to families and school stakeholders in the form of a weekly newsletter sent electronically through email as well as made available on the school's webpage. Small quantities of the newsletter will also be made available in hard copy form for any family wishing to request this monthly publication be sent to them directly. An enrollment overview, any updates to the application process, general school information, upcoming events will be available on the school's webpage www.benjaminfranklinacademynh.org which is currently in early development stages. Benjamin Franklin Academy will commit resources to the regular management of the school's webpage to ensure the accuracy and timeliness of information being shared. See Exhibit 8 for draft website mock-up. Classroom teachers will be asked to send regular email communications to update parents on specific class lessons and events. Parents will be able to access student progress, grades

and homework through the school's student information system (once identified and launched). Additionally, BFA will communicate with students, families and school stakeholders about ongoing school business and events via email, group texts and social media.

For information such as school closures for snow, families will be contacted by email or phone and the closure and delay notification will be posted on the WMUR school closures list and the school's webpage. See Exhibit 8 for *Benjamin Franklin Academy website mock-up*.

Section XIV: Assurances, Provisions, Policies

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

Benjamin Franklin Academy Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless SAU 51, 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 Benjamin Franklin Academy 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 Benjamin Franklin Academy Board of Trustees to meet statutory obligations.

C. Statement of assurances related to nondiscrimination according to relevant state and federal laws RSA 194-B:3, II(m)

In accordance with RSA 194-B:3,ii(m) Benjamin Franklin Academy 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 adequate insurance coverage RSA 194-B:3,II(t)

Benjamin Franklin Academy 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. Benjamin Franklin Academy 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 to be used for various services RSA 194-B:3,II(u)

To be completed once Board of Trustees/Advisory Team established.

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

Benjamin Franklin Academy Chartered Public School will either employ directly or contract with a local maintenance and custodial services provider and therefore will not seek to contract with SAU 54 for these services.

- Benjamin Franklin Academy students wishing to participate in athletic or other extracurricular activities offered at other schools within SAU 51, the policy of Benjamin Franklin Academy will be to contract with the host school to provide that opportunity to interested students. Transportation to and from athletic or other extracurricular activities will be the responsibility of the parents and/or guardian of the child participating.
- Since at the time of this application Benjamin Franklin Academy has not secured a physical location, specific transportation needs are currently unknown. When the school's physical location is secured, Benjamin Franklin Academy 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. Statements that the school will develop, prior to opening, policies regarding the following:

Upon authorization by the State Board of Education, the Benjamin Franklin Academy Board of Trustees will develop policies regarding:

- School board governance and operations
- Promotion and school safety
- Records retention
- Reporting of suspected abuse or neglect
- Sexual harassment
- Pupil safety and violence prevention
- Bullying and cyberbullying
- Limiting the use of child restraint practices
- Developmentally appropriate daily physical activity

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

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

In the event Benjamin Franklin Academy 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 the State. The distribution of remaining assets will be prioritized based on need.

I. Conversion of public school to charter school RSA 194-B:3,II(aa)

Not applicable.

J. A plan for the education of the school's pupils after the charter school may cease operation RSA 194-B:3,II(bb)

Should the school cease operation for any reason, the Benjamin Franklin Academy Board of Trustees in conjunction with faculty will act immediately to place students in appropriate educational settings. The Benjamin Franklin Academy 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 comprised 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.
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. 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

If Benjamin Franklin Academy Chartered Public School provides the only available education services at a specific grade level within its home district, that 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)

Benjamin Franklin Academy 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 and 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 expressly requests it. The school will conduct an annual financial audit and report to the state board and school board complying with and current format and content requirements imposed upon a public school. The report shall include the number of pupils served by the school and their respective tuition rates and a discussion of progress made towards the achievement of the school's academic and other goals set forth in its charter. See Exhibit 9 for *Initial Accountability Plan*.

Section XV : Letters of Support

See Appendix O for letters of support for Benjamin Franklin Academy from families, business and community members.

Section XVI: Charter School Opening

Benjamin Franklin Academy has drafted a timeline for school opening, which will be reviewed, amended, and adopted once a formal induction of the Board of Trustees has occurred. It will be the responsibility of the Administration and Board to assign action items to responsible parties and to ensure target dates for completion are met. See Section 3:G - *Proposed Timeline for Implementation*.

Section XVII: Signed and Certified Application

I certify that I have the authority to submit this application and that the information contained herein is complete and accurate. The person named as the contact person for this application is so authorized to serve as the primary contact for this application. See Appendix P - *Signature Page*.

- Marcie J. Ouellette (Founder, Contact Person)
- Patricia Humphrey (Founder)
- Michael Dupont (Founder)
- Kim Lavalley (Sponsor, Friend of Benjamin Franklin Academy)



**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC SCHOOL
GRADES 6 -12**

APPENDIX A: LETTER OF INTENT



New Hampshire Department of Education

INTENT TO SUBMIT A CHARTER SCHOOL APPLICATION FORM

If you plan to submit a proposed Charter School application, please complete the following information and send the completed form by post or electronically to:

Jane Waterhouse
NH Department of Education
Charter School Office
101 Pleasant Street
Concord, NH 03301-3860
FAX: (603) 271-1953
Jane.Waterhouse@doe.nh.gov

Table with 2 columns: Field Name and Handwritten Value. Fields include Date, Proposed Charter School Name, Proposed Program, Proposed Grade Levels, Proposed Location, Contact Person (Name), Members of Development Team, Organization (If Applicable), Address, Email Address, and Telephone/Fax.

Development Team:
RSA 194-B:3.V. 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.

**INTENT TO SUBMIT
CHARTER SCHOOL APPLICATION**

If you plan to submit a proposed Charter School application, please complete the following information:

Date: NOVEMBER 15, 2021

Proposed Charter School Name:

FRANKLIN ACADEMY

Proposed Grade Levels: 6-12

Contact Person

Name: MARCIE OUELLETTE

Organization (if applicable): NH FOUNDATION FOR INNOVATION

Address: 89 SOUTH STREET CONCORD NH 03301

Email Address: marcie.ouellette@comcast.net

Telephone/Fax: 603-547-7652

Send completed form to:

NH Department of Education
Charter School Office
101 Pleasant Street
Concord, NH 03301-3860
FAX: (603) 271-1953

NHDOE - April 2017



**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC SCHOOL
GRADES 6 -12**

APPENDIX B: THE ROAD TO BENJAMIN FRANKLIN ACADEMY

I do not have any memories of my mother's father but my brother does and they all involve him working in his electrical workshop behind the house. My brother inherited the tinkering talent and I did not but like me he also struggled with traditional education. If sports were my savior, his was shop class and technical education, something that he would pursue in the army and eventually turn into a very successful career.

My father would follow his father into the woods but instead of cutting down the trees he would be hauling them out of the woods and bringing them to many paper mills that dotted northern New Hampshire and Maine. My entire childhood my father would already have been at work for six hours by then when I woke up for school. In the summertime, until I was around ten years old I had to go to work with my father in the truck and was able to see the entire process from the woods to the mill. As a young child I thought the paper mill was a cloud making station and remember being told that the rotten egg smell that hung in the air was "the smell of money" and that it was never a good idea to go swimming in the Androscoggin River. By the time I was a teenager the effects of offshoring and environmental law had taken their effect. Fears of the mill closing were constant and the area began its descent into an economic malaise. The well-paying jobs of the mill were replaced with a WalMart and two prisons. The rotten egg smell was gone but it was replaced by drug addiction and crime.

It was the 1980's and the United States was on the cusp of the digital revolution and the explosion of consumer culture. Like every kid my age I wanted to play video games and watch movies but my parents refused, saying it was a waste of money and it would rot my brain. As a kid I hated that I didn't have what all the other kids had but now I am thankful for that childhood which can best be described as "free range". I grew up outdoors with little parental supervision or surveillance, literally with a national forest as my backyard. I spent my summers exploring in the woods, fishing in streams and swimming in ponds. I even spent one entire summer barefooted. I was a part of a neighborhood crew who at times made bad decisions that we had to learn from and had disputes that we had to settle on our own. We learned how gravity works, how fire works and how much weight the ice on a frozen brook can hold. We built our own forts and bike jumps. At the end of every summer before the start of school we would hike up into mountains and camp out for the night. We played hide n go seek in the dark and football in the street.

I attended a very small school and spent all thirteen years of my public education with roughly the same 45 people. I struggled with school despite being capable, there was not a lot of value placed on education in my home. My father would say that college was only for lazy people who didn't want to work for a living or get drafted so if I wanted to go, I would have to pay for it myself. I also struggled because I was extremely hyperactive, I was socially awkward and struggled with language and reading.

Had I been born ten years later I probably would have been coded for ADHD and Asperger's. I was tested for autism because I would growl at people when I met them. I have always had a very good memory and history came naturally to me, I could list all of the Presidents and state capitals by the age of six. My struggles with education only got worse as I got older and had I been at a larger school I more than likely would have fallen through cracks. What saved me was sports, and even more precisely two coaches, Vint Choiniere and Billy Goodrich, I did what I had to do to get my grades up so I could play for them and not disappoint them. I also had very good teachers that made an impact on me, Bob Corrigan taught me that it is ok to be a jock and a nerd, Ralph Ciaccarelli taught me that history can be fun, Bill Kaczinski taught me that my bad decisions had repercussions, and Paul Lacroix taught me that I wanted to be a teacher. I was a junior in high school and he was late getting back to class, so like the class clown that I was, I got up in front of the class and began teaching but when Mr. Lacroix came into the room, he let me continue. I spent 45 minutes in front of the class talking about atoms becoming compounds, when I finally sat down, I thought to myself, "that is what I am going to do with my life". I chose history because it was what I was best at. I then realized that it meant I was going to have to go to college, which I had never thought about because only lazy people went to college and if I did, I would have to pay for it myself. So, I did what every other member of my family did, I went into the army.

The army did to me what it has done to millions of Americans throughout its history. It instilled in me the Warrior Ethos, which had been carried through time and space from Ancient Greece. Always put the mission first, never accept defeat, never quit and never leave a fallen comrade. I didn't mind being in the army but I also didn't enjoy it. I was naturally high energy and the army focused that energy with its rules and regulations. Things like timeliness, showing up for work everyday and taking pride in my uniform are still with me today and my focus in education has been similar to my time in the army, ignorance is the enemy and I have spent my life on the front lines of that fight. While I was in the army I was a mechanic in an engineer company. I worked on mostly construction equipment at the army's secondary level, known as Direct Support. Most of the time I was working on hydraulics, I wasn't very good but I gained skills that are still with me today. The other thing the army did for me is it allowed me to see the world. I was stationed in Colorado and was able to drive across the country twice, taking in its diversity and natural beauty. I was deployed to Egypt for three months, spending most of that time deep in the Sahara Desert. I lived in a tent with no contact with the outside world and did not take a shower for six weeks. The final two weeks I was fortunate enough to be moved up to a small port city outside of Alexandria to help drive equipment onto large US Navy ships. The second to last day I was there I went to see the Great Sphinx and Great Pyramid. I know now that it was a life altering experience, it blew my mind that human beings could build something so large. It planted to seed in my mind that I wanted to see all of the great architectural wonders of humanity, in a world before "selfies" I wanted one in front of the big buildings of the world. It was also the first time I interacted with a foreign culture, I ate their food, I learned their words and I bought their art. I still have a chess set that I bartered for a pack of clove cigarettes

from a man named Muhammad, it was the first time I had ever bartered in my life.

I got out of the Army in 1999 and returned home to New Hampshire to pursue a career in education. I attended Plymouth State University and majored in Social Science Education. I could not afford to live at college, so I commuted the 70 miles to Plymouth from my hometown of Gorham and worked full time as a cook at my best friend's parents Italian restaurant. It would be at the restaurant that I would learn what it takes to own and operate a small business. Michael and Sylvia Saladino had a large impact on my life in a lot of different ways. Michael was born in Sicily and came to the United States when he was five and Sylvia was the daughter of an Italian immigrant. You began by selling fruit from a cart on the side of the road and by the time he died owned and operated two supermarkets. I began washing dishes at LaBottega Saladino when I was fourteen and went back to work for them as a cook when I got out of the army and was going to school. Sylvia ran the front of the house and the financials while Michael ran the back was the creative genius. I was very busy during those years, waking up early and driving to Plymouth, spending all day in class and then driving home and going straight to work and then working a double of Saturdays. I believed in the American Dream, that with hard work and determination you can pull yourself from your station in life and climb the social ladder. That belief in the American dream was instilled in me by both my parents and Michael and Sylvia Saladino.

While going to Plymouth State and working at the restaurant I was also a member of the New Hampshire Army National Guard in order to fulfill my enlistment contract. I had originally thought of it as just a way to earn extra money while attending college but then one day while attending classes at Plymouth the world changed. I was in my sophomore year at Plymouth State College when the attacks of September 11th happened and like most Americans of my age the day is etched into my memory. I was in my senior year and doing my student teaching at Berlin High School when the United States invaded Iraq. Being in the National Guard, I never thought that the War on Terror would come calling for me but in January of 2004, along with the majority of the New Hampshire Army National Guard I was activated and deployed to Iraq. I was reassigned to C Co 3-172nd Mountain Infantry out of Manchester and was sent to the Sunni Triangle. For the next year we provided convoy security and did patrols throughout the Baghdad area. The best way to describe 2004 in Iraq is that it is the year that they make all the movies about. My unit was the subject of the documentary film [*The War Tapes*](#).

My experiences in combat changed me to the core. It made me an absolute pacifist that abhors violence in any form but realistic about human nature and the world we live in. It made me sensitive to tyranny and the evil that humans do to each other. It made me believe that it is possible to love your country and be skeptical of your government at the same time. It created a bond with those I fought with and others who have fought in the past. It showed me that lack of education is the most severe form of oppression because the easiest way to take away someone's freedom is to never teach that they have it in the first place.

I like to tell people that my year in combat was the worst year of my life and the greatest all rolled into one. The experience made me a better teacher because it allows me to relate to students who have experienced trauma and the social and psychological effects that it entails. I spend everyday of my life in the highest suicide demographic there is and teaching history has been sort of a therapy for me. I was extremely lucky in that I experienced the horrors of war but not to the extent that it kept me from pursuing a life after the war. I had no physical injuries and instead slowing me down it actually gave me a drive to live life to the fullest because of the realization that life can end at any moment. I know the exact moment that made me this way, I was hiding behind the tire of humvee as the world around erupted in gunfire and explosions. I learned later that I was not in as much danger as my brain thought I was but that did not stop my brain from thinking that it was all over. At that moment I had one clear thought that there were things that I wanted to do and had not yet done. I have always felt like I am living on extra time and my goal has always been to get the most out of that time. The way that moment manifested itself in my life is through travel. I made it my goal to go to every place that I teach about.

I returned to New Hampshire in 2005 and began my teaching career at Hillsboro-Deering High School. I spent three years at Hillsboro-Deering and then left to pursue a Masters degree in Special Education on the Post 9/11 GI Bill at Plymouth State. I chose to study special education because at the time I was seeing an increase in the amount of students who required special education services in my class room and I figured that it would help me address those needs. I was back at Plymouth State when the world changed again with the economic collapse of 2008/2009. I felt the financial struggles that many Americans felt and to deal with them I moved in with my 85 year old grandfather. My grandmother had died years before and he was struggling to live on his own so the idea was that I would help him stay at home and he would help me while I went to school. I paid rent by splitting and stacking firewood to heat the house, doing laundry and bringing my grandfather to medical appointments and shopping. It was difficult at times because we did speak the same language but we figured it out and it was an amazing experience that I will always cherish. I also returned to work at the restaurant during this time.

Once I graduated with my masters in special education I celebrated by backpacking across Europe. It was an amazing trip that took me through thirteen countries and allowed me to see the spectacular creations of mankind. I saw Stonehenge, Big Ben, The Tower of London, the beaches of Normandy, the Eiffel Tower, the Notre Dame Cathedral, the Mona Lisa, the Berlin Wall, Auschwitz concentration camp, The Astronomical Clock of Prague, The Eagles Nest of Berrchtestaden, the Battle of the Bulge cemetery, the running of the Bulls in Pamplona, the Roman Colosseum, the Roman Forum, the Pantheon, the Vatican City, the Sistine Chapel and the Leaning tower of Pisa. The stories and pictures of this trip make their way into my classes on a daily basis.

I returned to the classroom in 2011 at Wilton-Lyndeborough Cooperative High School. While at

Wilton I once spent a summer traveling throughout Europe, this time going to Greece, Turkey and Israel.

I saw the Parthenon, the Temple of Apollo at Delphi, the monasteries of Meteora, the ruins of Troy and Mycenae, the amphitheater of Epidaurus, the Battlefield of Thermopylae, the Hagia Sophia, the Blue Mosque, the Basilica Cistern the Western Wall, the Church of the Holy Sepulcher and the Dome of the Rock. I also bought a 1985 Volkswagen Vanagon and have driven all over the country in, going to every revolutionary and civil war battlefields along with many National Parks.

I returned to the classroom in 2011 at Wilton-Lyndeborough Cooperative High School. While at Wilton I once spent a summer traveling throughout Europe, this time going to Greece, Turkey and Israel. I saw the Parthenon, the Temple of Apollo at Delphi, the monasteries of Meteora, the ruins of Troy and Mycenae, the amphitheater of Epidaurus, the Battlefield of Thermopylae, the Hagia Sophia, the Blue Mosque, the Basilica Cistern the Western Wall, the Church of the Holy Sepulcher and the Dome of the Rock. I also bought a 1985 Volkswagen Vanagon and have driven all over the country in, going to every revolutionary and civil war battlefields along with many National Parks.

I spent six years at WLC only to leave again to further my education when an amazing opportunity arose. I was fortunate to be named the 2016 James Madison Fellowship recipient for the state of New Hampshire. The James Madison Fellowship is a non-partisan federally funded program that pays for secondary social studies teachers to earn a masters in Early American History that specializes in Constitutional education. The main mission of the Fellowship is to promote civic education at the secondary level to ensure a functioning democracy. The Fellowship also includes a one month Summer Institute at Georgetown University in Washington D.C. that provides an in depth study of the United States Constitution as well touring the many sites of the city. I could have chosen to pursue the masters over a five year period but I was fortunate to have a friend that I served with in Iraq who worked at the VA headquarters in Washington DC and who had an Alpaca farm in southern Maryland. So I chose to return to the classroom full time at George Mason University in Fairfax Virginia and pursue a master degree in American History. My time at George Mason was an amazing experience because it was the first time in my life that I could focus solely on my education. I spent most days reading in the city at different museums, monuments or parks and then spent my evenings in class discussing what it was I was reading. Getting back into “academic shape” especially when it came to writing was difficult at first, and at times I thought I may be in over my head, it gradually got easier and I enjoyed it very much. I spent the summer in between semesters at George Mason at the James Madison Fellowship Summer Institute on the Constitution at Georgetown University. The month that I spent at Georgetown was an absolutely amazing experience. I met and worked with fellow history teachers from all over the country. I created lifelong relationships with people who have spent their lives doing what I do for a living. The

mornings were spent in class listening to lectures from some of the leading constitutional scholars of the day. The evenings were spent going on field trips throughout the Washington D.C area.

We took a tour of the White House, met Chief Justice John Roberts at the Supreme Court, had a tour of Arlington National Cemetery with the cemetery historian, the Library of Congress, George Washington's Mount Vernon, Thomas Jefferson's Monticello and James Madison's Montpelier.

I returned to New Hampshire to fulfill my obligation to the Madison Fellowship by teaching Early American History and the Constitution at the secondary level for a period of two years. I was fortunate to be hired at the Founders Academy. The mission of Founders and the Madison Fellowship are nearly identical and I fit in right away. A lot has changed since I went to public high school and throughout my time teaching in public schools. When I began teaching it was difficult to get students to stop talking to each other, now it is difficult to get them to talk to each other. Some of it has been a good change and some of it has not, some of it could have been prevented and some of it could not. I believe it is safe to say that our nation's struggles are a reflection of the struggles of the education system. I have seen the effects of school violence, childhood obesity, an opioid epidemic, the rise of mental health issues, rise of suicide and cutting, effects of technology, cell phones, video games and social media. It has not been good but all of it together did not have as much of an impact on children and their education than the Covid-19 pandemic. The pandemic took an already difficult situation and turned the volume all the way up on it. The ripple effects that Covid 19 will have on children's education and mental health will be felt for decades to come.



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

APPENDIX C: BENJAMIN FRANKLIN ACADEMY FOUNDERS



Benjamin Franklin Academy

Founders

Patricia Humphrey is a devoted public charter school movement supporter and has offered much of her life to this cause. She is the Executive Director of the New Hampshire Center for Innovative Schools (NHCIS) and the New Hampshire Alliance for Public Charter School, a Founder of the Academy for Science and Design (ASD) in Nashua, and Spark Academy and Founders Academy in Manchester. Patricia is an experienced school administrator and board director. As an educator, Mrs. Humphrey taught K-8 in New York City and New Hampshire, and as an administrator, she directed an individual, independent school in New York City. Patty has extensive experience with public policy and fundraising and has been on the frontline for charter school advocacy in our state since the early 1990s.

Michael Dupont served in the United States Army and New Hampshire Army National Guard for ten years, having served in the Iraq War and received the Combat Infantry Badge. Mr. Dupont earned a bachelor's degree in social science education and a master's degree in special education from Plymouth State University. He has taught high school social studies for eleven years in Hillsborough and Wilton, New Hampshire, and is entering his third year at Founders Academy. In 2016, Mr. Dupont was selected as the recipient of the James Madison Fellowship, awarded to social studies teachers for graduate studies in the principles of the United States Constitution. Mr. Dupont spent two years living in the Washington DC area and attending graduate school at George Mason University. As part of the Madison Fellowship, he attended the Summer Institute on the Constitution at Georgetown University. While at Georgetown, Mr. Dupont had the privilege of touring the White House, the Library of Congress, Arlington National Cemetery, and the Supreme Court, where he met the Chief Justice of the United States Supreme Court and took extensive coursework in Constitutional principles. See Appendix B - *The Road to Benjamin Franklin Academy: Michael Dupont Biography*.

Marcie Ouellette has held numerous positions in education throughout New Hampshire and brings a diverse amount of experience and knowledge to the Benjamin Franklin Academy team. Marcie holds a bachelor's degree in Marketing Management and a master's degree in Educational Leadership. Additionally, she has held certification as a school administrator through the State Department of Education for over ten years. Marcie has been a Director of Career and Technical Education for the Newport School District, Business and Community Liaison for the Nashua School District, an Associate Director of Admissions at Daniel Webster College and HR Administrator for State of NH Lottery Commission. Marcie prides herself on building relationships and fostering partnerships between the schools she represents and the communities in which they reside – relationships that she firmly believes are integral in leading successful schools. As a result, Marcie has held positions with several community groups, served on various boards throughout the state, and was selected to receive the Dale Carnegie Interpersonal Leadership Award by her peers in the Leadership Greater Nashua Class of 2011. From 2012 – 2015, while a member of the NH Career and Technical Administrators (NHCTA) professional group, she represented the group's interests annually in Washington, D.C., where she advocated for continued federal Perkins funding and support for career and technical centers throughout New Hampshire.



**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC SCHOOL
GRADES 6 -12**

APPENDIX D: BENJAMIN FRANKLIN ACADEMY PROPOSED BOARD OF TRUSTEES
BY-LAWS

ARTICLE I-Location

1. **Name.** The name of the corporation is “Benjamin Franklin Academy Chartered Public School”. It is and shall remain a voluntary corporation duly organized and existing under the laws of the State of New Hampshire (the “Corporation”).
2. **Location.** The proposed location of the Corporation is Pittsfield, New Hampshire or surrounding community (Site dependent).

ARTICLE II-Purposes

1. **Charitable Purposes.** The purpose of the Corporation is to be a public charter school, pursuant to N.H. RSA 194-B.
The School is organized exclusively for education and charitable purposes, to be exempt from Federal taxation.

In furtherance of the purposes set forth in the preceding paragraphs, this Corporation shall have and exercise all the powers conferred by the laws of New Hampshire upon corporations formed under the voluntary corporation law of New Hampshire; to do any or all things hereinbefore set forth to the extent as natural persons might or could do; to do any and all other acts, matters and things necessary or incidental or convenient to these purposes which are not contrary to the laws of the State of New Hampshire; provided, however, that all of the activities and actions set forth in Section 1 shall be carried out strictly in furtherance of those corporate purposes set forth in this Section 1.

2. **Tax Exempt Status.** Notwithstanding anything to the contrary in these articles, all of the activities and actions of the Corporation shall be limited and restricted by the following provisions:

(a) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, its trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

(c) In extending its services to persons using the facilities of the Corporation and in all of its other activities, the Corporation shall not engage in any activity in violation of State or Federal Civil Rights Acts, including, but not limited to, any act of discrimination based on race, color, sex, national origin, or sexual preference.

ARTICLE III-Membership

1. **Members.** There shall be no voting members of the Corporation. However, the Board may vote to establish a membership, and in so doing shall establish criteria for membership, such

membership dues if any, provide for membership meetings and notice thereof, determine voting rights of members, and to determine membership quorum requirements. If the Board establishes a membership pursuant to this article of the By-Laws, it shall thereupon amend the Articles of Agreement and these By-Laws accordingly.

ARTICLE IV-Board of Trustees

1. Board of Trustees/Legal Status and Obligations. The School Board of Trustees derives its authority from the New Hampshire education statutes, RSA Chapter 194-B and applicable charter school rules of the State Board of Education, as well as the voluntary corporation laws, NH RSA Chapter 292. State law provides that public charter schools will be governed by a Board of Trustees who "shall have general supervisory control and authority over the operations of the school". NH RSA 914-B:5, I. The New Hampshire education laws shall govern the procedures for the School. The property and business of the Corporation shall be managed and the policies of the Corporation shall be set by a Board of Trustees (the "Board").

The initial Board shall be voted and appointed by the BFA founders and representative(s) of Sponsoring Organization . Thereafter, the board shall be composed of not less than five (5) nor more than nine (9) members appointed by the Board as provided below.

As required by New Hampshire law, the Board shall report to the State Board of Education or to its designee, at least quarterly, for public information purposes only, regarding the progress of Benjamin Franklin Academy in achieving its stated goals. RSA 194-B:5, IV-a. The State Department of Education shall assist the Board of the Corporation to develop a quarterly report that is mutually acceptable, provided that each quarterly report shall include, but shall not be limited to, a financial statement. RSA 194-B:5, IV-a. The Board of Corporation may solicit technical assistance or advice from the State Department of Education. A copy of the quarterly reports shall be available to participating school districts and to the parents of children attending Benjamin Franklin Academy. RSA 194-B:5, IV-a. In addition, the Board shall ensure that all other reporting requirements of the BFA or the Corporation, contained in RSA 194-B:10 or in other State or Federal law, are met.

2. Board Member Qualifications. As required by New Hampshire law, no more than one member of the Board of Trustees, nor more than twenty five percent of the total Board membership, whichever is greater, may also serve on any other school board. RSA 194-B:5, II. At least two parents of pupils attending Benjamin Franklin Academy Chartered Public School, or twenty-five percent of the Board, whichever is greater, shall serve on the Board of the Corporation. RSA 194-B:5, II. The members of the Board may not be part of the same immediate family nor related by blood or marriage. RSA 292:6-a. The Dean of School of BFA may be an ex- officio board member. The Dean of School will attend meetings, but will not have a vote or attend executive sessions, but no employee of the Corporation may serve as Chairperson of the Board. RSA 292:6-a.

3. Board Member Authority. Because all power and legal authority of the Board of Trustees lies in its action as a group of the whole, individual members exercise authority over charter

school affairs only as they vote, reach consensus, or delegate as a group of the whole at a legal meeting of the Board.

In specific instances, a member, including the Chairperson, may have authority to act but only when the majority of the Board delegates such specific authority to him/her. In all other instances, an individual member has no power or authority.

The Board shall provide this information to its members, the faculty, administration, and public so all are aware that only the Board as a whole has authority to take official action.

4. Board Member Conflict of Interest. The Board of Trustees is committed to high ethical standards that secure the public's trust. Accordingly, the Board has adopted a Conflict of Interest Policy. The Board members are bound by the requirements of Federal law and N.H. RSA 7:19, II, and RSA 7:19-A, pertaining to pecuniary benefit transactions.

A conflict of interest exists when a Board member has one or more personal, business, or financial interests or relationships which could cause a reasonable individual with knowledge of the relevant facts to question the member's integrity or impartiality in his/her decisions. Whether or not a Board member disqualifies him/herself from a discussion or decision by the Board is based on whether an actual or potential conflict of interest exists, that person's ability to be an impartial decision-maker, and/or the appearance of a conflict of interest or of the inability to render an impartial decision. Any possible conflict of interest on the part of any member of the Board, officer or employee of the Corporation, shall be disclosed in writing to the Board and made a matter of record through an annual procedure and also when the interest involves a specific issue before the Board. Where the transaction involving a Board member, trustee or officer exceeds five hundred dollars (\$500) but is less than five thousand dollars (\$5,000) in a fiscal year, a two-thirds vote of the disinterested trustees is required. Where the transaction involved exceeds five thousand dollars (\$5,000) in a fiscal year, then a two-thirds vote of the disinterested trustees and publication in the newspaper is required. The minutes of the meeting shall reflect that a disclosure was made, the abstention from voting, and the actual vote itself.

In addition, the following shall apply:

- No member of the Board may have any direct pecuniary interest in a contract with the School or in the purchase or sale of any School property or equipment. This provision does not apply to compensation paid to a Dean of School employed by the School who also serves as an ex-officio member of the Board of Trustees. In a particular circumstance and for good reason, the Board reserves the right to solicit paid services from a member when those services are not available elsewhere or are in the best interests of the school. The Board shall approve such agreements on a two-thirds majority vote and follow the requirements outlined above.
- A Board member must abstain and absence themselves from any discussion or vote regarding family members employed by the Board in any capacity or applying to the School for admission.
- No member of the Board will solicit any favor, gift, or other items of monetary value, improperly use School property, use his/her School Board status for personal benefit, or make unauthorized promises or commitments on behalf of the Board.

Every new member of the Board will be advised of the Conflict of Interest Policy upon entering the duties of his or her office, and shall sign a statement acknowledging, understanding of and agreement to this policy. The Board will comply with all requirements of New Hampshire law in this area and the New Hampshire requirements are incorporated into and made a part of this policy statement.

5. **Compensation.** Board members shall not receive compensation for their services as Board members but can receive reimbursement for expenses and can be engaged to perform other services, as long as the compensation is not excessive as that term is used in 26 U.S. Code §4941(d)(2)(E) or as long as such compensation is not prohibited by New Hampshire law.

6. **Classes.** A minimum of two (2) and maximum of four (4) people will represent families of children attending the charter school; a minimum of three (3) and maximum of seven (7) Trustee positions will be for professional/business community members, local community members, and/or educational or philanthropic sponsors. The maximum number of trustees is nine. The Board members serving in office shall have the following terms: (5) five year terms for trustees and (3) three year terms for business/community/philanthropic members and (2) two year terms for parent members. All terms are renewable one time by majority vote of the board.

On the initial board, founding trustees and business/community trustees will have terms of five years, which can be adjusted as applicable to stagger term completion dates. One member shall serve five years, two members shall serve four years, three members shall serve three years, two members shall serve two years, and one member shall serve one year. Thereafter, each class of Board members shall be staggered as to term of office so that, as nearly as possible, one-third of the Board members shall be elected in each year.

The Board shall conduct an annual meeting, at which new Board members shall be elected by the existing Board members. The Board shall seek, to the greatest extent possible, to procure nominations for new Board members of persons from a broad range of geographical areas and from varied socio-economic and ethnic backgrounds to ensure the greatest diversity possible on the Board.

7. **Quorum.** A majority of the Board members elected and serving shall constitute a quorum of the Board for any meeting, provided however, that if one-third of the Board members are present, they may, by unanimous vote, declare themselves to be a quorum for the transaction of the business of the Corporation. A quorum must also include at least two (2) officers of the Corporation.

8. **Vacancies.** Any vacancy on the Board between the annual meetings may be filled by a majority vote of the remaining Board members, subject to the qualifications stated above.

ARTICLE V-Board Officers

1. **Officers.** The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a Treasurer and a Secretary. The term for founding trustee officers shall be (5) years. The term of all remaining officers shall be for two (2) years beginning at the Annual Meeting, or until their successors are duly elected and qualified.

The Board Secretary shall serve as Clerk of the Board.

2. **Election.** All officers shall be elected by the Board, from among those Board members duly elected and serving in office, at the annual meeting of the Corporation.

3. **Vacancies.** If any of the offices shall become vacant for any reason, the Board members may elect a successor to hold said office for the unexpired term provided that all members of the Board have been so notified prior to any meeting at which a Board officer vacancy will be filled.

4. **Chairperson.** In fulfilling all duties and providing leadership to the Board of Trustees, the Chairperson ("Chair") must follow, and assure that others follow, Board policy and all laws that apply.

The Chair shall preside at all meetings of the Corporation and of the Board in accordance with Board policy and parliamentary procedure. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and to the point, and as necessary, relying on the procedures of the most current version of *Robert's Rules of Order*.

Other duties include, but are not limited to, the following:

- Keep the Board informed concerning the activities of the Corporation, and may sign, in the name of the Corporation, all contracts and documents authorized by the Board.
- Determine the agenda with the Dean of School, other board officers and committee chairs,
- Sign contracts and other instruments on behalf of the Board, but only if so authorized by the Board,
- Appoint a member to act as Secretary when the Board's assigned Secretary is absent,
- Appoint Board committees and task forces and assign a chairperson and cultivate leadership succession
- Appoint Board members to represent the Board with government offices, organizations, or school districts,
- Select members of advisory committees to the Board, in consultation with the Board,
- Present the Board a roster of Board committees, task forces and advisory committees at the annual organizational meeting so the Board can determine if continuation is desired or necessary,
- Cancel and/or reschedule Board meetings for good cause after consultation with Board members and the Dean of School,
- Direct the Secretary to call special meetings and/or emergency meetings of the Board, as necessary,
- Maintain communication with the Dean of School, as needed.

The Chair of the Board shall have such other powers and duties as the Board may from time to time determine.

5. **Vice-Chairperson.** The Vice Chairperson shall have the powers and duties of the Chairperson during his/her absence or disability and shall have such other powers and duties as the Board may from time to time determine and assign.

6. **Secretary.** The Secretary shall record or cause to have recorded the minutes of all organizational, regular, special Board meetings, and any non-public sessions. Procedures for recording minutes are outlined as follows:

- Record all actions or votes at Board meetings by last name, except unanimous votes may be recorded as such,
- Record in the minutes of all public meetings and other proceedings the full names of members and persons appearing before the meeting (persons in the audience do not need names recorded),
- Record a brief description of the subject matter discussed,
- Record final decision(s) of any Board action,
- Provide draft minutes for public inspection, so labeled, within required timelines as defined in RSA 91-A.,
- Make any corrections to the draft minutes that may be necessary following the Board meeting where minutes are reviewed and approved,
- Sign the final copy with any adjustments after acceptance by the Board, and return original, approved copy to the school's administrative office for filing in the permanent school record.

The Secretary shall have such other powers and duties as the Board may from time to time determine and shall perform all duties customarily incident to the office of a corporate secretary. The Secretary with the approval of the board may delegate to the Clerk the responsibilities for handling correspondence with other persons and organizations when required and for sending out and posting notice of upcoming meetings, in compliance with law.

7. Clerk. The Board Secretary shall serve as the Clerk of the Board The Clerk shall:

- Notify members of each meeting,
- Assure that any meeting of the Board is properly posted,
- Prepare the meeting agenda with the Board Chair,
- Notify members of agenda corrections, if known,
- Provide each member with a copy of the minutes of the previous meeting(s), together with an agenda for each meeting, in advance of each regular meeting (and, as is possible, in advance of each special meeting) and as is defined by RSA 91-A,
- Receive all communications addressed to the Board:
 - a) present such communications to the Board,
 - b) keep Board apprised of critical topics in context with communications addressed to the Board,
 - c) ensure all communications to the Board provide an explanation for any communication that may be redirected.
- See that all policies adopted by the Board are shared,
Have such other powers and duties as Clerk as the Board may from time to time determine.

8. Treasurer. The Treasurer shall be responsible for the administration of the financial affairs of the Corporation, shall have custody of all funds and securities of the Corporation and shall keep books and accounts of income and expenditures. The Treasurer shall keep or cause to be kept full and accurate accounts of receipts and disbursements of the Corporation and shall deposit all monies and other valuables of the Corporation in such banks or depositories as the Board may designate. The Treasurer shall perform such duties as are customarily incident to the office of a corporate treasurer.

9. Resignation. Any Board member or officer may resign his or her office at any time. Such resignation is to be made in writing and to take effect from the time of its receipt by the Corporation, unless some other time is fixed in the resignation. Any Board member or officer who for any reason cannot fulfill the term of his/her office should provide timely notice in writing to the Board Chair.

Appointments to unexpired terms on the Board of Trustees will be made by the Board as follows:

- An announcement of the vacancy will be published within the school community and to any to other parties or businesses the Board desires to contact. Such announcement can precede the effective date of resignation by a Board member,
- At the Board's discretion, the announcement of vacancy will provide information for any individual to communicate interest to the Board, c/o the board chair's office,
- The Board, or a subcommittee of the Board, will interview potential appointees. If still a member of the Board, the resigning member may participate in this process,
- In certain circumstances, as prescribed in RSA 91-A:1, the Board may meet in non-public session to discuss the potential appointees,
- The Board will appoint the new member at a public meeting. Such action will be noticed on the agenda for that meeting,
- Newly appointed Board members shall serve until the completion of the unexpired term. An additional term is at the discretion of the Board.

10. Removal. Any officer or member of the Board may be removed from office by a two-thirds vote of the Board. However, no such vote shall be taken until after a written petition for removal is filed with the Board and the person whose removal is sought receives notice of said petition by first class mail. Further, said person shall be given the opportunity to make an oral or written response to the Board within fourteen (14) days of the mailing of the notice. Notice of any meeting called to include the vote on removal of such person shall not be made until after the fourteen (14) days provided for above have elapsed.

ARTICLE VI-Meetings/Orientation

1. Meetings/Notice. In order to allow for full participation by all Board members and the public, regular meetings of the Board of Trustees will be held each month at a consistent day, time, and place.

If the Board members vote to hold regular monthly meetings, no notice of such regular monthly meetings shall be required, but posting pursuant to the NH open meetings law, RSA Chapter 91- A, is required.

Notice and posting in compliance with RSA Chapter 91-A shall be required for the annual meetings. Notice of the annual meetings shall be in writing and shall be mailed, faxed or e- mailed to the Board members at least seven (7) days before the annual meeting.

Notice shall also be required for all special meetings. Notice for special meetings shall be in writing and shall be mailed, faxed, or e-mailed to the Board members at least seven (7) days before such special meetings. Attendance at meetings shall constitute a waiver of notice, except if a Board member attends the meeting for the sole purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Meetings may be held by telephone conference at the discretion of the Board. If all Board members sign a waiver of notice as to any meeting, actions taken thereat shall be deemed proper.

Regular meetings may be canceled or moved to another day for good cause by the Chair, after consultation with the other Board members and the Dean of School. Under exceptional circumstances, an individual Board member may request at a regular meeting that a subsequent meeting be

rescheduled. Consideration by the full Board will be given to such requests. It is anticipated that less frequent meetings will be required when school is not in session.

2. Agenda. The Board of Trustees supports having a planned agenda which keeps the public advised of Board business and allows the Board to address its priorities and items of importance as they arise. The following guidelines will guide agenda.

- The order of business set forth in the meeting agenda may be changed by general consent or majority vote of the members present.
- Requests for reordering or revising the agenda should be directed to the Chair and be considered at the beginning of the meeting.
- In the interest of time, certain housekeeping agenda items may be organized as one agenda item: Consent Agenda. Generally, these items have been reviewed by Board members through documentation received prior to the meeting and require no discussion. At the beginning of the meeting, the Board Chair will make suggestions of Board consent agenda items to be addressed with one motion. Board members have the option of accepting or rejecting the agenda items for the consent agenda. Only items receiving a unanimous vote may be on the consent agenda.
- Suggested agenda items should be submitted to the school chair's office at least seven (7) calendar days prior to the meeting.
- The agenda will be set by the Chair.
- Each board meeting agenda will include Next Agenda, where board members can offer topics for consideration.
- Board members will receive the agenda with supporting materials prior to the meeting.

In accordance with RSA 91-A:2, meeting notice shall be posted in at least two (2) places, notifying each Board meeting at least 24 hours in advance. Benjamin Franklin Chartered Public School will post within the charter school and in the local library. An agenda will be offered for posting and provided to the school staff as well.

3. Annual Organizational Meeting. The Board of Trustees shall organize annually at its first regularly scheduled meeting after June 1st of each year. Every Board member shall be notified of the meeting for organization as described above, and the meeting shall be posted in compliance with RSA Chapter 91-A. This meeting shall be called to order by the Clerk of the Board or other non-board member who shall preside until the election of a Chairman.

4. Special Meetings. Occasionally the business of the Board cannot be completed or adequately handled at regular meetings and special meetings are required. It is the intent of the Board to allow flexibility for scheduling additional or special meetings, as needed.

Special meetings shall be called by the Clerk or his/her designee either when so directed 1) by the Chair, or

2) by the formal request in writing by two members of the Board. At least twenty four hours' notice of a special meeting shall be given each member and the meeting notice shall also be posted in accordance with RSA 91-A:2.

Any action taken at special meetings must have the concurrence of a majority of the entire Board. Any special or emergency meeting without notice shall be valid only if all of the members attend such meeting or waive participation or notice thereof in writing either before or after the meeting.

5. Non-Public Session. The Board of Trustees reserves the right to sit in non-public session, closed to the public and media, when a majority of the members present and voting so vote. The Board may entertain a motion to hold a non-public session only for those specific purposes which the law recognizes. For the list of reasons permitted by law, see RSA 91-A:3.

As required by law, the motion calling for a non-public session will indicate the nature of the items to be discussed and the statutory subsection authorizing non-public sessions. No official, final action may be taken by the Board at a non-public session except as allowed by RSA 91-A:3. In order to act upon most items considered during a non-public session, the Board will convene or reconvene in open session. That such a meeting was, or will be held, will be recorded in the minutes of the preceding or subsequent open session of the Board. Board members and any persons attending a non-public session are duty-bound not to disclose any details of the discussion held. Minutes of all non-public sessions shall be made public pursuant to RSA 91-A:3, III, unless a two-thirds majority vote of the Board members present votes pursuant to that statute not to make the minutes public. The Dean of school will attend all non-public sessions except those which pertain to his/her own employment.

It shall be the policy of the Board to notify individuals or parents of students discussed in nonpublic session of that discussion within seven (7) calendar days of the non-public session meeting. It shall also be the policy of the Board to require the administration to make the best attempt to notify individuals or parents of students whom they intend to discuss in detail in non- public session at least forty-eight hours prior to the planned meeting. The intent of this policy is to provide the Board with as much input as possible on all issues as well as to protect the rights of the individuals discussed.

The Board may reserve part of the non-public session for an exclusive meeting attended by Board members and administration only.

6. New Member Orientation. Prior to the first Board meeting of a new Board member, or as soon as can be scheduled, the new trustee shall be provided concise orientation with supporting materials. Such orientation shall include the following:

- Copy of the school's charter and recent Board meeting minutes, with explanation,
- Pertinent statutory matters of Board authority to supervise and manage a chartered public school and public funding,
- Pertinent Board policies, including policies on Board organization and function,
- Roles and responsibilities of Board and Board officers, school leadership personnel, and other advisors,
- Budget and insurance provisions,
- Other materials the Board and/or school advisors deem pertinent.

The purpose of orientation is to assist new Board members in understanding the Board's governance philosophy; the role, responsibilities, and limitations of individual Board members; the mission and charter of the school; the status of finances; and functions of the Board as a whole.

ARTICLE VII-Board Advisory Committees

From time to time and as needed, the Board will seek guidance from advisory committees as one means of involving and gathering input from members of the charter school community. The purpose of all advisory committees is to provide advice to the Board of Trustees by conducting studies, identifying

problems, and developing options and recommendations that enhance the decision-making process of the Board. The Board of Trustees Chair, in consultation with the Board, will select members and chairs of advisory committees.

The authority to make decisions, issue contracts, obligate school funds etc., continues to reside in the Board as imposed by statute and these Bylaws.

1. Determination/Formation:

The need for advisory committees shall be determined by the Board as a whole. The Board shall:

- Determine need and establish the advisory committee,
- Clarify the reason and charge for advisory committee,
- Determine the size and composition of the advisory committee,
- Designate the interval at which it will receive reports,
- Provide guidelines regarding encumbrance/expenditure of funds, decision-making, timelines, report requirements, etc.,
- Clarify need for support, e.g. space to meet, postage, reference materials.

2. Advisory Committee Responsibility (Chairperson): The advisory committee's chairperson shall:

- Establish schedule of meetings, providing advance notice of meeting times to the Board for posting purposes,
- Keep minutes of meetings,
- Keep the Board informed of the activities of the committee,
- Seek clarification from the Board as a whole whenever role or responsibility is unclear to self or others or whenever an opinion or decision of the Board is needed,
- Ensure no opinion, decision, or commitment on behalf of the Board is given unless specifically authorized to do so by the Board as a whole,
- Ensure any announcement or press release is cleared with the Board Chair or his/her designee,
- Prepare a task-completion report or year-end report to submit to the Board.

3. Dissolution:

- Advisory committees appointed to accomplish a specific goal shall be dissolved upon accomplishment of the goal,
- Advisory committees appointed for the school year shall be dissolved at the close of school in the school year in which they are established,
- Advisory committees may be dissolved or extended at any time by majority vote of the Board,
- If requested, the dissolving advisory committee will provide a summary of activities or any other requested report for the Board.

The Board Chair and Dean of School are non-voting, *ex officio* members of all advisory committees of the Board. Additionally, any Board member may attend and participate in the discussion of any meeting of an advisory committee, whether said member is appointed or not; however, only the appointed committee member shall have the right to vote on committee consensus decisions. All advisory committee meetings shall be open to the public.

ARTICLE VIII-General Provisions

1. **Contracts.** The Board may authorize any officer or officers in addition to the Chair to enter into any contracts on behalf of the Corporation; such authority must be in writing.
2. **Checks, drafts, etc.** The Treasurer or the Chair shall sign all checks, drafts, and other orders for payment of money on behalf of the Corporation.
3. **Gifts.** The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for general purposes or for any special purpose of the Corporation.
4. **Books.** The books shall be kept in the office of the Treasurer and include the complete financial records and transactions of the Corporation including a minute book, which shall contain copies of the Articles of Agreement, the By-Laws, and all minutes of the meetings of the Corporation and the Board.
5. **Indemnification.** Each present and future Board member and officer, whether or not then in office, shall be indemnified by the Corporation against expenses actually and reasonably incurred by or imposed upon him or her (including, but without being limited to, settlements, judgments, costs, and counsel fees) in connection with the defense of any administrative, civil or criminal action, suit or proceeding in which he or she is made a party by reason of being or having been a Board member or officer of the Corporation, except in relation to matters as to which he or she shall be actually adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of duty. Such indemnification shall not be deemed exclusive of any other rights to which such Board member or officer may be entitled, under any other by-law, agreement, or as a matter of law or otherwise.
6. **Fiscal Year.** The fiscal year shall be from ____ July 1 ____ to __ June 30 ____.
7. **Adoption of Initial By-Laws.** The initial By-Laws shall be adopted by a two-thirds majority of the signers of the Articles of Agreement.
8. **Amendments.** These By-Laws may be amended by a majority vote at any meeting of the Board. A notice of any amendment proposed for adoption shall be circulated to all Board members at least seven (7) days in advance of a meeting called to act thereon and included on the agenda for that meeting a list of the Bylaw(s) to be amended. All meetings to amend By-Laws must be properly noticed.

(These By-Laws were adopted by a two-thirds majority vote of the incorporators on _____.)

Dated: _____, 2023 _____ Chair
Secretary



**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC SCHOOL
GRADES 6 -12**

APPENDIX E: BENJAMIN FRANKLIN ACADEMY CURRICULUM ALIGNED WITH NH
CCR STANDARDS



Grades 6-8 Health Curriculum Standards

Health Education Standard #1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behaviors theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

REF. #	Performance Indicators
1.2.1	Identify that healthy behaviors impact personal health.
1.2.2	Recognize that there are multiple dimensions of health.
1.2.3	Describe ways to prevent communicable diseases.
1.5.1	Describe the relationship between healthy behaviors and personal health.
1.8.1	Analyze the relationship between healthy behaviors and personal health.
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.4	Describe how family history can affect personal health.
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6	Explain how appropriate health care can promote personal health.
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8	Examine the likelihood injury and illness if engaging in unhealthy behaviors.
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.



High School Health Curriculum Standards

Course Information: This is a semester long course that will be offered to grades 9-12 and must be completed as a graduation requirement per the State of NH standards. Instruction of content and activities provided by this course will enable students to initiate a self-evaluation of their own health knowledge, attitudes, and behaviors. Topics covered in this course will include wellness, lifestyle choices, drug and alcohol abuse, sexually transmitted diseases, nutrition, stress, mental health, and prevention and care of diseases.

Health Education Competency #1:

Students will understand the principles of nutrition.

Rationale: This standard encourages and empowers students to make healthier life choices in regards to their diet, and teach them the importance of providing the body with the proper nutrients it needs to maintain a healthy lifestyle.

REF. #	Performance Indicators
1.1	Identify the six basic nutrients and explain their function and food sources.
1.2	Analyze the contents of a food label.
1.3	Analyze one's personal diet.
1.4	Demonstrate knowledge of nutrition by creating a day's meal plan in which one fulfills all their nutritional needs.

Health Education Competency #2:

Students will understand human sexuality.

Rationale: This standard provides students a means to feel more informed, make safer choices, and have healthier outcomes in their personal lives as a result.

REF. #	Performance Indicators
2.1	Explain the anatomy and physiology of the reproductive systems.
2.2	Identify STI prevention, symptoms, treatment and effect on personal wellness.
2.3	Identify various types of contraceptives and their effectiveness.

Health Education Competency #3:

Students will understand the aspects of mental health.

Rationale: This standard will help students identify how they handle stress, give them the opportunity to relate to others, and make healthy choices to improve their mental health and overall well-being.

REF. #	Performance Indicators
3.1	Differentiate between good mental health and mental illness.
3.2	Research and demonstrate knowledge of a mental illness.

LANGUAGE ARTS GRADE 6 STANDARDS

<p>Reading Literature: Key Ideas and Details RL.6.1 and Craft and Structure RL.6.4 Reading Informational Text: Key Ideas and Details RI.6.1, Craft and Structure RI.6.4, and Integration of knowledge and Ideas RI.6.7 Writing: Research to Build and Present Knowledge W.6.8 and W.6.9 Language: Vocabulary Acquisition and Use L.6.4, L.6.5, and L.6.6 Speaking and Listening: Comprehension and Collaboration SL.6.1</p>	
<p>Benjamin Franklin Academy has outlined a set of Language Arts curriculum for each grade based on careful consideration with regards to what will be cohesive with the structured History curriculum at each given grade level, while also working to satisfy the previously identified standards used in New Hampshire education. For Grade 6, this includes texts from Rudyard Kipling, Henry Wadsworth Longfellow, and Jean Craighead George, as well as <i>The Jungle Book</i>, <i>The Just-So Stories</i>, <i>Aesop's Fables</i>, <i>Tales of Ancient Egypt</i>, <i>Hiawatha's Childhood</i>, <i>My Side of the Mountain</i>.</p>	
<p>Semester 1- Narrative</p>	
<p>Theme: Personal Narrative</p>	
<p>Enduring Understanding: Writing can give power and meaning to life stories</p>	
<p>Writing Standards (Gold are Priority Standards)</p>	<p>Reading Standards (Red are focused on during the Writing unit and Gold are Priority Standards)</p>
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>W.6.3.A 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.</p> <p>W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</p> <p>W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.4 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.)</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly, as well as, inferences drawn from the text.</p> <p>RL.6.2 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.</p> <p>RL.6.4 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.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.3 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.</p> <p>RL.6.5 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.</p>

LANGUAGE ARTS GRADE 7 STANDARDS

Reading Literature: Key Ideas and Details RL.7.1 and Craft and Structure RL.7.4
Reading Informational Text: Key Ideas and Details RI.7.1, Craft and Structure RI.7.4, and Integration of knowledge and Ideas RI.7.7
Writing: Research to Build and Present Knowledge W.7.8 and W.7.9
Language: Vocabulary Acquisition and Use L.7.4, L.7.5, and L.7.6
Speaking and Listening: Comprehension and Collaboration SL.7.1

Benjamin Franklin Academy has outlined a set of Language Arts curriculum for each grade based on careful consideration with regards to what will be cohesive with the structured History curriculum at each given grade level, while also working to satisfy the previously identified standards used in New Hampshire education. For Grade 7, this includes reading from Homer, selections from *Plutarch's Lives*, *Gulliver's Travels*, *Robinson Crusoe*, poems of Wordsworth and Coleridge, Jane Austen, and excerpts from John Locke, Voltaire, Montesquieu, etc. In writing, this will be demonstrated through writing stories, and conducting research specific to elements of the Renaissance period, such as the contributions of Vespucci and Columbus to maps, Da Vinci, Michelangelo, Raphael and Botticelli to art, Machiavelli to philosophy, Duomo and the Sistine Chapel to architecture, and Galileo to science.

Semester 1- Narrative

Theme: Writing Realistic Fiction: Symbolism, Syntax, and Truth

Writing Standards (Gold are Priority Standards)	Reading Standards (Red are focused on during the Writing unit and Gold are Priority Standards)
<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, and well-structured event sequences.</p> <p>W.7.3.A 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.</p> <p>W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</p> <p>W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 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.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 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.</p>

LANGUAGE ARTS GRADE 8 STANDARDS

Reading Literature: Key Ideas and Details RL.8.1 and Craft and Structure RL.8.4
Reading Informational Text: Key Ideas and Details RI.8.1, Craft and Structure RI.8.4, and Integration of knowledge and Ideas RI.8.7
Writing: Research to Build and Present Knowledge W.8.8 and W.8.9
Language: Vocabulary Acquisition and Use L.8.4, L.8.5, and L.8.6
Speaking and Listening: Comprehension and Collaboration SL.8.1

Benjamin Franklin Academy has outlined a set of Language Arts curriculum for each grade based on careful consideration with regards to what will be cohesive with the structured History curriculum at each given grade level, while also working to satisfy the previously identified standards used in New Hampshire education. For Grade 8, this includes *Autobiography of Ben Franklin*, *Johnny Tremain*, *The Scarlet Letter*, *Drums Along the Mohawk*, *The Last of the Mohicans*, *My Dear Hamilton*, *Sophia's War*, as well as poems, such as *Lexington* by Oliver Wendell Holmes, and *Concord Hymn* by Ralph Waldo Emerson.

Semester 1- Narrative/Information

Theme: Investigative Journalism- “Powers of Observation”

Writing Standards (Gold are Priority Standards)	Reading Standards focused on during Writing (Gold are Priority Standards)
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A Introduce a topic 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.</p> <p>W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E Establish and maintain a formal style.</p> <p>W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 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.</p> <p>RL.8.3 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.</p> <p>RL.8.6 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.</p>

LANGUAGE GRADE 9 STANDARDS

<p>Reading Literature: Key Ideas and Details RL.9-10.1, and Craft and Structure RL.9-10.4 Reading Informational Text: Key Ideas and Details RI.9-10.1, Craft and Structure RI.9-10.4, and Integration of knowledge and Ideas RI.9-10.7 Writing: Research to Build and Present Knowledge W.9-10.7 and W.9-10.8 Language: Vocabulary Acquisition and Use L.9-10.4, L.9-10.5, and L.9-10.6 Speaking and Listening: Comprehension and Collaboration SL.9-10.1</p>	
<p>Benjamin Franklin Academy has outlined a set of Language Arts curriculum for each grade based on careful consideration with regards to what will be cohesive with the structured History curriculum at each given grade level, while also working to satisfy the previously identified standards used in New Hampshire education. For Grade 9, this includes Civil War era literature, such as <i>Adventures of Huckleberry Finn</i>, <i>Gone with the Wind</i>, letters from Civil War soldiers, <i>Little Women</i>, biographies of Abraham Lincoln, Harriet Tubman, Frederick Douglas, etc., poetry of Emily Dickinson, Walt Whitman and Edgar Allen Poe, and for the second half of the 19th century: realistic novels of Theodore Dreiser, Sinclair Lewis, etc.</p>	
<p>Semester 1- Narrative/Information</p>	
<p>Theme: Logic and Rhetoric</p>	
<p>Writing Standards (Gold are Priority Standards)</p>	<p>Reading Standards focused on during Writing (Gold are Priority Standards)</p>
<p>W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W 9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W 9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W 9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W 9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. W 9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are</p>	<p>RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL 9-10.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL 9-10. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>

LANGUAGE ARTS GRADE 10 STANDARDS

<p>Reading Literature: Key Ideas and Details RL.9-10.1, and Craft and Structure RL.9-10.4 Reading Informational Text: Key Ideas and Details RI.9-10.1, Craft and Structure RI.9-10.4, and Integration of knowledge and Ideas RI.9-10.7 Writing: Research to Build and Present Knowledge W.9-10.7 and W.9-10.8 Language: Vocabulary Acquisition and Use L.9-10.4, L.9-10.5, and L.9-10.6 Speaking and Listening: Comprehension and Collaboration SL.9-10.1</p>	
<p>Benjamin Franklin Academy has outlined a set of Language Arts curriculum for each grade based on careful consideration with regards to what will be cohesive with the structured History curriculum at each given grade level, while also working to satisfy the previously identified standards used in New Hampshire education. For Grade 10, this includes a semester dedicated to English Literature including works by Jane Austen, Charlotte Bronte, George Elliot, Charles Dickens, William Wordsworth, Samuel Taylor Coleridge and Alfred, Lord Tennyson, which will then segue into a semester highlighting novels of World War II and totalitarianism such as <i>The Diary of a Young Girl</i> by Ann Frank, <i>One Day in the Life of Ivan Denisovich</i> by Aleksandr Solzhenitsyn, <i>1984</i> by George Orwell, and <i>Brave World</i> by Aldous Huxley.</p>	
<p>Semester 1- Narrative/Information</p>	
<p>Theme: Narrative Poetry</p>	
<p>Writing Standards (Gold are Priority Standards)</p>	<p>Reading Standards focused on during Writing (Gold are Priority Standards)</p>
<p>7. W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W 9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W 9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W 9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W 9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. W 9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are</p>	<p>RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL 9-10.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL 9-10. 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>

LANGUAGE ARTS GRADE 11 STANDARDS

<p>Reading Literature: Key Ideas and Details RL.11-12.1, and Craft and Structure RL.11-12.4 Reading Informational Text: Key Ideas and Details RI.11-12.1, Craft and Structure RI.11-12.4, and Integration of knowledge and Ideas RI.11-12.7 Writing: Research to Build and Present Knowledge W.11-12.7 and W.11-12.8 Language: Vocabulary Acquisition and Use L.11-12.4, L.11-12.5, and L.11-12.6 Speaking and Listening: Comprehension and Collaboration SL.11-12.1</p>	
<p>Benjamin Franklin Academy has outlined a set of Language Arts curriculum for each grade based on careful consideration with regards to what will be cohesive with the structured History curriculum at each given grade level, while also working to satisfy the previously identified standards used in New Hampshire education. For Grade 11, this includes works by Aristotle, Plato, various Greek playwrights, Rousseau, Locke, Hobbes, Adam Smith, the <i>Autobiography of Benjamin Franklin</i>, biographies of the Founders, <i>Common Sense</i> by Thomas Paine, <i>The Myth of Robber Barons</i> by Burton Folsom, Jr., and biographies of the entrepreneurs John Rockefeller, Andrew Carnegie, J.P. Morgan, etc..</p>	
<p>Semester 1- Narrative/Information</p>	
<p>Theme: Conducting Major Research</p>	
<p>Writing Standards (Gold are Priority Standards)</p>	<p>Reading Standards focused on during Writing (Gold are Priority Standards)</p>
<p>W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W 11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W 11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W 11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W 11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL 11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL 11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>

LANGUAGE ARTS GRADE 12 STANDARDS

<p>Reading Literature: Key Ideas and Details RL.11-12.1, and Craft and Structure RL.11-12.4 Reading Informational Text: Key Ideas and Details RI.11-12.1, Craft and Structure RI.11-12.4, and Integration of knowledge and Ideas RI.11-12.7 Writing: Research to Build and Present Knowledge W.11-12.7 and W.11-12.8 Language: Vocabulary Acquisition and Use L.11-12.4, L.11-12.5, and L.11-12.6 Speaking and Listening: Comprehension and Collaboration SL.11-12.1</p>	
<p>Benjamin Franklin Academy has outlined a set of Language Arts curriculum for each grade based on careful consideration with regards to what will be cohesive with the structured History curriculum at each given grade level, while also working to satisfy the previously identified standards used in New Hampshire education. For Grade 12, this includes selections from the great philosophers and the literature of war such as <i>All the Light We Cannot See</i> by Anthony Doerr or <i>In Flanders Field</i> by John McCrae. Grade 12 students will also be required to work on a senior project to provide a greater educational experience beyond the classroom towards something they are passionate about, and encourage them to expand their skill-sets and apply themselves.</p>	
<p>Semester 1- Narrative/Information</p>	
<p>Theme: Senior Project</p>	
<p>Writing Standards (Gold are Priority Standards)</p>	<p>Reading Standards focused on during Writing (Gold are Priority Standards)</p>
<p>W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W 11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W 11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W 11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W 11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as</p>	<p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL 11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL 11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>

MUSIC STANDARDS

At Benjamin Franklin Academy, we recognize the importance of incorporating arts education into our school curriculum. Our goal in requiring visual music as part of our students' education is not only to satisfy the NH State requirements, but to present opportunity to foster their individual creativity, and gain an increased capacity for interpreting the human experience.

Standard 1: Students will sing, alone and with others, a varied repertoire of music.

End of Grade 8	<p><u><i>Students will:</i></u></p> <p>8:1.1 S</p> <p>8:1.2 S</p> <p>8:1.3</p> <p>8:1.4 S</p>
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Standard 2: Students will perform on instruments, alone and with others, a varied repertoire of music.

End of Grade 8	<p><u><i>Students will:</i></u></p> <p>8:2.1 P</p> <p>8:2.2 P</p> <p>8:2.3 P</p> <p>8:2.4 P</p>
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Standard 3: Students will improvise melodies, variations, and accompaniments.

End of Grade 8	<p><u><i>Students will:</i></u></p> <p>8:3.1 I</p> <p>8:3.2 I</p> <p>8:3.3 I</p>
End of Grade 12	<p><u><i>Students will:</i></u></p> <p>12:3.1 I</p> <p>12:3.2 I</p> <p>12:3.3 I</p>

PHYSICAL EDUCATION STANDARDS

At Benjamin Franklin Academy, we recognize that physical education is an essential element of educational process, that provides opportunities for every student to develop and implement the skills, attitudes, abilities, and knowledge that are essential to pursue physical activity and a lifetime of physical well-being. The following standards have been identified by the state of New Hampshire, and depending on grade level, students are expected to exhibit proficiency based on set criteria.

STANDARD 1: Engages in a physically active lifestyle.

Grades 6-8	<p><u>Students will:</u> Identify opportunities in the school and community for regular participation in physical activity Participate daily in some form of health-enhancing physical activity Analyze personal interests and capabilities in regard to one's exercise behavior Identify the critical aspects of a healthy lifestyle Establish personal physical activity goals Participate regularly in health-enhancing physical activities to accomplish these goals Explore a variety of new physical activities for personal interest in and out of the physical education class Describe the relationships between a healthy lifestyle and "feeling good"</p>
Grades 9-12	<p><u>Students will:</u> Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting Seek and select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment Develop and conduct independently a personal physical activity program meeting their needs Have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout their life Understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes</p>

STANDARD 2: Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.

Grades 6-8	<p><u>Students will:</u> Demonstrate mature form for all basic manipulative, locomotor and nonlocomotory skills Demonstrate increasing competence in more advanced specialized skills Adapt and combine skills to the demands of increasingly complex situations of selected movement forms Demonstrate beginning strategies for net and vision games Demonstrate competence in modified versions of a variety of movement forms</p>
Grades 9-12	<p><u>Students will:</u> Demonstrate competence in an increasing number of more complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, or gymnastics Demonstrate proficiency in a few movement forms</p>

HIGH SCHOOL BIOLOGY STANDARDS

For the science courses taught at Benjamin Franklin Academy, all students will be exposed to the daily usage of Science Process Skills, as they apply to the topics of instruction in each of the respective courses. These skills are paramount to helping students understand phenomena, answer questions, develop theories, and discover information, which are assets that can extend to be used outside our classrooms.

SPS1: Scientific Inquiry and Critical thinking Skills

1. Making Observations and Asking Questions	<p>SPS1:1.1 Ask questions about relationships among variables that can be observed directly as well as those that cannot.</p> <p>SPS1:1.2 Use complex classification criteria and keys to identify items/organisms.</p> <p>SPS1:1.3 Evaluate complex methods of classification for a specific purpose.</p> <p>SPS1:1.4 Identify limitations of a given classification system and identify alternative ways of classifying to accommodate anomalies.</p>
2. Designing Scientific Investigations	<p>SPS1:2.1 Apply scientific theories and laws to new situations to generate hypotheses.</p> <p>SPS1:2.2 State a hypothesis and prediction based on available evidence and background information.</p>
3. Conducting Scientific Investigations	<p>SPS1:3.1 Select and use apparatus and material safely.</p> <p>SPS1:3.2 Use instruments effectively and accurately for collecting data.</p> <p>SPS1:3.3 Compile and organize data, using appropriate units.</p>
4. Representing and Understanding Results of Investigations	<p>SPS1:4.1 Compile and display data, evidence and information by hand and computer, in a variety of formats, including diagrams, flow charts, tables, graphs and scatter plots.</p>
5. Evaluating Scientific Explanations	<p>SPS1:5.1 Explain how data support or refute the hypothesis or prediction.</p> <p>SPS1:5.2 Provide a statement that addresses and answers the question investigated in light of the evidence generated in the investigation.</p>

SPS2: Unifying Concepts of Science

1. Nature of Science (NOS)	<p>SPS2:1.1 Explore new phenomena through investigations conducted for different reasons, or to check on previous results.</p> <p>SPS2:1.2 Test how well a theory predicts a phenomena.</p> <p>SPS2:1.3 Recognize that sometimes scientists can control conditions in order to focus on the effect of a single variable; when that is not possible for practical or ethical reasons, they try to observe as wide a range of natural occurrences as possible to be able to discern patterns.</p> <p>SPS2:1.4 Show how hypotheses are widely used in science for choosing what data to pay attention to and what additional data to seek, and for guiding the interpretation of the data (both new and previously available).</p>
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HIGH SCHOOL CHEMISTRY STANDARDS

<p>For the science courses taught at Benjamin Franklin Academy, all students will be exposed to the daily usage of Science Process Skills, as they apply to the topics of instruction in each of the respective courses. These skills are paramount to helping students understand phenomena, answer questions, develop theories, and discover information, which are assets that can extend to be used outside our classrooms.</p>	
<p>SPS1: Scientific Inquiry and Critical thinking Skills</p>	
<p>1. Making Observations and Asking Questions</p>	<p>SPS1:1.1 Ask questions about relationships among variables that can be observed directly as well as those that cannot. SPS1:1.3 Evaluate complex methods of classification for a specific purpose. SPS1:1.4 Identify limitations of a given classification system and identify alternative ways of classifying to accommodate anomalies.</p>
<p>2. Designing Scientific Investigations</p>	<p>SPS1:2.1 Apply scientific theories and laws to new situations to generate hypotheses. SPS1:2.2 State a hypothesis and prediction based on available evidence and background information.</p>
<p>3. Conducting Scientific Investigations</p>	<p>SPS1:3.1 Select and use apparatus and material safely. SPS1:3.2 Use instruments effectively and accurately for collecting data. SPS1:3.3 Compile and organize data, using appropriate units.</p>
<p>4. Representing and Understanding Results of Investigations</p>	<p>SPS1:4.1 Compile and display data, evidence and information by hand and computer, in a variety of formats, including diagrams, flow charts, tables, graphs and scatter plots.</p>
<p>5. Evaluating Scientific Explanations</p>	<p>SPS1:5.1 Explain how data support or refute the hypothesis or prediction. SPS1:5.2 Provide a statement that addresses and answers the question investigated in light of the evidence generated in the investigation.</p>
<p>SPS2: Unifying Concepts of Science</p>	
<p>1. Nature of Science (NOS)</p>	<p>SPS2:1.1 Explore new phenomena through investigations conducted for different reasons, or to check on previous results. SPS2:1.2 Test how well a theory predicts a phenomena. SPS2:1.3 Recognize that sometimes scientists can control conditions in order to focus on the effect of a single variable; when that is not possible for practical or ethical reasons, they try to observe as wide a range of natural occurrences as possible to be able to discern patterns. SPS2:1.4 Show how hypotheses are widely used in science for choosing what data to pay attention to and what additional data to seek, and for guiding the interpretation of the data (both new and previously available). SPS2:1.5 Understand that in the long run, theories are judged by how they</p>

GRADE 6 SCIENCE STANDARDS

For the science courses taught at Benjamin Franklin Academy, all students will be exposed to the daily usage of Science Process Skills, as they apply to the topics of instruction in each of the respective courses. These skills are paramount to helping students understand phenomena, answer questions, develop theories, and discover information, which are assets that can extend to be used outside our classrooms.

SPS1: Scientific Inquiry and Critical thinking Skills

1. Making Observations and Asking Questions	<p>SPS1:6:1.1 Make observations and record measurements using a variety of tools and instruments.</p> <p>SPS1:6:1.2 Plan observations based on a given purpose.</p> <p>SPS1:6:1.3 Identify and investigate similarities and differences among observations and sets of observations.</p> <p>SPS1:6:1.4 Use appropriate units and precision of metric measurement when recording data.</p> <p>SPS1:6:1.5 Use a classification key, such as a dichotomous key, to identify and distinguish among members of a group or set.</p> <p>SPS1:6:1.6 Construct a simple classification key.</p> <p>SPS1:6:1.7 Compare methods of classification for a specific purpose.</p> <p>SPS1:6:1.8 Ask questions about relationships between and among observations.</p> <p>SPS1:6:1.9 Determine what observations will be helpful to a given investigation.</p> <p>SPS1:6:1.10 Distinguish between those questions that can be answered by science and those that cannot.</p>
2. Designing Scientific Investigations	<p>SPS1:6:2.1 Design and record a simple step-by-step procedure to follow in order to carry out a fair test of a scientific question.</p> <p>SPS1:6:2.2 Identify and utilize appropriate tools/technology for collecting data in designing investigations.</p> <p>SPS1:6:2.3 Incorporate components of good experimental design, such as controls and multiple trials into investigations.</p>
3. Conducting Scientific Investigations	<p>SPS1:6:3.1 Carry out simple student or teacher developed procedures or experiments.</p> <p>SPS1:6:3.2 Use appropriate tools to collect and record data.</p> <p>SPS1:6:3.3 Follow the teacher’s instructions in performing experiments, following all appropriate safety rules and procedures.</p>
4. Representing and Understanding Results of Investigations	<p>SPS1:6:4.1 Use appropriate tools to organize, represent, analyze and explain data.</p> <p>SPS1:6:4.2 Make and record observations using a pre-determined format.</p> <p>SPS1:6:4.3 Compare and display data in a variety of student or computer-generated formats (such as diagrams, flow charts, tables, bar graphs, line graphs, scatter plots, and histograms).</p> <p>SPS1:6:4.4 Identify patterns and relationships in data and formulate basic explanations.</p> <p>SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p>
5. Evaluating Scientific Explanations	<p>SPS1:6:5.1 Determine if the results of an experiment support or fail to support the scientific idea tested.</p> <p>SPS1:6:5.2 Explain how a hypothesis is a direct extension of a scientific idea and therefore, makes that idea “testable.”</p>

GRADE 7 SCIENCE STANDARDS

For the science courses taught at Benjamin Franklin Academy, all students will be exposed to the daily usage of Science Process Skills, as they apply to the topics of instruction in each of the respective courses. These skills are paramount to helping students understand phenomena, answer questions, develop theories, and discover information, which are assets that can extend to be used outside our classrooms. Students are expected to apply new science process skills in addition to skills acquired in previous grades.

SPS1: Scientific Inquiry and Critical thinking Skills

1. Making Observations and Asking Questions	<p>SPS1:7:1.1 Use appropriate tools to accurately collect and record both qualitative and quantitative data gathered through observations. (i.e. temperature probes, electronic balances, spring scales, microscopes, stop watches, etc.).</p> <p>SPS1:7:1.2 Given the tool, determine the degree of accuracy that can be obtained using a given instrument.</p> <p>SPS1:7:1.3 Investigate similarities and differences noted when making observations.</p> <p>SPS1:7:1.4 Construct and use a dichotomous key to classify a given set of objects or organisms.</p> <p>SPS1:7:1.5 Evaluate methods of classification for a specific purpose.</p> <p>SPS1:7:1.6 Rephrase questions so that they can be tested or investigated using scientific methodologies.</p> <p>SPS1:7:1.7 Ask questions about relationships between and among observable variables.</p>
2. Designing Scientific Investigations	<p>SPS1:7:2.1 Identify the manipulated, responding and controlled variables in an experiment.</p> <p>SPS1:7:2.2 Design a controlled experiment, identifying and controlling the major variables.</p> <p>SPS1:7:2.3 Identify flaws or omissions in the design of simple experiments.</p>
3. Conducting Scientific Investigations	<p>SPS1:7:3.1 Use appropriate laboratory techniques to carry out student – or teacher-developed procedures or experiments.</p> <p>SPS1:7:3.2 Use appropriate tools to gather data as part of an investigation (i.e., ruler, meter stick, thermometer, spring scale, graduated cylinder, calipers, balance, probes, microscopes, etc.).</p> <p>SPS1:7:3.3 Follow the teacher’s instructions in performing experiments, following all appropriate safety rules and procedures.</p>
4. Representing and Understanding Results of Investigations	<p>SPS1:7:4.1 Use appropriate tools - including computer hardware and software – to collect, organize, represent, analyze and explain data.</p> <p>SPS1:7:4.2 Identify sources of error in experiments.</p> <p>SPS1:7:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p>
5. Evaluating Scientific Explanations	<p>SPS1:7:5.1 Determine if the results of an experiment support or refute the scientific idea tested.</p> <p>SPS1:7:5.2 Evaluate whether the information and data collected allows an evaluation of the scientific idea under investigation.</p> <p>SPS1:7:5.3 Determine what additional information would be helpful in answering the scientific question.</p>

GRADE 8 SCIENCE STANDARDS

For the science courses taught at Benjamin Franklin Academy, all students will be exposed to the daily usage of Science Process Skills, as they apply to the topics of instruction in each of the respective courses. These skills are paramount to helping students understand phenomena, answer questions, develop theories, and discover information, which are assets that can extend to be used outside our classrooms. Students are expected to apply new science process skills in addition to skills acquired in previous grades.

SPS1: Scientific Inquiry and Critical thinking Skills

1. Making Observations and Asking Questions	<p>SPS1:8:1.1 Use appropriate tools to accurately collect and record both qualitative and quantitative data gathered through observations. (i.e. temperature probes, electronic balances, spring scales, microscopes, stop watches, etc.).</p> <p>SPS1:8:1.2 Given the tool, determine the degree of accuracy that can be obtained using a given instrument.</p> <p>SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>SPS1:8:1.4 Construct and use a dichotomous key to classify a given set of objects or organisms.</p> <p>SPS1:8:1.5 Evaluate methods of classification for a specific purpose.</p> <p>SPS1:8:1.6 Rephrase questions so that they can be tested or investigated using scientific methodologies.</p> <p>SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p>
2. Designing Scientific Investigations	<p>SPS1:8:2.1 Identify the manipulated, responding and controlled variables in an experiment.</p> <p>SPS1:8:2.2 Design a controlled experiment, identifying and controlling the major variables.</p> <p>SPS1:8:2.3 Identify flaws or omissions in the design of simple experiments.</p>
3. Conducting Scientific Investigations	<p>SPS1:8:3.1 Use appropriate laboratory techniques to carry out student – or teacher-developed procedures or experiments.</p> <p>SPS1:8:3.2 Use appropriate tools to gather data as part of an investigation (i.e., ruler, meter stick, thermometer, spring scale, graduated cylinder, calipers, balance, probes, microscopes, etc.).</p> <p>SPS1:8:3.3 Follow the teacher’s instructions in performing experiments, following all appropriate safety rules and procedures.</p>
4. Representing and Understanding Results of Investigations	<p>SPS1:8:4.1 Use appropriate tools - including computer hardware and software – to collect, organize, represent, analyze and explain data.</p> <p>SPS1:8:4.2 Identify sources of error in experiments.</p> <p>SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p>
5. Evaluating Scientific Explanations	<p>SPS1:8:5.1 Determine if the results of an experiment support or refute the scientific idea tested.</p> <p>SPS1:8:5.2 Evaluate whether the information and data collected allows an evaluation of the scientific idea under investigation.</p> <p>SPS1:8:5.3 Determine what additional information would be helpful in answering the scientific question.</p>

HIGH SCHOOL PHYSICAL & EARTH/SPACE SCIENCE STANDARDS

For the science courses taught at Benjamin Franklin Academy, all students will be exposed to the daily usage of Science Process Skills, as they apply to the topics of instruction in each of the respective courses. These skills are paramount to helping students understand phenomena, answer questions, develop theories, and discover information, which are assets that can extend to be used outside our classrooms.

SPS1: Scientific Inquiry and Critical thinking Skills

1. Making Observations and Asking Questions	<p>SPS1:1.1 Ask questions about relationships among variables that can be observed directly as well as those that cannot.</p> <p>SPS1:1.2 Use complex classification criteria and keys to identify items/organisms.</p> <p>SPS1:1.3 Evaluate complex methods of classification for a specific purpose.</p> <p>SPS1:1.4 Identify limitations of a given classification system and identify alternative ways of classifying to accommodate anomalies.</p>
2. Designing Scientific Investigations	<p>SPS1:2.1 Apply scientific theories and laws to new situations to generate hypotheses.</p> <p>SPS1:2.2 State a hypothesis and prediction based on available evidence and background information.</p>
3. Conducting Scientific Investigations	<p>SPS1:3.1 Select and use apparatus and material safely.</p> <p>SPS1:3.2 Use instruments effectively and accurately for collecting data.</p> <p>SPS1:3.3 Compile and organize data, using appropriate units.</p>
4. Representing and Understanding Results of Investigations	<p>SPS1:4.1 Compile and display data, evidence and information by hand and computer, in a variety of formats, including diagrams, flow charts, tables, graphs and scatter plots.</p>
5. Evaluating Scientific Explanations	<p>SPS1:5.1 Explain how data support or refute the hypothesis or prediction.</p> <p>SPS1:5.2 Provide a statement that addresses and answers the question investigated in light of the evidence generated in the investigation.</p>

SPS2: Unifying Concepts of Science

1. Nature of Science (NOS)	<p>SPS2:1.1 Explore new phenomena through investigations conducted for different reasons, or to check on previous results.</p> <p>SPS2:1.2 Test how well a theory predicts a phenomena.</p> <p>SPS2:1.3 Recognize that sometimes scientists can control conditions in order to focus on the effect of a single variable; when that is not possible for practical or ethical reasons, they try to observe as wide a range of natural occurrences as possible to be able to discern patterns.</p> <p>SPS2:1.4 Show how hypotheses are widely used in science for choosing what data to pay attention to and what additional data to seek, and for guiding the interpretation of the data (both new and previously available).</p>
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HIGH SCHOOL PHYSICS STANDARDS

<p>For the science courses taught at Benjamin Franklin Academy, all students will be exposed to the daily usage of Science Process Skills, as they apply to the topics of instruction in each of the respective courses. These skills are paramount to helping students understand phenomena, answer questions, develop theories, and discover information, which are assets that can extend to be used outside our classrooms.</p>	
<p>SPS1: Scientific Inquiry and Critical thinking Skills</p>	
<p>1. Making Observations and Asking Questions</p>	<p>SPS1:1.2 Make and record measurements to the correct number of significant figures based on the precision of the instrument used. SPS1:1.4 Ask questions about relationships between and among observable variables as well as theoretical entities. SPS1:1.5 Use, evaluate and apply complex classification schemes based on an understanding of scientific concepts, laws and principles.</p>
<p>2. Designing Scientific Investigations</p>	<p>SPS1:2.1 Identify the theoretical basis of an investigation and develop a prediction and a hypothesis that are consistent with the theoretical basis. SPS1:2.2 Evaluate and select appropriate instruments for collecting data and evidence in an investigation.</p>
<p>3. Conducting Scientific Investigations</p>	<p>SPS1:3.3 Identify and explain sources of error and uncertainty in measurement and express results in a form that acknowledges the degree of uncertainty.</p>
<p>4. Representing and Understanding Results of Investigations</p>	<p>SPS1:4.1 Interpret patterns and trends in data and infer or calculate linear and non-linear relationships among variables. SPS1:4.2 Compare theoretical and empirical values and account for discrepancies.</p>
<p>5. Evaluating Scientific Explanations</p>	<p>SPS1:5.1 Explain how two different scientific explanations for the same phenomenon can be evaluated using the predictive value of the explanations. SPS1:5.2 Recognize that evidence for the value of testing, revising and discarding theories is given by the improving ability of scientists to offer reliable explanations and make accurate predictions.</p>
<p>SPS2: Unifying Concepts of Science</p>	
<p>2. Systems and Energy (SAE) (includes Systems, Order, and Organization)</p>	<p>SPS2:2.2 Know that understanding how things work and designing solutions to problems of almost any kind can be facilitated by systems analysis; in defining a system, it is important to specify its boundaries and subsystems, indicate its relation to other systems, and identify what its input and output are expected to be.</p>
<p>SPS3: Personal, Social, and Technological Perspectives</p>	
<p>1. Collaboration in Scientific Endeavors</p>	<p>SPS3:1.1 Recognize that computers have greatly improved the power and use of mathematical models by performing computations that are very long, very complicated, or repetitive; therefore, computers can show the consequences of applying complex rules or of changing the rules. The graphic capabilities of computers</p>

GRADE 6 HISTORY STANDARDS

While Benjamin Franklin Academy places an emphasis on history as a key element of its curriculum, students will additionally meet all grade-span expectations in all components of Social Studies curriculum (Civics & Government, Economics, Geography, History and World History) as set by the NH Department of Education. These standards will be meaningfully addressed with the consideration of the ten themes for Social Studies curriculum, through our unique approach to answer essential questions, and encourage higher-order thinking in our students.

The expectations for Grade 6 are as follows:

GRADE 6 HISTORY COURSE BREAKDOWN

SEMESTER	TOPIC
1st	<u>The State of Nature</u>
1st/2nd	<u>The Rise of Civilization</u>
2nd	<u>Ancient Forms of Government</u>

Civics & Government

Standard CV:1: The Nature and Purpose of Government

Grade 6	<p>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. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>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. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)</p> <p>CV:6:1.3 Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>CV:6:1.4 Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)</p>
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Standard CV:2

Grade 6	
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GRADE 7 HISTORY STANDARDS

While Benjamin Franklin Academy places an emphasis on history as a key element of its curriculum, students will additionally meet all grade-span expectations in all components of Social Studies curriculum (Civics & Government, Economics, Geography, History and World History) as set by the NH Department of Education. These standards will be meaningfully addressed with the consideration of the ten themes for Social Studies curriculum, through our unique approach to answer essential questions, and encourage higher-order thinking in our students.

The expectations for Grade 7 are as follows:

GRADE 7 HISTORY COURSE BREAKDOWN

SEMESTER	TOPIC
1st	<u>Greeks</u> Citizenship, Athenian Democracy & Spartan Oligarchy, Greek Philosophy (Socrates, Plato, Aristotle), Alexander the Great, Hellenistic Philosophy
1st	<u>Romans</u> The Roman Republic, Cincinnatus, Cato, Cicero, Fall of the Republic, Fall of the Roman Empire
2nd	<u>British Constitutionalism</u> Magna Carta, Tudors and the English Reformation, English Civil War and the Petition of Right, The Glorious Revolution, English Bill of Rights
2nd	<u>The Philosophes</u> Niccolò Machiavelli, Thomas Hobbes and John Locke, David Hume and Adam Smith, Montesquieu and Voltaire, Jean-Jacques Rousseau

Civics & Government

Standard CV:1: The Nature and Purpose of Government

Grades 7-8

GRADE 8 HISTORY STANDARDS

While Benjamin Franklin Academy places an emphasis on history as a key element of its curriculum, students will additionally meet all grade-span expectations in all components of Social Studies curriculum (Civics & Government, Economics, Geography, History and World History) as set by the NH Department of Education. These standards will be meaningfully addressed with the consideration of the ten themes for Social Studies curriculum, through our unique approach to answer essential questions, and encourage higher-order thinking in our students.

The expectations for Grade 7 are as follows:

GRADE 8 HISTORY COURSE BREAKDOWN

SEMESTER	TOPIC
1st	<u>The American Founding</u>
1st	<u>The American Documents</u> Declaration of Independence, U.S. Constitution, The Federalist Papers, The Anti-Federalist Papers, The Bill of Rights
2nd	<u>New Hampshire History</u>

Civics & Government

Standard CV:1: The Nature and Purpose of Government

Grades 7-8

Standard CV:2

Grades 7-8

GRADE 9 HISTORY STANDARDS

While Benjamin Franklin Academy places an emphasis on history as a key element of its curriculum, students will additionally meet all grade-span expectations in all components of Social Studies curriculum (Civics & Government, Economics, Geography, History and World History) as set by the NH Department of Education. These standards will be meaningfully addressed with the consideration of the ten themes for Social Studies curriculum, through our unique approach to answer essential questions, and encourage higher-order thinking in our students.

The expectations for Grade 9 are as follows:

GRADE 9 HISTORY COURSE BREAKDOWN

SEMESTER	TOPIC
1st	<u>US History (1825-1917)</u> Rise of the Democrats, Trail of Tears, Bank War, Henry Clay and the Whigs
1st	<u>Manifest Destiny</u> Remember the Alamo, Mexican-American War, Gold Rush, The First Tycoon: Cornelius Vanderbilt
1st	<u>The Road to the Civil War</u> Nat Turner, Frederick Douglas, Harriet Tubman and Uncle Tom's Cabin, Birth of the Republican Party, Dred Scott and the Fugitive Slave Act, Bleeding Kansas and John Brown
1st	<u>The Civil War</u> Abraham Lincoln and Secession, Robert E. Lee and Stonewall Jackson, Emancipation Proclamation, Ulysses S. Grant & William Tecumseh Sherman
2nd	<u>Reconstruction</u> Civil War Amendments, Lincoln Assassination, Rise of the Ku Klux Klan, Grant Presidency, Rise of Big Businesses
2nd	<u>The Wild, Wild West</u> Railroads and the Myth of the Robber Barons, The Indian Wars, The American Frontier, How the West Was Won
2nd	<u>The Populist Era</u> The Great Upheaval, William Jennings Bryan and the Populists, Gold, Silver or Greenbacks, Women's Suffrage, and the Temperance Movement
2nd	<u>American Imperialism</u> Spanish-American War, Roosevelt's Big Stick, Panama Canal and the Philippines, The National Parks

GRADE 10 HISTORY STANDARDS

While Benjamin Franklin Academy places an emphasis on history as a key element of its curriculum, students will additionally meet all grade-span expectations in all components of Social Studies curriculum (Civics & Government, Economics, Geography, History and World History) as set by the NH Department of Education. These standards will be meaningfully addressed with the consideration of the ten themes for Social Studies curriculum, through our unique approach to answer essential questions, and encourage higher-order thinking in our students.

The expectations for Grade 10 are as follows:

GRADE 10 HISTORY COURSE BREAKDOWN

SEMESTER	TOPIC
1st	<u>A Whole New World</u> Renaissance, Reformation, Exploration, Scientific Revolution
1st	<u>Standing Up to The Man</u> European Absolutism, British Constitutionalism, Age of Enlightenment
1st	<u>The World on Fire</u> The American Revolution, The French Revolution, The Industrial Revolution
1st	<u>The Isms</u> Nationalism, Marxism, Imperialism
2nd	<u>Around the World</u> Africa, India, China, Japan, Middle East
2nd	<u>The World at War</u> World War I, Mao's China, Israeli/Palestinian Conflict, New World Order
2nd	<u>The Modern World</u> Conflict in the Middle East, The Cultural Revolution, The Digital Revolution, U.S., Hong Kong, and China

Civics & Government

Standard CV:1: The Nature and Purpose of Government

Grade 10

—role of the sheriff's office, or nation—

GRADE 11 HISTORY STANDARDS

While Benjamin Franklin Academy places an emphasis on history as a key element of its curriculum, students will additionally meet all grade-span expectations in all components of Social Studies curriculum (Civics & Government, Economics, Geography, History and World History) as set by the NH Department of Education. These standards will be meaningfully addressed with the consideration of the ten themes for Social Studies curriculum, through our unique approach to answer essential questions, and encourage higher-order thinking in our students.

The expectations for Grade 11 are as follows:

GRADE 11 HISTORY COURSE BREAKDOWN

SEMESTER	TOPIC -American Government and Economics
1st	<u>American Political and Economic History (1787-1900)</u> Federalist vs. Democrat-Republicans—Amendments XI-XII, Democrats vs. Whigs, Republicans vs. Democrats—Amendments XIII, XIV, XV, Corporate America, Military-Industrial Complex
2nd	<u>American Political and Economic History (1900-Present)</u> Progressive Politics—Amendments XVI, XVII, XVIII, XIX, XX, The Federal Reserve and The Great Depression, Keynesian Economics v. Chicago Economics, Modern Politics—Amendments XXI, XXII, XXIII, XXIV, XXV, XXVII

Civics & Government

Standard CV:1: The Nature and Purpose of Government

Grade 11

—role of the sheriff’s office, or nation—

SPANISH 1 STANDARDS

. To further track our students' progress, we have

TEACHING SPANISH USING THE FIVE C'S (COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, COMMUNITIES)

<p>Standard 1: Communication Student demonstrates effective ability to communicate in Spanish.</p>	<p>1:1 Students engage in conversation, provide, and obtain information, express feelings and emotions, and exchange opinions in Spanish.</p> <p>1:1.1 Greet and respond to greetings 1:1.1.1 Cultural gestures of greeting and proper ways to greet different people</p> <p>1:1.2 State needs and preferences 1:1.2.2 The verbs such as querer, preferir, necesitar Common nouns such as personal possessions and school supplies</p> <p>1:1.3 Express gratitude and appreciation 1:1.3.3 Expressions such as gracias, de nada, con gusto, por favor. Cultural gestures and/or reactions</p> <p>1:1.4 Exchange descriptions of people, places, and things 1:1.4.4 Vocabulary such as family, friends, home, school, feelings, leisure activities, clothing, weather, colors, numbers, calendar and seasons, time, food, professions, transportation; Conjugations of regular –ar, –er and –ir verbs; ser, estar, tener, hay</p> <p>1:1.5 Share likes and dislikes 1:1.5.5 Verbs like gustar, encantar, interesar, chocar, aburrir, fascinar, odiar; Indirect object pronouns; Thematic vocabulary for leisure activities, foods, clothing, sports, school</p> <p>1:1.6 Ask and answer questions about familiar topics 1:1.6.6 Thematic vocabulary for family, friends, health, leisure activity, time, feelings, school schedule common interrogative words; appropriate intonation; proper word order</p> <p>1:2 Students understand and interpret written and spoken Spanish on a variety of topics.</p> <p>1:2.1 Follow oral instructions in Spanish related to daily classroom activities.</p>
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SPANISH 2 STANDARDS

effectively, the influence of history, literature, and the arts on a society and its culture, and how other cultures influence our lives. Students are expected to display the knowledge they acquire through interpersonal, interpretive, and presentational modes. To further track our students' progress, we have indicated our own progress indicators for each level of Spanish offered.

The standards for Spanish 2 are as follows:

TEACHING SPANISH USING THE FIVE C'S (COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, COMMUNITIES)

<p>Standard 1: Communication Student demonstrates effective ability to communicate in Spanish.</p>	<p>1:1 Students engage in conversation, provide, and obtain information, express feelings and emotions, and exchange opinions in Spanish.</p> <p>1:1.1 Greet and respond to greetings 1:1.1.1 Cultural gestures of greeting and proper ways to greet different people</p> <p>1:1.2 State needs and preferences 1:1.2.2 The verbs such as <i>querer</i>, <i>preferir</i>, <i>necesitar</i> Common nouns such as personal possessions and school supplies</p> <p>1:1.3 Express gratitude and appreciation 1:1.3.3 Expressions such as <i>gracias</i>, <i>de nada</i>, <i>con gusto</i>, <i>por favor</i>. Cultural gestures and/or reactions</p> <p>1:1.4 Exchange descriptions of people, places, and things 1:1.4.4 Vocabulary such as family, friends, home, school, feelings, leisure activities, clothing, weather, colors, numbers, calendar and seasons, time, food, professions, transportation; Conjugations of regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs; <i>ser</i>, <i>estar</i>, <i>tener</i>, <i>hay</i></p> <p>1:1.5 Share likes and dislikes 1:1.5.5 Verbs like <i>gustar</i>, <i>encantar</i>, <i>interesar</i>, <i>chocar</i>, <i>aburrir</i>, <i>fascinar</i>, <i>odiar</i>; Indirect object pronouns; Thematic vocabulary for leisure activities, foods, clothing, sports, school</p> <p>1:1.6 Ask and answer questions about familiar topics 1:1.6.6 Thematic vocabulary for family, friends, health, leisure activity, time, feelings, school schedule common interrogative words; appropriate intonation; proper word order</p> <p>1:2 Students understand and interpret written and spoken Spanish on a variety of topics.</p> <p>1:2.1 Follow oral instructions in Spanish related to daily classroom activities. 1:2.1.1 Commands and vocabulary for classroom activities.</p>
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SPANISH 3 STANDARDS

effectively, the influence of history, literature, and the arts on a society and its culture, and how other cultures influence our lives. Students are expected to display the knowledge they acquire through interpersonal, interpretive, and presentational modes. To further track our students' progress, we have indicated our own progress indicators for each level of Spanish offered.

The standards for Spanish 3 are as follows:

TEACHING SPANISH USING THE FIVE C'S (COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, COMMUNITIES)

<p>Standard 1: Communication Student demonstrates effective ability to communicate in Spanish.</p>	<p>1:1 Students engage in conversation, provide, and obtain information, express feelings and emotions, and exchange opinions in Spanish.</p> <p>1:1.1 Greet and respond to greetings 1:1.1.1 Cultural gestures of greeting and proper ways to greet different people</p> <p>1:1.2 State needs and preferences 1:1.2.2 The verbs such as querer, preferir, necesitar Common nouns such as personal possessions and school supplies</p> <p>1:1.3 Express gratitude and appreciation 1:1.3.3 Expressions such as gracias, de nada, con gusto, por favor. Cultural gestures and/or reactions</p> <p>1:1.4 Exchange descriptions of people, places, and things 1:1.4.4 Vocabulary such as family, friends, home, school, feelings, leisure activities, clothing, weather, colors, numbers, calendar and seasons, time, food, professions, transportation; Conjugations of regular –ar, –er and –ir verbs; ser, estar, tener, hay</p> <p>1:1.5 Share likes and dislikes 1:1.5.5 Verbs like gustar, encantar, interesar, chocar, aburrir, fascinar, odiar; Indirect object pronouns; Thematic vocabulary for leisure activities, foods, clothing, sports, school</p> <p>1:1.6 Ask and answer questions about familiar topics 1:1.6.6 Thematic vocabulary for family, friends, health, leisure activity, time, feelings, school schedule common interrogative words; appropriate intonation; proper word order</p> <p>1:2 Students understand and interpret written and spoken Spanish on a variety of topics.</p> <p>1:2.1 Follow oral instructions in Spanish related to daily classroom activities.</p>
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SPANISH 4 STANDARDS

effectively, the influence of history, literature, and the arts on a society and its culture, and how other cultures influence our lives. Students are expected to display the knowledge they acquire through interpersonal, interpretive, and presentational modes. To further track our students' progress, we have indicated our own progress indicators for each level of Spanish offered.

The standards for Spanish 4 are as follows:

TEACHING SPANISH USING THE FIVE C'S (COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, COMMUNITIES)

<p>Standard 1: Communication Student demonstrates effective ability to communicate in Spanish.</p>	<p>1:1 Students engage in conversation, provide, and obtain information, express feelings and emotions, and exchange opinions in Spanish.</p> <p>1:1.1 Greet and respond to greetings 1:1.1.1 Cultural gestures of greeting and proper ways to greet different people</p> <p>1:1.2 State needs and preferences 1:1.2.2 The verbs such as <i>querer</i>, <i>preferir</i>, <i>necesitar</i> Common nouns such as personal possessions and school supplies</p> <p>1:1.3 Express gratitude and appreciation 1:1.3.3 Expressions such as <i>gracias</i>, <i>de nada</i>, <i>con gusto</i>, <i>por favor</i>. Cultural gestures and/or reactions</p> <p>1:1.4 Exchange descriptions of people, places, and things 1:1.4.4 Vocabulary such as family, friends, home, school, feelings, leisure activities, clothing, weather, colors, numbers, calendar and seasons, time, food, professions, transportation; Conjugations of regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs; <i>ser</i>, <i>estar</i>, <i>tener</i>, <i>hay</i></p> <p>1:1.5 Share likes and dislikes 1:1.5.5 Verbs like <i>gustar</i>, <i>encantar</i>, <i>interesar</i>, <i>chocar</i>, <i>aburrir</i>, <i>fascinar</i>, <i>odiar</i>; Indirect object pronouns; Thematic vocabulary for leisure activities, foods, clothing, sports, school</p> <p>1:1.6 Ask and answer questions about familiar topics 1:1.6.6 Thematic vocabulary for family, friends, health, leisure activity, time, feelings, school schedule common interrogative words; appropriate intonation; proper word order</p> <p>1:2 Students understand and interpret written and spoken Spanish on a variety of topics.</p> <p>1:2.1 Follow oral instructions in Spanish related to daily classroom activities.</p>
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THEATER STANDARDS

At Benjamin Franklin Academy, we recognize the importance of incorporating arts education into our school curriculum. Our goal in requiring theatre as part of our students' education is not only allow them the opportunity to foster their individual creativity in ways that surpass that of core subjects, but to further their understanding of these subjects by introducing art forms that are complementary to the curriculum.

Standard 1: Students will create theatre through improvising, writing and refining scripts.	
End of Grade 8	<p><u>Students will:</u></p> <p>8:1.1 Create, individually and in groups, characters, environments, and actions that create tension and suspense.</p> <p>8:1.2 Refine and record dialogue and action.</p> <p>8:1.3 Write simple scripts.</p>
End of Grade 12	<p><u>Students will:</u></p> <p>12:1.1 Construct imaginative scripts using different playwriting forms and techniques.</p> <p>12:1.2 Collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.</p> <p>12:1.3 Write theatre, film, television, or electronic media scripts containing original characters with dialogue that motivates the action in both traditional and new forms.</p>
Standard 2: Students will act by developing, improvising, communicating, and sustaining characters.	
End of Grade 8	<p><u>Students will:</u></p> <p>8:2.1 Analyze descriptions, dialogue, and actions, to explain character motivation.</p> <p>8:2.2 Invent character behaviors that align with the nature of a given script.</p> <p>8:2.3 Demonstrate artistic choices, such as body alignment and diction, that develop characterizations.</p> <p>8:2.4 Sustain character during ensemble interactions.</p>
End of Grade 12	<p><u>Students will:</u></p> <p>12:2.1 Analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media.</p> <p>12:2.2 Compare and demonstrate classical and contemporary acting techniques and methods.</p> <p>12:2.3 Demonstrate artistic discipline in rehearsal and performance.</p> <p>12:2.4 Create and sustain characters in monologues and ensembles, using different acting styles and techniques.</p> <p>12:2.5 Create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.</p>
Standard 3: Students will design and produce the technical elements of theatre through artistic interpretation and execution.	
End of Grade 8	<p><u>Students will:</u></p> <p>8:3.1 Describe and use the relationships among scenery, properties, lighting, sound, costumes, and make-up in creating an environment appropriate for the drama.</p>

VISUAL ARTS STANDARDS

At Benjamin Franklin Academy, we recognize the importance of incorporating arts education into our school curriculum. Our goal in requiring visual arts as part of our students' education is not only to satisfy the NH State requirements, but to present opportunity to foster their individual creativity, and gain an increased capacity for interpreting the human experience.

Standard 1: Students will apply appropriate media, techniques, and processes.

End of Grade 8	<p><u>Students will:</u> 8:1.1 S 8:1.2 U</p> <p>8:1.3 Express 8:1.4 Use increasingly complex art materials and tools in a safe and responsible manner.</p>
End of Grade 12	<p><u>Students will:</u> 12:1.1 A</p> <p>12:1.2 C</p> <p>12:1.3 Use complex art materials and tools in a safe and responsible manner. 12:1.4 C</p> <p>12:1.5 I</p>

Standard 2: Students will identify and apply the elements of visual art and principles of design.

End of Grade 8	<p><u>Students will:</u> 8:2.1 R</p> <p>8:2.2 S</p> <p>8:2.3 D</p>
End of Grade 12	<p><u>Students will:</u> 12:2.1 D</p> <p>12:2.2 C</p> <p>12:2.3 C</p> <p>12:2.4 D 12:2.5 D</p>



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

APPENDIX F: ALEKS CURRICULUM ALIGNED WITH COMMON CORE
STANDARDS

MIDDLE SCHOOL

ALEKS Course	Average Student	Student Working More Slowly	Advanced Student
Middle School Math Course 1 / LV 6	Grade 6	Grade 7,8	
Middle School Math Course 2	Grade 7		
Middle School Math Course 3	Grade 8		Grade 6,7
Algebra Readiness			
Algebra Readiness provides robust coverage of the basic concepts of algebra, algebra prerequisites, and related math curriculum standards. Algebra Readiness does not provide coverage of non-algebra middle school mathematics topics, such as probability, statistics, and geometry.	Grade 8		



Algebra Readiness

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (445 topics + 768 additional topics)

- Whole Numbers and Integers (96 topics)
 - Place Value and Numeral Translation (1 topics)
 - Whole number place value: Problem type 1
 - Addition and Subtraction with Whole Numbers (13 topics)
 - Adding 2-digit numbers with regrouping a hundred
 - Adding 3 or 4 numbers with two-digits with regrouping
 - Adding 3-digit numbers with regrouping
 - Adding 3 numbers with two, three, and four-digits
 - Subtraction involving 3-digit numbers without regrouping
 - Subtraction of 2-digit numbers with regrouping
 - Subtraction with multiple regrouping steps involving 3-digit numbers
 - Subtraction with multiple regrouping steps involving 4-digit numbers
 - Subtraction and regrouping with zeros
 - Word problem with addition or subtraction of whole numbers
 - Describing an increasing or decreasing pattern from a table of values
 - Perimeter of a polygon
 - Perimeter of a square or a rectangle
 - Multiplication and Division with Whole Numbers (21 topics)
 - Multiplication as repeated addition
 - Multiplying 2-digit and 1-digit numbers with regrouping: Problem type 2
 - Multiplying multi-digit and 1-digit numbers with regrouping
 - Area of a rectangle on a grid
 - Area of a rectangle with one-digit side lengths
 - Area of a rectangle with two-digit by one-digit side lengths
 - Introduction to multiplication of large numbers
 - Multiplication of large numbers
 - Multiples: Problem type 1
 - Multiples: Problem type 2
 - Division of whole numbers given in fractional form
 - Division involving zero
 - Division with regrouping: 1-digit divisor, 2-digit dividend
 - Quotient with remainder: 1-digit divisor, 2-digit dividend
 - Whole number division: 2-digit by 2-digit, no remainder
 - Word problem with multiplication or division of whole numbers
 - Word problem with multiplication and addition or subtraction of whole numbers
 - Word problem on unit rates associated with ratios of whole numbers: Whole number answers
 - Division with regrouping: 1-digit divisor, 3-digit or 4-digit dividend
 - Whole number division: 3-digit by 2-digit, no remainder
 - Division with no remainder and a two-digit divisor: Problem type 2
 - Ordering and Estimation (5 topics)
 - Introduction to inequalities
 - Ordering large numbers
 - Rounding to tens or hundreds
 - Rounding to hundreds or thousands
 - Estimating a product
 - Exponents and Order of Operations (7 topics)
 - Writing expressions using exponents
 - Introduction to exponents
 - Power of 10: Positive exponent
 - Introduction to parentheses
 - Introduction to order of operations
 - Order of operations with whole numbers
 - Order of operations with whole numbers and exponents: Basic
 - Prime Numbers, Factors, and Multiples (4 topics)
 - Even and odd numbers
 - Factors
 - Greatest common factor of 2 numbers



AP Statistics (Quantitative)

This course covers the topics shown below.
Students navigate learning paths based on their level of readiness.
Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (307 topics + 98 additional topics)

- Arithmetic and Algebra Review (33 topics)
 - Arithmetic (7 topics)
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Using a calculator to convert a fraction to a rounded decimal
 - Using a calculator to approximate a square root
 - Order of operations with whole numbers
 - Order of operations with whole numbers and grouping symbols
 - Order of operations with whole numbers and exponents: Basic
 - Percentages (9 topics)
 - Introduction to converting a decimal to a percentage
 - Converting between percentages and decimals
 - Converting between percentages and decimals in a real-world situation
 - Converting a fraction to a percentage: Denominator of 20, 25, or 50
 - Using a calculator to convert a fraction to a rounded percentage
 - Converting a fraction to a percentage in a real-world situation
 - Finding a percentage of a whole number
 - Finding a percentage of a total amount: Real-world situations
 - Writing a ratio as a percentage
 - Algebraic Expressions and Real Numbers (5 topics)
 - Evaluating an algebraic expression: Whole numbers with two operations
 - Evaluating a formula
 - Evaluating a linear expression: Integer multiplication with addition or subtraction
 - Distributive property: Whole number coefficients
 - Combining like terms: Integer coefficients
 - Equations and Inequalities (12 topics)
 - Solving a two-step equation with integers
 - Solving a linear equation with several occurrences of the variable: Variables on the same side and distribution
 - Solving a linear equation with several occurrences of the variable: Variables on both sides and distribution
 - Solving for a variable in terms of other variables using addition or subtraction: Basic
 - Solving for a variable in terms of other variables using multiplication or division: Advanced
 - Solving for a variable in terms of other variables using addition or subtraction with division
 - Translating a sentence into a one-step equation
 - Translating a sentence by using an inequality symbol
 - Writing an inequality for a real-world situation
 - Graphing a linear inequality on the number line
 - Graphing a compound inequality on the number line
 - Writing and graphing inequalities given in context
- Slope and Lines (28 topics)
 - Graphing and Intercepts (12 topics)
 - Reading a point in the coordinate plane
 - Plotting a point in the coordinate plane
 - Finding a solution to a linear equation in two variables
 - Graphing a line given two of its points
 - Graphing a line given its equation in slope-intercept form: Integer slope
 - Graphing a line given its equation in slope-intercept form: Fractional slope
 - Finding x- and y-intercepts given the graph of a line on a grid
 - Y-intercept of a line
 - Finding x- and y-intercepts of a line given the equation: Basic
 - X- and y-intercepts of a line given the equation in standard form
 - Graphing a line given its x- and y-intercepts
 - Interpreting a line graph
 - Slope (7 topics)
 - Finding slope given the graph of a line in quadrant 1 that models a real-world situation
 - Classifying slopes given graphs of lines
 - Finding slope given the graph of a line on a grid



Middle School Math Course 1 / LV 6

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (374 topics + 489 additional topics)

- Whole Numbers (93 topics)
 - Place Value and Numeral Translation (1 topics)
 - Whole number place value: Problem type 1
 - Addition and Subtraction (22 topics)
 - One-digit addition with regrouping
 - Addition of 3 or 4 one-digit numbers
 - Adding 2-digit numbers without regrouping
 - Adding a 2-digit number and a 1-digit number with regrouping
 - Adding 2-digit numbers with regrouping a ten
 - Adding multiples of 10 and 100
 - Adding 2-digit numbers with regrouping a hundred
 - Adding 3 or 4 numbers with two-digits with regrouping
 - Adding 3-digit numbers with regrouping
 - Adding 3 numbers with two, three, and four-digits
 - Subtracting a 1-digit number from a 2-digit number
 - Subtraction of 2-digit numbers without regrouping
 - Subtracting multiples of 10 and 100
 - Subtraction involving 3-digit numbers without regrouping
 - Subtraction of 2-digit numbers with regrouping
 - Subtraction with multiple regrouping steps involving 3-digit numbers
 - Subtraction with multiple regrouping steps involving 4-digit numbers
 - Subtraction and regrouping with zeros
 - Word problem with addition or subtraction of whole numbers
 - Describing an increasing or decreasing pattern from a table of values
 - Perimeter of a polygon
 - Perimeter of a square or a rectangle
 - Multiplication (17 topics)
 - Multiplying one-digit numbers: Problem type 2
 - Multiplication as repeated addition
 - Using multiplication to find the number of squares
 - Multiplying 2-digit and 1-digit numbers without regrouping
 - Introduction to multiplication with a trailing zero
 - Multiplication by 10, 100, and 1000
 - Multiplication with trailing zeros: Problem type 1
 - Multiplying 2-digit and 1-digit numbers with regrouping: Problem type 2
 - Multiplying multi-digit and 1-digit numbers with regrouping
 - Area of a rectangle on a grid
 - Area of a rectangle with one-digit side lengths
 - Area of a rectangle with two-digit by one-digit side lengths
 - Introduction to multiplication of large numbers
 - Multiplication of large numbers
 - Multiplication with trailing zeros: Problem type 2
 - Multiples: Problem type 1
 - Multiples: Problem type 2
 - Division (16 topics)
 - Division facts: Problem type 2
 - Fact families for multiplication and division
 - Division of whole numbers given in fractional form
 - Division without regrouping
 - Division with regrouping: 1-digit divisor, 2-digit dividend
 - Quotient with remainder: 1-digit divisor, 2-digit dividend
 - Whole number division: 2-digit by 2-digit, no remainder
 - Word problem with multiplication or division of whole numbers
 - Word problem with multiplication and addition or subtraction of whole numbers
 - Word problem on unit rates associated with ratios of whole numbers: Whole number answers
 - Division with trailing zeros: Problem type 1
 - Division with regrouping: 1-digit divisor, 3-digit or 4-digit dividend
 - Quotient with remainder: 1-digit divisor, 3-digit or 4-digit dividend
 - Division with trailing zeros: Problem type 2



Middle School Math Course 2

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (417 topics + 800 additional topics)

- Whole Numbers and Integers (91 topics)
 - Place Value and Numeral Translation (1 topics)
 - Whole number place value: Problem type 1
 - Addition and Subtraction with Whole Numbers (13 topics)
 - Adding 2-digit numbers with regrouping a hundred
 - Adding 3 or 4 numbers with two-digits with regrouping
 - Adding 3-digit numbers with regrouping
 - Adding 3 numbers with two, three, and four-digits
 - Subtraction involving 3-digit numbers without regrouping
 - Subtraction of 2-digit numbers with regrouping
 - Subtraction with multiple regrouping steps involving 3-digit numbers
 - Subtraction with multiple regrouping steps involving 4-digit numbers
 - Subtraction and regrouping with zeros
 - Word problem with addition or subtraction of whole numbers
 - Describing an increasing or decreasing pattern from a table of values
 - Perimeter of a polygon
 - Perimeter of a square or a rectangle
 - Multiplication and Division with Whole Numbers (21 topics)
 - Multiplication as repeated addition
 - Multiplying 2-digit and 1-digit numbers with regrouping: Problem type 2
 - Multiplying multi-digit and 1-digit numbers with regrouping
 - Area of a rectangle on a grid
 - Area of a rectangle with one-digit side lengths
 - Area of a rectangle with two-digit by one-digit side lengths
 - Introduction to multiplication of large numbers
 - Multiplication of large numbers
 - Multiples: Problem type 1
 - Multiples: Problem type 2
 - Division of whole numbers given in fractional form
 - Division involving zero
 - Division with regrouping: 1-digit divisor, 2-digit dividend
 - Quotient with remainder: 1-digit divisor, 2-digit dividend
 - Whole number division: 2-digit by 2-digit, no remainder
 - Word problem with multiplication or division of whole numbers
 - Word problem with multiplication and addition or subtraction of whole numbers
 - Word problem on unit rates associated with ratios of whole numbers: Whole number answers
 - Division with regrouping: 1-digit divisor, 3-digit or 4-digit dividend
 - Whole number division: 3-digit by 2-digit, no remainder
 - Division with no remainder and a two-digit divisor: Problem type 2
 - Ordering and Estimation (5 topics)
 - Introduction to inequalities
 - Ordering large numbers
 - Rounding to tens or hundreds
 - Rounding to hundreds or thousands
 - Estimating a product
 - Exponents and Order of Operations (5 topics)
 - Writing expressions using exponents
 - Introduction to exponents
 - Introduction to parentheses
 - Introduction to order of operations
 - Order of operations with whole numbers
 - Prime Numbers, Factors, and Multiples (5 topics)
 - Even and odd numbers
 - Factors
 - Greatest common factor of 2 numbers
 - Least common multiple of 2 numbers
 - Least common multiple of 3 numbers



Algebra 2

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (528 topics + 766 additional topics)

- Real Numbers (37 topics)
 - Plotting and Ordering (3 topics)
 - Using a calculator to approximate a square root
 - Absolute value of a number
 - Finding all numbers with a given absolute value
 - Operations with Signed Numbers (17 topics)
 - Integer addition: Problem type 1
 - Integer addition: Problem type 2
 - Integer subtraction: Problem type 1
 - Integer subtraction: Problem type 2
 - Integer subtraction: Problem type 3
 - Operations with absolute value: Problem type 1
 - Computing the distance between two integers on a number line
 - Integer multiplication and division
 - Multiplication of 3 or 4 integers
 - Least common multiple of 2 numbers
 - Signed fraction addition or subtraction: Basic
 - Signed fraction subtraction involving double negation
 - Least common multiple of 3 numbers
 - Signed fraction multiplication: Basic
 - Signed fraction division
 - Complex fraction without variables: Problem type 1
 - Signed decimal addition and subtraction
 - Exponents and Order of Operations (3 topics)
 - Exponents and integers: Problem type 1
 - Exponents and signed fractions
 - Order of operations with integers
 - Evaluating Expressions (2 topics)
 - Evaluating a linear expression: Integer multiplication with addition or subtraction
 - Evaluating a quadratic expression: Integers
 - Venn Diagrams and Sets of Real Numbers (1 topics)
 - Interpreting a Venn diagram of 2 sets
 - Properties of Operations (9 topics)
 - Introduction to adding fractions with variables and common denominators
 - Combining like terms: Integer coefficients
 - Combining like terms: Fractional coefficients
 - Distributive property: Whole number coefficients
 - Distributive property: Integer coefficients
 - Distributive property: Fractional coefficients
 - Using distribution and combining like terms to simplify: Univariate
 - Using distribution with double negation and combining like terms to simplify: Multivariate
 - Combining like terms in a quadratic expression
 - Review of Geometry (2 topics)
 - Writing algebraic expressions for the perimeter of a figure
 - Circumference of a circle
- Linear Equations and Inequalities (64 topics)
 - Linear Equations (18 topics)
 - Multiplicative property of equality with whole numbers
 - Additive property of equality with signed fractions
 - Multiplicative property of equality with signed fractions
 - Identifying solutions to a linear equation in one variable: Two-step equations
 - Additive property of equality with a negative coefficient
 - Solving a two-step equation with integers
 - Solving a multi-step equation given in fractional form



Algebra 2 with Trigonometry

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (615 topics + 679 additional topics)

- Real Numbers (37 topics)
 - Plotting and Ordering (3 topics)
 - Using a calculator to approximate a square root
 - Absolute value of a number
 - Finding all numbers with a given absolute value
 - Operations with Signed Numbers (17 topics)
 - Integer addition: Problem type 1
 - Integer addition: Problem type 2
 - Integer subtraction: Problem type 1
 - Integer subtraction: Problem type 2
 - Integer subtraction: Problem type 3
 - Operations with absolute value: Problem type 1
 - Computing the distance between two integers on a number line
 - Integer multiplication and division
 - Multiplication of 3 or 4 integers
 - Least common multiple of 2 numbers
 - Signed fraction addition or subtraction: Basic
 - Signed fraction subtraction involving double negation
 - Least common multiple of 3 numbers
 - Signed fraction multiplication: Basic
 - Signed fraction division
 - Complex fraction without variables: Problem type 1
 - Signed decimal addition and subtraction
 - Exponents and Order of Operations (3 topics)
 - Exponents and integers: Problem type 1
 - Exponents and signed fractions
 - Order of operations with integers
 - Evaluating Expressions (2 topics)
 - Evaluating a linear expression: Integer multiplication with addition or subtraction
 - Evaluating a quadratic expression: Integers
 - Venn Diagrams and Sets of Real Numbers (1 topics)
 - Interpreting a Venn diagram of 2 sets
 - Properties of Operations (9 topics)
 - Introduction to adding fractions with variables and common denominators
 - Combining like terms: Integer coefficients
 - Combining like terms: Fractional coefficients
 - Distributive property: Whole number coefficients
 - Distributive property: Integer coefficients
 - Distributive property: Fractional coefficients
 - Using distribution and combining like terms to simplify: Univariate
 - Using distribution with double negation and combining like terms to simplify: Multivariate
 - Combining like terms in a quadratic expression
 - Review of Geometry (2 topics)
 - Writing algebraic expressions for the perimeter of a figure
 - Circumference of a circle
- Linear Equations and Inequalities (64 topics)
 - Linear Equations (18 topics)
 - Multiplicative property of equality with whole numbers
 - Additive property of equality with signed fractions
 - Multiplicative property of equality with signed fractions
 - Identifying solutions to a linear equation in one variable: Two-step equations
 - Additive property of equality with a negative coefficient
 - Solving a two-step equation with integers
 - Solving a multi-step equation given in fractional form



Algebra 1

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (494 topics + 673 additional topics)

- Arithmetic Readiness (65 topics)
 - Factors, Multiples, and Equivalent Fractions (7 topics)
 - Factors
 - Greatest common factor of 2 numbers
 - Least common multiple of 2 numbers
 - Least common multiple of 3 numbers
 - Equivalent fractions
 - Simplifying a fraction
 - Division involving zero
 - Addition and Subtraction with Fractions (4 topics)
 - Finding the LCD of two fractions
 - Addition or subtraction of fractions with the same denominator
 - Introduction to addition or subtraction of fractions with different denominators
 - Addition or subtraction of fractions with different denominators
 - Multiplication and Division with Fractions (7 topics)
 - Product of a unit fraction and a whole number
 - Product of a fraction and a whole number: Problem type 1
 - Introduction to fraction multiplication
 - Fraction multiplication
 - Product of a fraction and a whole number: Problem type 2
 - The reciprocal of a number
 - Division involving a whole number and a fraction
 - Mixed Numbers (2 topics)
 - Writing an improper fraction as a mixed number
 - Writing a mixed number as an improper fraction
 - Rounding, Ordering, and the Number Line (11 topics)
 - Rounding to tens or hundreds
 - Rounding to hundreds or thousands
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Fractional position on a number line
 - Plotting fractions on a number line
 - Using a common denominator to order fractions
 - Introduction to ordering decimals
 - Ordering decimals
 - Using a calculator to convert a fraction to a rounded decimal
 - Ordering fractions and decimals
 - Addition and Subtraction with Decimals (6 topics)
 - Addition of aligned decimals
 - Decimal subtraction: Basic
 - Decimal subtraction: Advanced
 - Word problem with addition of 3 or 4 decimals and whole numbers
 - Word problem with addition or subtraction of 2 decimals
 - Word problem with subtraction of a whole number and a decimal: Regrouping with zeros
 - Multiplication and Division with Decimals (5 topics)
 - Multiplication of a decimal by a power of ten
 - Multiplying a decimal by a whole number
 - Word problem with multiple decimal operations: Problem type 1
 - Division of a decimal by a power of ten
 - Division of a decimal by a whole number
 - Converting Between Fractions and Decimals (3 topics)
 - Converting a fraction to a terminating decimal: Basic
 - Converting a fraction to a repeating decimal: Basic
 - Converting a decimal to a proper fraction in simplest form: Basic



High School Geometry

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (524 topics + 406 additional topics)

- Arithmetic and Algebra Review (151 topics)
 - Fractions and Decimals (28 topics)
 - Factors
 - Greatest common factor of 2 numbers
 - Equivalent fractions
 - Simplifying a fraction
 - Division involving zero
 - Introduction to addition or subtraction of fractions with different denominators
 - Addition or subtraction of fractions with different denominators
 - Product of a unit fraction and a whole number
 - Product of a fraction and a whole number: Problem type 1
 - Fraction multiplication
 - Product of a fraction and a whole number: Problem type 2
 - The reciprocal of a number
 - Division involving a whole number and a fraction
 - Fraction division
 - Complex fraction without variables: Problem type 1
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Introduction to ordering decimals
 - Using a calculator to convert a fraction to a rounded decimal
 - Addition of aligned decimals
 - Decimal subtraction: Basic
 - Decimal subtraction: Advanced
 - Word problem with addition or subtraction of 2 decimals
 - Multiplication of a decimal by a power of ten
 - Introduction to decimal multiplication
 - Multiplying a decimal by a whole number
 - Word problem with multiple decimal operations: Problem type 1
 - Converting a fraction to a terminating decimal: Basic
 - Signed Numbers (14 topics)
 - Plotting integers on a number line
 - Ordering integers
 - Absolute value of a number
 - Integer addition: Problem type 1
 - Integer addition: Problem type 2
 - Integer subtraction: Problem type 1
 - Integer subtraction: Problem type 2
 - Integer subtraction: Problem type 3
 - Addition and subtraction with 3 integers
 - Operations with absolute value: Problem type 1
 - Integer multiplication and division
 - Multiplication of 3 or 4 integers
 - Signed fraction addition or subtraction: Basic
 - Signed fraction multiplication: Basic
 - Order of Operations and Algebraic Expressions (23 topics)
 - Introduction to exponents
 - Exponents and integers: Problem type 1
 - Exponents and fractions
 - Order of operations with whole numbers
 - Order of operations with whole numbers and exponents: Basic
 - Order of operations with integers
 - Exponents and signed fractions
 - Evaluating an algebraic expression: Whole number addition or subtraction
 - Evaluating an algebraic expression: Whole number multiplication or division
 - Evaluating an algebraic expression: Whole numbers with two operations
 - Evaluating a formula
 - Evaluating an algebraic expression: Whole numbers with one operation and an exponent
 - Evaluating a linear expression: Integer multiplication with addition or subtraction
 - Evaluating a quadratic expression: Integers



Introduction to Statistics

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (307 topics + 98 additional topics)

- Arithmetic and Algebra Review (33 topics)
 - Arithmetic (7 topics)
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Using a calculator to convert a fraction to a rounded decimal
 - Using a calculator to approximate a square root
 - Order of operations with whole numbers
 - Order of operations with whole numbers and grouping symbols
 - Order of operations with whole numbers and exponents: Basic
 - Percentages (9 topics)
 - Introduction to converting a decimal to a percentage
 - Converting between percentages and decimals
 - Converting between percentages and decimals in a real-world situation
 - Converting a fraction to a percentage: Denominator of 20, 25, or 50
 - Using a calculator to convert a fraction to a rounded percentage
 - Converting a fraction to a percentage in a real-world situation
 - Finding a percentage of a whole number
 - Finding a percentage of a total amount: Real-world situations
 - Writing a ratio as a percentage
 - Algebraic Expressions and Real Numbers (5 topics)
 - Evaluating an algebraic expression: Whole numbers with two operations
 - Evaluating a formula
 - Evaluating a linear expression: Integer multiplication with addition or subtraction
 - Distributive property: Whole number coefficients
 - Combining like terms: Integer coefficients
 - Equations and Inequalities (12 topics)
 - Solving a two-step equation with integers
 - Solving a linear equation with several occurrences of the variable: Variables on the same side and distribution
 - Solving a linear equation with several occurrences of the variable: Variables on both sides and distribution
 - Solving for a variable in terms of other variables using addition or subtraction: Basic
 - Solving for a variable in terms of other variables using multiplication or division: Advanced
 - Solving for a variable in terms of other variables using addition or subtraction with division
 - Translating a sentence into a one-step equation
 - Translating a sentence by using an inequality symbol
 - Writing an inequality for a real-world situation
 - Graphing a linear inequality on the number line
 - Graphing a compound inequality on the number line
 - Writing and graphing inequalities given in context
- Slope and Lines (28 topics)
 - Graphing and Intercepts (12 topics)
 - Reading a point in the coordinate plane
 - Plotting a point in the coordinate plane
 - Finding a solution to a linear equation in two variables
 - Graphing a line given two of its points
 - Graphing a line given its equation in slope-intercept form: Integer slope
 - Graphing a line given its equation in slope-intercept form: Fractional slope
 - Finding x- and y-intercepts given the graph of a line on a grid
 - Y-intercept of a line
 - Finding x- and y-intercepts of a line given the equation: Basic
 - X- and y-intercepts of a line given the equation in standard form
 - Graphing a line given its x- and y-intercepts
 - Interpreting a line graph
 - Slope (7 topics)
 - Finding slope given the graph of a line in quadrant 1 that models a real-world situation
 - Classifying slopes given graphs of lines
 - Finding slope given the graph of a line on a grid



Introduction to Statistics

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (307 topics + 98 additional topics)

- Arithmetic and Algebra Review (33 topics)
 - Arithmetic (7 topics)
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Using a calculator to convert a fraction to a rounded decimal
 - Using a calculator to approximate a square root
 - Order of operations with whole numbers
 - Order of operations with whole numbers and grouping symbols
 - Order of operations with whole numbers and exponents: Basic
 - Percentages (9 topics)
 - Introduction to converting a decimal to a percentage
 - Converting between percentages and decimals
 - Converting between percentages and decimals in a real-world situation
 - Converting a fraction to a percentage: Denominator of 20, 25, or 50
 - Using a calculator to convert a fraction to a rounded percentage
 - Converting a fraction to a percentage in a real-world situation
 - Finding a percentage of a whole number
 - Finding a percentage of a total amount: Real-world situations
 - Writing a ratio as a percentage
 - Algebraic Expressions and Real Numbers (5 topics)
 - Evaluating an algebraic expression: Whole numbers with two operations
 - Evaluating a formula
 - Evaluating a linear expression: Integer multiplication with addition or subtraction
 - Distributive property: Whole number coefficients
 - Combining like terms: Integer coefficients
 - Equations and Inequalities (12 topics)
 - Solving a two-step equation with integers
 - Solving a linear equation with several occurrences of the variable: Variables on the same side and distribution
 - Solving a linear equation with several occurrences of the variable: Variables on both sides and distribution
 - Solving for a variable in terms of other variables using addition or subtraction: Basic
 - Solving for a variable in terms of other variables using multiplication or division: Advanced
 - Solving for a variable in terms of other variables using addition or subtraction with division
 - Translating a sentence into a one-step equation
 - Translating a sentence by using an inequality symbol
 - Writing an inequality for a real-world situation
 - Graphing a linear inequality on the number line
 - Graphing a compound inequality on the number line
 - Writing and graphing inequalities given in context
- Slope and Lines (28 topics)
 - Graphing and Intercepts (12 topics)
 - Reading a point in the coordinate plane
 - Plotting a point in the coordinate plane
 - Finding a solution to a linear equation in two variables
 - Graphing a line given two of its points
 - Graphing a line given its equation in slope-intercept form: Integer slope
 - Graphing a line given its equation in slope-intercept form: Fractional slope
 - Finding x- and y-intercepts given the graph of a line on a grid
 - Y-intercept of a line
 - Finding x- and y-intercepts of a line given the equation: Basic
 - X- and y-intercepts of a line given the equation in standard form
 - Graphing a line given its x- and y-intercepts
 - Interpreting a line graph
 - Slope (7 topics)
 - Finding slope given the graph of a line in quadrant 1 that models a real-world situation
 - Classifying slopes given graphs of lines
 - Finding slope given the graph of a line on a grid



PreCalculus

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (637 topics + 533 additional topics)

- Algebra and Geometry Review (104 topics)
 - Real Numbers and Algebraic Expressions (8 topics)
 - Signed fraction subtraction involving double negation
 - Signed fraction multiplication: Basic
 - Signed fraction division
 - Exponents and signed fractions
 - Order of operations with integers
 - Evaluating a quadratic expression: Integers
 - Using distribution and combining like terms to simplify: Univariate
 - Using distribution with double negation and combining like terms to simplify: Multivariate
 - Exponents (19 topics)
 - Introduction to the product rule of exponents
 - Product rule with positive exponents: Univariate
 - Product rule with positive exponents: Multivariate
 - Introduction to the power of a power rule of exponents
 - Introduction to the power of a product rule of exponents
 - Power rules with positive exponents: Multivariate products
 - Power rules with positive exponents: Multivariate quotients
 - Introduction to the quotient rule of exponents
 - Simplifying a ratio of univariate monomials
 - Quotient of expressions involving exponents
 - Evaluating expressions with exponents of zero
 - Evaluating an expression with a negative exponent: Whole number base
 - Evaluating an expression with a negative exponent: Positive fraction base
 - Evaluating an expression with a negative exponent: Negative integer base
 - Rewriting an algebraic expression without a negative exponent
 - Introduction to the product rule with negative exponents
 - Quotient rule with negative exponents: Problem type 1
 - Power of a power rule with negative exponents
 - Power rules with negative exponents
 - Polynomial Expressions (13 topics)
 - Degree and leading coefficient of a univariate polynomial
 - Simplifying a sum or difference of two univariate polynomials
 - Multiplying a univariate polynomial by a monomial with a positive coefficient
 - Multiplying a multivariate polynomial by a monomial
 - Multiplying binomials with leading coefficients of 1
 - Multiplying binomials with leading coefficients greater than 1
 - Multiplying binomials in two variables
 - Multiplying conjugate binomials: Univariate
 - Squaring a binomial: Univariate
 - Squaring a binomial: Multivariate
 - Multiplying binomials with negative coefficients
 - Multiplication involving binomials and trinomials in one variable
 - Multiplication involving binomials and trinomials in two variables
 - Factoring Polynomials (16 topics)
 - Factoring a linear binomial
 - Introduction to the GCF of two monomials
 - Greatest common factor of two multivariate monomials
 - Factoring out a monomial from a polynomial: Univariate
 - Factoring out a monomial from a polynomial: Multivariate
 - Factoring out a binomial from a polynomial: GCF factoring, basic
 - Factoring a univariate polynomial by grouping: Problem type 1
 - Factoring a quadratic with leading coefficient 1
 - Factoring out a constant before factoring a quadratic
 - Factoring a quadratic with leading coefficient greater than 1: Problem type 1
 - Factoring a quadratic with leading coefficient greater than 1: Problem type 2
 - Factoring a quadratic with a negative leading coefficient
 - Factoring a perfect square trinomial with leading coefficient 1
 - Factoring a difference of squares in one variable: Basic



Traditional Algebra 1

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (458 topics + 709 additional topics)

- Arithmetic Readiness (55 topics)
 - Factors, Multiples, and Equivalent Fractions (7 topics)
 - Factors
 - Greatest common factor of 2 numbers
 - Least common multiple of 2 numbers
 - Least common multiple of 3 numbers
 - Equivalent fractions
 - Simplifying a fraction
 - Division involving zero
 - Addition and Subtraction with Fractions (4 topics)
 - Finding the LCD of two fractions
 - Addition or subtraction of fractions with the same denominator
 - Introduction to addition or subtraction of fractions with different denominators
 - Addition or subtraction of fractions with different denominators
 - Multiplication and Division with Fractions (7 topics)
 - Product of a unit fraction and a whole number
 - Product of a fraction and a whole number: Problem type 1
 - Introduction to fraction multiplication
 - Fraction multiplication
 - Product of a fraction and a whole number: Problem type 2
 - The reciprocal of a number
 - Division involving a whole number and a fraction
 - Mixed Numbers (2 topics)
 - Writing an improper fraction as a mixed number
 - Writing a mixed number as an improper fraction
 - Rounding, Ordering, and the Number Line (7 topics)
 - Rounding to tens or hundreds
 - Rounding to hundreds or thousands
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Using a common denominator to order fractions
 - Introduction to ordering decimals
 - Using a calculator to convert a fraction to a rounded decimal
 - Addition and Subtraction with Decimals (6 topics)
 - Addition of aligned decimals
 - Decimal subtraction: Basic
 - Decimal subtraction: Advanced
 - Word problem with addition of 3 or 4 decimals and whole numbers
 - Word problem with addition or subtraction of 2 decimals
 - Word problem with subtraction of a whole number and a decimal: Regrouping with zeros
 - Multiplication and Division with Decimals (5 topics)
 - Multiplication of a decimal by a power of ten
 - Multiplying a decimal by a whole number
 - Word problem with multiple decimal operations: Problem type 1
 - Division of a decimal by a power of ten
 - Division of a decimal by a whole number
 - Converting Between Fractions and Decimals (3 topics)
 - Converting a fraction to a terminating decimal: Basic
 - Converting a fraction to a repeating decimal: Basic
 - Converting a decimal to a proper fraction in simplest form: Basic
 - Ratios and Unit Rates (3 topics)
 - Solving a word problem on proportions using a unit rate
 - Finding missing values in a table of equivalent ratios
 - Using a table of equivalent ratios to find a missing quantity in a ratio



Mastery of ACT Math

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (678 topics + 430 additional topics)

- Arithmetic Readiness (62 topics)
 - Factors and Multiples (9 topics)
 - Prime numbers
 - Prime factorization
 - Greatest common factor of 2 numbers
 - Greatest common factor of 3 numbers
 - Least common multiple of 2 numbers
 - Least common multiple of 3 numbers
 - Word problem involving the least common multiple of 2 numbers
 - Introduction to exponents
 - Power of 10: Positive exponent
 - Addition and Subtraction with Fractions (4 topics)
 - Simplifying a fraction
 - Finding the LCD of two fractions
 - Addition or subtraction of fractions with different denominators
 - Word problem involving addition or subtraction of fractions with different denominators
 - Multiplication and Division with Fractions (9 topics)
 - Product of a fraction and a whole number: Problem type 1
 - Fraction multiplication
 - Product of a fraction and a whole number: Problem type 2
 - Word problem involving fractions and multiplication
 - Multi-step word problem involving fractions and multiplication
 - The reciprocal of a number
 - Division involving a whole number and a fraction
 - Fraction division
 - Complex fraction without variables: Problem type 1
 - Mixed Numbers (3 topics)
 - Writing an improper fraction as a mixed number
 - Addition or subtraction of mixed numbers with different denominators without renaming
 - Word problem involving addition or subtraction of mixed numbers with different denominators
 - Rounding, Ordering, and the Number Line (3 topics)
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Ordering decimals
 - Addition and Subtraction with Decimals (3 topics)
 - Addition of aligned decimals
 - Decimal subtraction: Basic
 - Word problem with addition or subtraction of 2 decimals
 - Multiplication and Division with Decimals (5 topics)
 - Multiplication of a decimal by a power of ten
 - Multiplying a decimal by a whole number
 - Word problem with multiple decimal operations: Problem type 1
 - Division of a decimal by a power of ten
 - Division of a decimal by a whole number
 - Converting Between Fractions and Decimals (1 topics)
 - Converting a fraction to a terminating decimal: Basic
 - Ratios and Unit Rates (6 topics)
 - Finding a unit price
 - Using tables to compare ratios
 - Computing unit prices to find the better buy
 - Word problem on unit rates associated with ratios of whole numbers: Decimal answers
 - Solving a word problem on proportions using a unit rate
 - Finding missing values in a table of equivalent ratios



Mastery of SAT Math

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (646 topics + 462 additional topics)

- Arithmetic Readiness (57 topics)
 - Factors and Multiples (7 topics)
 - Prime numbers
 - Prime factorization
 - Greatest common factor of 2 numbers
 - Least common multiple of 2 numbers
 - Word problem involving the least common multiple of 2 numbers
 - Introduction to exponents
 - Power of 10: Positive exponent
 - Addition and Subtraction with Fractions (4 topics)
 - Simplifying a fraction
 - Finding the LCD of two fractions
 - Addition or subtraction of fractions with different denominators
 - Word problem involving addition or subtraction of fractions with different denominators
 - Multiplication and Division with Fractions (9 topics)
 - Product of a fraction and a whole number: Problem type 1
 - Fraction multiplication
 - Product of a fraction and a whole number: Problem type 2
 - Word problem involving fractions and multiplication
 - Multi-step word problem involving fractions and multiplication
 - The reciprocal of a number
 - Division involving a whole number and a fraction
 - Fraction division
 - Complex fraction without variables: Problem type 1
 - Mixed Numbers (1 topics)
 - Writing an improper fraction as a mixed number
 - Rounding, Ordering, and the Number Line (3 topics)
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Ordering decimals
 - Addition and Subtraction with Decimals (3 topics)
 - Addition of aligned decimals
 - Decimal subtraction: Basic
 - Word problem with addition or subtraction of 2 decimals
 - Multiplication and Division with Decimals (5 topics)
 - Multiplication of a decimal by a power of ten
 - Multiplying a decimal by a whole number
 - Word problem with multiple decimal operations: Problem type 1
 - Division of a decimal by a power of ten
 - Division of a decimal by a whole number
 - Converting Between Fractions and Decimals (1 topics)
 - Converting a fraction to a terminating decimal: Basic
 - Ratios and Unit Rates (6 topics)
 - Finding a unit price
 - Using tables to compare ratios
 - Computing unit prices to find the better buy
 - Word problem on unit rates associated with ratios of whole numbers: Decimal answers
 - Solving a word problem on proportions using a unit rate
 - Finding missing values in a table of equivalent ratios
 - Percents, Decimals, and Fractions (2 topics)
 - Converting between percentages and decimals
 - Converting a fraction to a percentage: Denominator of 20, 25, or 50



Math Review for AP Calculus

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (301 topics + 110 additional topics)

- Real Numbers (27 topics)
 - Fractions (5 topics)
 - Simplifying a fraction
 - Using a common denominator to order fractions
 - Addition or subtraction of fractions with different denominators
 - Fraction multiplication
 - Fraction division
 - Percents and Proportions (7 topics)
 - Converting between percentages and decimals
 - Applying the percent equation
 - Finding the sale price without a calculator given the original price and percent discount
 - Finding the original price given the sale price and percent discount
 - Solving a proportion of the form $x/a = b/c$
 - Word problem on proportions: Problem type 1
 - Word problem on proportions: Problem type 2
 - Signed Numbers (15 topics)
 - Integer addition: Problem type 2
 - Integer subtraction: Problem type 3
 - Signed fraction addition or subtraction: Basic
 - Signed fraction addition or subtraction: Advanced
 - Signed decimal addition and subtraction with 3 numbers
 - Integer multiplication and division
 - Signed fraction multiplication: Basic
 - Signed fraction multiplication: Advanced
 - Exponents and integers: Problem type 1
 - Exponents and signed fractions
 - Order of operations with integers and exponents
 - Evaluating a linear expression: Integer multiplication with addition or subtraction
 - Evaluating a quadratic expression: Integers
 - Absolute value of a number
 - Operations with absolute value: Problem type 2
- Equations and Inequalities (24 topics)
 - Linear Equations (15 topics)
 - Additive property of equality with integers
 - Multiplicative property of equality with signed fractions
 - Solving a two-step equation with integers
 - Solving a two-step equation with signed fractions
 - Solving a linear equation with several occurrences of the variable: Variables on the same side and distribution
 - Solving a linear equation with several occurrences of the variable: Variables on both sides and fractional coefficients
 - Solving a linear equation with several occurrences of the variable: Variables on both sides and distribution
 - Solving a linear equation with several occurrences of the variable: Variables on both sides and two distributions
 - Solving a linear equation with several occurrences of the variable: Fractional forms with binomial numerators
 - Solving equations with zero, one, or infinitely many solutions
 - Algebraic symbol manipulation: Problem type 1
 - Algebraic symbol manipulation: Problem type 2
 - Solving a word problem with two unknowns using a linear equation
 - Solving a decimal word problem using a linear equation of the form $Ax + B = C$
 - Solving a value mixture problem using a linear equation
 - Linear Inequalities (6 topics)
 - Solving a linear inequality: Problem type 2
 - Solving a linear inequality: Problem type 3
 - Solving a linear inequality: Problem type 4
 - Graphing a compound inequality on the number line
 - Solving a compound linear inequality: Graph solution, basic
 - Solving a compound linear inequality: Interval notation
 - Absolute Value Equations and Inequalities (3 topics)



Algebra 1A

This course covers the topics shown below.
Students navigate learning paths based on their level of readiness.
Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (374 topics + 567 additional topics)

- Arithmetic Readiness (65 topics)
 - Factors, Multiples, and Equivalent Fractions (7 topics)
 - Factors
 - Greatest common factor of 2 numbers
 - Least common multiple of 2 numbers
 - Least common multiple of 3 numbers
 - Equivalent fractions
 - Simplifying a fraction
 - Division involving zero
 - Addition and Subtraction with Fractions (4 topics)
 - Finding the LCD of two fractions
 - Addition or subtraction of fractions with the same denominator
 - Introduction to addition or subtraction of fractions with different denominators
 - Addition or subtraction of fractions with different denominators
 - Multiplication and Division with Fractions (7 topics)
 - Product of a unit fraction and a whole number
 - Product of a fraction and a whole number: Problem type 1
 - Introduction to fraction multiplication
 - Fraction multiplication
 - Product of a fraction and a whole number: Problem type 2
 - The reciprocal of a number
 - Division involving a whole number and a fraction
 - Mixed Numbers (2 topics)
 - Writing an improper fraction as a mixed number
 - Writing a mixed number as an improper fraction
 - Rounding, Ordering, and the Number Line (11 topics)
 - Rounding to tens or hundreds
 - Rounding to hundreds or thousands
 - Decimal place value: Tenths and hundredths
 - Rounding decimals
 - Fractional position on a number line
 - Plotting fractions on a number line
 - Using a common denominator to order fractions
 - Introduction to ordering decimals
 - Ordering decimals
 - Using a calculator to convert a fraction to a rounded decimal
 - Ordering fractions and decimals
 - Addition and Subtraction with Decimals (6 topics)
 - Addition of aligned decimals
 - Decimal subtraction: Basic
 - Decimal subtraction: Advanced
 - Word problem with addition of 3 or 4 decimals and whole numbers
 - Word problem with addition or subtraction of 2 decimals
 - Word problem with subtraction of a whole number and a decimal: Regrouping with zeros
 - Multiplication and Division with Decimals (5 topics)
 - Multiplication of a decimal by a power of ten
 - Multiplying a decimal by a whole number
 - Word problem with multiple decimal operations: Problem type 1
 - Division of a decimal by a power of ten
 - Division of a decimal by a whole number
 - Converting Between Fractions and Decimals (3 topics)
 - Converting a fraction to a terminating decimal: Basic
 - Converting a fraction to a repeating decimal: Basic
 - Converting a decimal to a proper fraction in simplest form: Basic



Algebra 1B

This course covers the topics shown below.
Students navigate learning paths based on their level of readiness.
Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (372 topics + 795 additional topics)

- Arithmetic Readiness (34 topics)
 - Factors, Multiples, and Equivalent Fractions (5 topics)
 - Greatest common factor of 2 numbers
 - Least common multiple of 2 numbers
 - Least common multiple of 3 numbers
 - Simplifying a fraction
 - Division involving zero
 - Addition and Subtraction with Fractions (2 topics)
 - Introduction to addition or subtraction of fractions with different denominators
 - Addition or subtraction of fractions with different denominators
 - Multiplication and Division with Fractions (5 topics)
 - Product of a fraction and a whole number: Problem type 1
 - Introduction to fraction multiplication
 - Fraction multiplication
 - The reciprocal of a number
 - Division involving a whole number and a fraction
 - Rounding, Ordering, and the Number Line (2 topics)
 - Rounding decimals
 - Using a common denominator to order fractions
 - Addition and Subtraction with Decimals (5 topics)
 - Addition of aligned decimals
 - Decimal subtraction: Basic
 - Word problem with addition of 3 or 4 decimals and whole numbers
 - Word problem with addition or subtraction of 2 decimals
 - Word problem with subtraction of a whole number and a decimal: Regrouping with zeros
 - Multiplication and Division with Decimals (3 topics)
 - Multiplying a decimal by a whole number
 - Word problem with multiple decimal operations: Problem type 1
 - Division of a decimal by a whole number
 - Ratios and Unit Rates (3 topics)
 - Solving a word problem on proportions using a unit rate
 - Finding missing values in a table of equivalent ratios
 - Using a table of equivalent ratios to find a missing quantity in a ratio
 - Percents, Decimals, and Fractions (6 topics)
 - Introduction to converting a percentage to a decimal
 - Introduction to converting a decimal to a percentage
 - Converting between percentages and decimals
 - Converting a fraction to a percentage: Denominator of 4, 5, or 10
 - Converting a fraction to a percentage: Denominator of 20, 25, or 50
 - Using a calculator to convert a fraction to a rounded percentage
 - Introduction to Percent Applications (3 topics)
 - Finding a percentage of a whole number
 - Finding a percentage of a whole number without a calculator: Basic
 - Finding a percentage of a total amount without a calculator: Sales tax, commission, discount
- Real Numbers (59 topics)
 - Plotting and Ordering (8 topics)
 - Plotting integers on a number line
 - Ordering integers
 - Writing a signed number for a real-world situation
 - Square root of a perfect square
 - Using a calculator to approximate a square root
 - Ordering real numbers



Essentials for Algebra

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (436 topics + 814 additional topics)

- Whole Numbers and Integers (122 topics)
 - Place Value and Numeral Translation (2 topics)
 - Whole number place value: Problem type 1
 - Numeral translation: Problem type 1
 - Addition and Subtraction with Whole Numbers (23 topics)
 - One-digit addition with regrouping
 - Addition of 3 or 4 one-digit numbers
 - Adding 2-digit numbers without regrouping
 - Adding a 2-digit number and a 1-digit number with regrouping
 - Adding 2-digit numbers with regrouping a ten
 - Adding multiples of 10 and 100
 - Adding 2-digit numbers with regrouping a hundred
 - Adding 3 or 4 numbers with two-digits with regrouping
 - Adding 3-digit numbers with regrouping
 - Adding 3 numbers with two, three, and four-digits
 - Subtracting a 1-digit number from a 2-digit number
 - Subtraction of 2-digit numbers without regrouping
 - Subtracting multiples of 10 and 100
 - Subtraction involving 3-digit numbers without regrouping
 - Subtraction of 2-digit numbers with regrouping
 - Subtraction with multiple regrouping steps involving 3-digit numbers
 - Subtraction with multiple regrouping steps involving 4-digit numbers
 - Subtraction and regrouping with zeros
 - Fact families for addition and subtraction
 - Word problem with addition or subtraction of whole numbers
 - Describing an increasing or decreasing pattern from a table of values
 - Perimeter of a polygon
 - Perimeter of a square or a rectangle
 - Multiplication and Division with Whole Numbers (37 topics)
 - Multiplying one-digit numbers: Problem type 2
 - Multiplication as repeated addition
 - Using multiplication to find the number of squares
 - Multiplying 2-digit and 1-digit numbers without regrouping
 - Introduction to multiplication with a trailing zero
 - Multiplication by 10, 100, and 1000
 - Multiplication with trailing zeros: Problem type 1
 - Multiplying 2-digit and 1-digit numbers with regrouping: Problem type 2
 - Multiplying multi-digit and 1-digit numbers with regrouping
 - Area of a rectangle on a grid
 - Area of a rectangle with one-digit side lengths
 - Area of a rectangle with two-digit by one-digit side lengths
 - Introduction to multiplication of large numbers
 - Multiplication of large numbers
 - Multiplication with trailing zeros: Problem type 2
 - Multiples: Problem type 1
 - Multiples: Problem type 2
 - Division facts: Problem type 2
 - Fact families for multiplication and division
 - Division of whole numbers given in fractional form
 - Division without regrouping
 - Division with regrouping: 1-digit divisor, 2-digit dividend
 - Quotient with remainder: 1-digit divisor, 2-digit dividend
 - Whole number division: 2-digit by 2-digit, no remainder
 - Word problem with multiplication or division of whole numbers
 - Word problem with multiplication and addition or subtraction of whole numbers
 - Word problem on unit rates associated with ratios of whole numbers: Whole number answers
 - Division with trailing zeros: Problem type 1
 - Division with regrouping: 1-digit divisor, 3-digit or 4-digit dividend
 - Quotient with remainder: 1-digit divisor, 3-digit or 4-digit dividend
 - Division involving quotients with intermediate zeros: Problem type 1



Middle School Math Course 3

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (453 topics + 764 additional topics)

- Whole Numbers and Integers (84 topics)
 - Place Value and Numeral Translation (1 topics)
 - Whole number place value: Problem type 1
 - Addition and Subtraction with Whole Numbers (12 topics)
 - Adding 3 or 4 numbers with two-digits with regrouping
 - Adding 3-digit numbers with regrouping
 - Adding 3 numbers with two, three, and four-digits
 - Subtraction involving 3-digit numbers without regrouping
 - Subtraction of 2-digit numbers with regrouping
 - Subtraction with multiple regrouping steps involving 3-digit numbers
 - Subtraction with multiple regrouping steps involving 4-digit numbers
 - Subtraction and regrouping with zeros
 - Word problem with addition or subtraction of whole numbers
 - Describing an increasing or decreasing pattern from a table of values
 - Perimeter of a polygon
 - Perimeter of a square or a rectangle
 - Multiplication and Division with Whole Numbers (20 topics)
 - Multiplying 2-digit and 1-digit numbers with regrouping: Problem type 2
 - Multiplying multi-digit and 1-digit numbers with regrouping
 - Area of a rectangle on a grid
 - Area of a rectangle with one-digit side lengths
 - Area of a rectangle with two-digit by one-digit side lengths
 - Introduction to multiplication of large numbers
 - Multiplication of large numbers
 - Multiples: Problem type 1
 - Multiples: Problem type 2
 - Division of whole numbers given in fractional form
 - Division involving zero
 - Division with regrouping: 1-digit divisor, 2-digit dividend
 - Quotient with remainder: 1-digit divisor, 2-digit dividend
 - Whole number division: 2-digit by 2-digit, no remainder
 - Word problem with multiplication or division of whole numbers
 - Word problem with multiplication and addition or subtraction of whole numbers
 - Word problem on unit rates associated with ratios of whole numbers: Whole number answers
 - Division with regrouping: 1-digit divisor, 3-digit or 4-digit dividend
 - Whole number division: 3-digit by 2-digit, no remainder
 - Division with no remainder and a two-digit divisor: Problem type 2
 - Ordering and Estimation (4 topics)
 - Introduction to inequalities
 - Ordering large numbers
 - Rounding to tens or hundreds
 - Rounding to hundreds or thousands
 - Exponents and Order of Operations (7 topics)
 - Writing expressions using exponents
 - Introduction to exponents
 - Power of 10: Positive exponent
 - Introduction to parentheses
 - Introduction to order of operations
 - Order of operations with whole numbers
 - Order of operations with whole numbers and exponents: Basic
 - Prime Numbers, Factors, and Multiples (3 topics)
 - Even and odd numbers
 - Factors
 - Least common multiple of 2 numbers
 - Plotting and Comparing Integers (6 topics)
 - Plotting integers on a number line



Pre-Algebra

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (634 topics + 583 additional topics)

- Whole Numbers and Integers (95 topics)
 - Place Value and Numeral Translation (1 topics)
 - Whole number place value: Problem type 1
 - Addition and Subtraction with Whole Numbers (13 topics)
 - Adding 2-digit numbers with regrouping a hundred
 - Adding 3 or 4 numbers with two-digits with regrouping
 - Adding 3-digit numbers with regrouping
 - Adding 3 numbers with two, three, and four-digits
 - Subtraction involving 3-digit numbers without regrouping
 - Subtraction of 2-digit numbers with regrouping
 - Subtraction with multiple regrouping steps involving 3-digit numbers
 - Subtraction with multiple regrouping steps involving 4-digit numbers
 - Subtraction and regrouping with zeros
 - Word problem with addition or subtraction of whole numbers
 - Describing an increasing or decreasing pattern from a table of values
 - Perimeter of a polygon
 - Perimeter of a square or a rectangle
 - Multiplication and Division with Whole Numbers (21 topics)
 - Multiplication as repeated addition
 - Multiplying 2-digit and 1-digit numbers with regrouping: Problem type 2
 - Multiplying multi-digit and 1-digit numbers with regrouping
 - Area of a rectangle on a grid
 - Area of a rectangle with one-digit side lengths
 - Area of a rectangle with two-digit by one-digit side lengths
 - Introduction to multiplication of large numbers
 - Multiplication of large numbers
 - Multiples: Problem type 1
 - Multiples: Problem type 2
 - Division of whole numbers given in fractional form
 - Division involving zero
 - Division with regrouping: 1-digit divisor, 2-digit dividend
 - Quotient with remainder: 1-digit divisor, 2-digit dividend
 - Whole number division: 2-digit by 2-digit, no remainder
 - Word problem with multiplication or division of whole numbers
 - Word problem with multiplication and addition or subtraction of whole numbers
 - Word problem on unit rates associated with ratios of whole numbers: Whole number answers
 - Division with regrouping: 1-digit divisor, 3-digit or 4-digit dividend
 - Whole number division: 3-digit by 2-digit, no remainder
 - Division with no remainder and a two-digit divisor: Problem type 2
 - Ordering and Estimation (5 topics)
 - Introduction to inequalities
 - Ordering large numbers
 - Rounding to tens or hundreds
 - Rounding to hundreds or thousands
 - Estimating a product
 - Exponents and Order of Operations (7 topics)
 - Writing expressions using exponents
 - Introduction to exponents
 - Power of 10: Positive exponent
 - Introduction to parentheses
 - Introduction to order of operations
 - Order of operations with whole numbers
 - Order of operations with whole numbers and exponents: Basic
 - Prime Numbers, Factors, and Multiples (5 topics)
 - Even and odd numbers
 - Factors
 - Greatest common factor of 2 numbers

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AP Chemistry

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (363 topics + 470 additional topics)

- Math Toolbox (32 topics)
 - Mathematics (10 topics)
 - Integer multiplication and division
 - Simplifying a fraction
 - Equivalent fractions
 - Signed fraction multiplication: Basic
 - Signed fraction division
 - Writing expressions using exponents
 - Introduction to exponents
 - Ordering numbers with positive exponents
 - Evaluating an expression with a negative exponent: Whole number base
 - Square root of a perfect square
 - Algebra Expressions (9 topics)
 - Evaluating a quadratic expression: Integers
 - Combining like terms: Integer coefficients
 - Combining like terms in a quadratic expression
 - Introduction to the product rule of exponents
 - Introduction to the product rule with negative exponents
 - Introduction to the quotient rule of exponents
 - Simplifying a ratio of univariate monomials
 - Introduction to the power of a product rule of exponents
 - Power and quotient rules with positive exponents
 - Linear Equations (5 topics)
 - Additive property of equality with integers
 - Additive property of equality with a negative coefficient
 - Multiplicative property of equality with signed fractions
 - Solving for a variable in terms of other variables using addition or subtraction with division
 - Solving for a variable in terms of other variables in a linear equation with fractions
 - Quadratic and Radical Equations (3 topics)
 - Solving a quadratic equation using the square root property: Decimal answers, basic
 - Solving a quadratic equation using the square root property: Decimal answers, advanced
 - Applying the quadratic formula: Decimal answers
 - Graphing Equations (3 topics)
 - Classifying slopes given graphs of lines
 - Graphing a line through a given point with a given slope
 - Finding slope given two points on the line
 - Logarithms and Exponentials (2 topics)
 - Evaluating a logarithmic expression
 - Solving an equation of the form $\log_b a = c$
- Science Toolbox (37 topics)
 - Scientific Notation (1 topics)
 - Converting between decimal numbers and numbers written in scientific notation
 - SI Units (4 topics)
 - Knowing the value of an SI prefix as a power of 10
 - Interconversion of prefixed and base SI units
 - Interconversion of prefixed SI units
 - Interconverting temperatures in Celsius and Kelvins
 - Measurement Math (3 topics)
 - Addition and subtraction of measurements
 - Simplifying unit expressions
 - Multiplication and division of measurements



Fundamentals of Accounting (Corporation)

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (55 topics + 8 additional topics)

- Basic Terminology (6 topics)
 - Types of accounts
 - Information classification into assets, liabilities, and change of equity
 - Information classification into revenue, expense, or other
 - Information classification into financial statements
 - Account classification into financial statements
 - Components of annual report
- Basic Transactions and Financial Statements (14 topics)
 - Balancing the basic accounting equation
 - Basic structure of the Balance Sheet, the Income Statement, and the Statement of Changes in Retained Earnings
 - Effect of transactions on accounts
 - Effects of a transaction on assets, liabilities, and equity: Problem type 1
 - Effects of a transaction on assets, liabilities, and equity: Problem type 2
 - Changes to stockholders' equity: Problem type 1
 - Changes to stockholders' equity: Problem type 2
 - Completing a corporate balance sheet
 - Completing an income statement
 - Completing a retained earnings statement
 - Creating a basic income statement
 - Creating a basic equity statement
 - Creating a basic balance sheet
 - Basic tabular transaction
- Journal Entries (4 topics)
 - Normal account balances
 - Basic journal entry with the step-through method
 - Journalizing transactions
 - Ending balances of accounts
- Adjusting Entries (7 topics)
 - Adjusting entry calculations
 - Adjusting entries: Accruals
 - Adjusting entries with deferrals: Problem type 1
 - Adjusting entries with deferrals: Problem type 2
 - Property, plant, and equipment section of a balance sheet: Basic problem
 - Effects of adjusting entries on financial statements: Problem type 1
 - Effects of adjusting entries on financial statements: Problem type 2
- Closing Process and Financial Statements (9 topics)
 - Permanent and temporary accounts
 - Closing entries
 - Effects of closing entries on account balances
 - Correcting entries
 - Reversing entries: Selecting which entries should be reversed
 - Reversing entries: Preparing a reversing entry
 - Creating a balance sheet with asset depreciation
 - Balance sheet subtotals
 - Balance sheet classification
- Merchandising Accounting (15 topics)
 - Normal account balances for a retail company
 - Account classification for a retail company
 - Parts of the retail income statement
 - Merchandising: FOB Shipping point or Destination and Discount
 - Merchandising: Computing amount due
 - Merchandising: Computing income statement amounts

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Chemistry

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (250 topics + 583 additional topics)

- Math and Physics (18 topics)
 - Mathematics (3 topics)
 - Writing expressions using exponents
 - Introduction to exponents
 - Ordering numbers with positive exponents
 - Algebra Expressions (4 topics)
 - Evaluating a quadratic expression: Integers
 - Combining like terms: Integer coefficients
 - Introduction to the product rule of exponents
 - Introduction to the quotient rule of exponents
 - Linear Equations (3 topics)
 - Additive property of equality with a negative coefficient
 - Multiplicative property of equality with signed fractions
 - Solving for a variable in terms of other variables using addition or subtraction with division
 - Graphing Equations (2 topics)
 - Classifying slopes given graphs of lines
 - Graphing a line through a given point with a given slope
 - Graphing Data (2 topics)
 - Constructing a scatter plot
 - Mean of a data set
 - Electrostatics (4 topics)
 - Understanding that opposite charges attract and like charges repel
 - Understanding net electrical charge
 - Understanding how electrostatic force scales with charge and separation
 - Understanding how electrostatic forces cancel
- Measurement and Matter (39 topics)
 - Scientific Notation (1 topics)
 - Converting between decimal numbers and numbers written in scientific notation
 - SI Units (7 topics)
 - Knowing the dimension of common simple SI units
 - Understanding the purpose of SI prefixes
 - Knowing the value of an SI prefix as a power of 10
 - Interconversion of prefixed and base SI units
 - Interconversion of prefixed SI units
 - Interconverting whole degree temperatures in Celsius and kelvins
 - Interconverting temperatures in Celsius and Fahrenheit
 - Measurement Math (3 topics)
 - Addition and subtraction of measurements
 - Simplifying unit expressions
 - Multiplication and division of measurements
 - Measurement Uncertainty (6 topics)
 - Counting significant digits
 - Rounding to a given significant digit
 - Counting significant digits when measurements are added or subtracted
 - Counting significant digits when measurements are multiplied or divided
 - Reading a measurement from an analog instrument
 - Calculating absolute and relative error
 - Quantitative Problem Solving (5 topics)
 - Naming components of the scientific method
 - Setting up a one-step unit conversion
 - Setting up a unit reprefix conversion



Prep for AP Chemistry

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (191 topics + 642 additional topics)

- Math Toolbox (61 topics)
 - Mathematics (15 topics)
 - Integer multiplication and division
 - Simplifying a fraction
 - Equivalent fractions
 - Signed fraction addition or subtraction: Basic
 - Signed fraction multiplication: Basic
 - Signed fraction division
 - Exponents and fractions
 - Writing expressions using exponents
 - Introduction to exponents
 - Ordering numbers with positive exponents
 - Evaluating expressions with exponents of zero
 - Evaluating an expression with a negative exponent: Whole number base
 - Evaluating an expression with a negative exponent: Positive fraction base
 - Complex fraction without variables: Problem type 1
 - Square root of a perfect square
 - Algebra Expressions (16 topics)
 - Evaluating a quadratic expression: Integers
 - Combining like terms: Integer coefficients
 - Combining like terms in a quadratic expression
 - Distributive property: Integer coefficients
 - Using distribution and combining like terms to simplify: Univariate
 - Introduction to the product rule of exponents
 - Product rule with positive exponents: Univariate
 - Introduction to the product rule with negative exponents
 - Introduction to the quotient rule of exponents
 - Simplifying a ratio of univariate monomials
 - Quotient rule with negative exponents: Problem type 1
 - Introduction to the power of a product rule of exponents
 - Power and quotient rules with positive exponents
 - Square root of a perfect square monomial
 - Writing a one-step expression for a real-world situation
 - Writing a multi-step equation for a real-world situation
 - Linear Equations (11 topics)
 - Identifying solutions to a linear equation in one variable: Two-step equations
 - Identifying solutions to a linear equation in two variables
 - Additive property of equality with integers
 - Additive property of equality with a negative coefficient
 - Multiplicative property of equality with signed fractions
 - Solving a multi-step equation given in fractional form
 - Solving a linear equation with several occurrences of the variable: Fractional forms with monomial numerators
 - Solving a rational equation that simplifies to linear: Denominator $x+a$
 - Solving a proportion of the form $a/(x+b) = c/x$
 - Solving for a variable in terms of other variables using addition or subtraction with division
 - Solving for a variable in terms of other variables in a linear equation with fractions
 - Quadratic and Radical Equations (3 topics)
 - Solving a quadratic equation using the square root property: Decimal answers, basic
 - Solving a quadratic equation using the square root property: Decimal answers, advanced
 - Applying the quadratic formula: Decimal answers
 - Graphing Equations (7 topics)
 - Classifying slopes given graphs of lines
 - Writing an equation of a line given the y-intercept and another point
 - Graphing a line through a given point with a given slope
 - Finding slope given the graph of a line on a grid
 - Finding slope given two points on the line
 - Finding x- and y-intercepts given the graph of a line on a grid
 - Finding x- and y-intercepts of a line given the equation: Advanced



Principles of Accounting (Corporation)

This course covers the topics shown below.

Students navigate learning paths based on their level of readiness.

Institutional users may customize the scope and sequence to meet curricular needs.

Curriculum (167 topics + 48 additional topics)

- Accounting Cycle (33 topics)
 - Introduction: Basic Transactions and Financial Statements (19 topics)
 - Types of accounts
 - Information classification into assets, liabilities, and change of equity
 - Information classification into revenue, expense, or other
 - Information classification into financial statements
 - Account classification into financial statements
 - Balancing the basic accounting equation
 - Basic structure of the Balance Sheet, the Income Statement, and the Statement of Changes in Retained Earnings
 - Effect of transactions on accounts
 - Effects of a transaction on assets, liabilities, and equity: Problem type 1
 - Effects of a transaction on assets, liabilities, and equity: Problem type 2
 - Changes to stockholders' equity: Problem type 1
 - Changes to stockholders' equity: Problem type 2
 - Completing a corporate balance sheet
 - Completing an income statement
 - Completing a retained earnings statement
 - Creating a basic income statement
 - Creating a basic equity statement
 - Creating a basic balance sheet
 - Basic tabular transaction
 - Journal Entries (4 topics)
 - Normal account balances
 - Basic journal entry with the step-through method
 - Journalizing transactions
 - Ending balances of accounts
 - Adjusting Entries (5 topics)
 - Adjusting entry calculations
 - Adjusting entries: Accruals
 - Adjusting entries with deferrals: Problem type 1
 - Property, plant, and equipment section of a balance sheet: Basic problem
 - Effects of adjusting entries on financial statements: Problem type 1
 - Closing Process and Financial Statements (5 topics)
 - Closing entries
 - Effects of closing entries on account balances
 - Creating a balance sheet with asset depreciation
 - Balance sheet subtotals
 - Balance sheet classification
- Cash and Cash Equivalents (5 topics)
 - Bank Reconciliation (5 topics)
 - Bank reconciliation items: Problem type 1
 - Bank reconciliation items: Problem type 2
 - Bank reconciliations: Problem type 1
 - Preparing a bank reconciliation
 - Journal entries for bank reconciliations
- Merchandising and Inventory (27 topics)
 - Merchandising Accounting (11 topics)
 - Normal account balances for a retail company
 - Account classification for a retail company
 - Merchandising: FOB Shipping point or Destination and Discount
 - Merchandising: Computing amount due
 - Buyer's retail entries: Problem type 1
 - Seller's retail entries: Problem type 1
 - Seller's retail entries: Problem type 2
 - Parts of the retail income statement



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

APPENDIX G: BENJAMIN FRANKLIN ACADEMY SCHOOL CALENDAR (SY
2023-2024 PROPOSED)

Benjamin Franklin Academy

2023/24 Academic Calendar (Proposed)

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				TW	TW	2
3	H	TW	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						*17

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	H	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	TW	26	27*	28
29	PC	31				
						*19

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	TW	8	9	H	11
12	13	14	15	16	17	18
19	V	V	V	H	V	25
26	27	28	29	30		
						*15

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	V	V	V	V	V	23
24	H	V	V	V	V	30
31						*11

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19*	20
21	PC	23	24	25	TW	27
28	29	30	31			
						*19

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	V	V	V	V		
						*16

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					V	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	TW	TW	23
24	25	26	27	28	29*	30
31						*18

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	V	V	V	V	V	27
28	29	30				
						*17

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	TW	TW	25
26	H	28	29	30	31	
						*20

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12*	13	14	15
16	17	18	H	20	21	22
23	24	25	26	27	28	29
30						*8

APPROXIMATE END OF QUARTER DATES:
Q1 – 10/27, Q2 – 01/19, Q3 – 03/29, Q4 – 06/12

PC = Parent/Teacher Conference
TW = Teacher Workshop

Federal holidays 2023/24

Sep 4, 2023	Labor Day	Nov 11, 2023	Veterans Day	Jan 1, 2024	New Year's Day	May 27, 2024	Memorial Day
Oct 9, 2023	Columbus Day	Nov 23, 2023	Thanksgiving Day	Jan 15, 2024	Martin Luther King Day	Jun 19, 2024	Juneteenth
Nov 10, 2023	Veterans Day (obs.)	Dec 25, 2023	Christmas Day	Feb 19, 2024	Presidents' Day	Jul 4, 2024	Independence Day



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

APPENDIX H: BENJAMIN FRANKLIN ACADEMY PROPOSED DAILY/WEEKLY
SCHEDULES



Benjamin Franklin Academy Middle School Schedule Grade 6

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	English	Social Studies	Social Studies (8:50-9:25)	English	Social Studies
			English (9:30-10:05)		
9:35-10:45	Art, Music, Play Time	Art, Music, Play Time	Art, Music, Play Time (10:10-10:45)	Art, Music, Play Time	Art, Music, Play Time
10:50-12:50	Grade 6 Lunch (10:50-11:35)	Grade 6 Lunch (10:50-11:35)	Grade 6 Lunch (10:50-11:35)	Grade 6 Lunch (10:50-11:35)	Grade 6 Lunch (10:50-11:35)
	P.E., Health	P.E., Health	P.E., Health	P.E., Health	P.E., Health
12:55-2:10	Science	Math	Science (12:40-1:15)	Science	Math
			Math (1:20-1:55)		
2:15-3:15	Toolbox	Toolbox	Toolbox	Toolbox	Toolbox



Benjamin Franklin Academy Middle School Schedule Grade 7

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	Art, Music, Play Time*	Art, Music, Play Time	Art, Music, Play Time (8:50-9:25)	Art, Music, Play Time	Art, Music, Play Time
9:35-10:45	Social Studies	English	Social Studies (9:30-10:05)	Social Studies	English
			English (10:10-10:45)		
10:50-12:50	Spanish (10:50-11:25)	Spanish (10:50-11:25)	Spanish (10:50-11:25)	Spanish (10:50-11:25)	Spanish (10:50-11:25)
	Grade 7 Lunch (11:25-12:00)	Grade 7 Lunch (11:25-12:00)	Grade 7 Lunch (11:25-12:00)	Grade 7 Lunch (11:25-12:00)	Grade 7 Lunch (11:25-12:00)
	Spanish (12:05-12:50)	Spanish (12:05-12:50)	Spanish (12:05-12:50)	Spanish (12:05-12:50)	Spanish (12:05-12:50)
12:55-2:10	Math	Science	Science (12:55-1:30)	Math	Science
			Math (1:35-2:10)		
2:15-3:15	Toolbox	Toolbox	Toolbox	Toolbox	Toolbox

*Art, Music and Show Time will be for the first semester, followed by P.E. and Health in the second semester.



Benjamin Franklin Academy Middle School Schedule Grade 8

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	P.E., Health*	P.E., Health	P.E., Health (8:50-9:25)	P.E., Health	P.E., Health
9:35-10:45	Spanish	Spanish	Spanish (9:30-10:10)	Spanish	Spanish
10:50-12:50	Math	Science	Math (10:15-11:10)	Math	Science
			Science (11:15-12:05)		
	Grade 8 Lunch (12:15-12:50)	Grade 8 Lunch (12:15-12:50)	Grade 8 Lunch (12:15-12:50)	Grade 8 Lunch (12:15-12:50)	Grade 8 Lunch (12:15-12:50)
12:55-2:10	Social Studies	English	Social Studies (12:55-1:30)	Social Studies	English
			English (1:35-2:10)		
2:15-3:15	Toolbox	Toolbox	Toolbox	Toolbox	Toolbox

* P.E. and Health will be for the first semester, followed by Art, Music and Show Time for the second semester.



Benjamin Franklin Academy High School Schedule Outline Grade 9

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	Earth/Space Science	Math	Earth/Space Science (8:50-9:25)	Math	Earth/Space Science
9:35-10:45	English 9	Social Studies	Math (9:30-10:05)	Social Studies	English 9
			English 9 (10:10-10:45)		
10:50-12:35 1 st Lunch: 10:50-11:25 2 nd Lunch: 11:30-12:00 3 rd Lunch: 12:05-12:35	Theater/ 1 st Lunch	Period 6/ Lunch	Lunch (10:50-11:25)	Period 6/ Lunch	Theater/ 1 st Lunch
			Social Studies (11:30-12:00)		
			Theater (12:05-12:35)		
12:40-1:55	Period 7	Spanish II*	Period 6 (12:40-1:15)	Spanish II	Period 7
			Period 7 (1:20-1:55)		
2:00-3:15	Toolbox	Toolbox	Spanish II (2:00-2:30)	Toolbox	Toolbox
			Toolbox (2:35-3:15)		

*If a student is not taking a language, this will serve as an elective block in which they can opt to take Art, Music, P.E., Health, Civics, Economics, Accounting or use the time to develop an extended learning opportunity (ELO).



Benjamin Franklin Academy High School Schedule Outline Grade 10

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	Math	Biology	Math (8:50-9:25)	Biology	Math
9:35-10:45	Social Studies	English 10	Biology (9:30-10:05) Social Studies (10:10-10:45)	English 10	Social Studies
10:50-12:35 1 st Lunch: 10:50-11:25 2 nd Lunch: 11:30-12:00 3 rd Lunch: 12:05-12:35	Period 5/ Lunch	Theater/ 1 st Lunch	English 10 (10:50-11:25) Lunch (11:30-12:00) Period 5 (12:05-12:35)	Theater/ 1 st Lunch	Period 5/ Lunch
12:40-1:55	Spanish III*	Period 8	Theater (12:40-1:15) Spanish III* (1:20-1:55)	Period 8	Spanish III*
2:00-3:15	Toolbox	Toolbox	Period 8 (2:00-2:30) Toolbox (2:35-3:15)	Toolbox	Toolbox

*If a student is not taking a language, this will serve as an elective block in which they can opt to take Art, Music, P.E., Health, Civics, Economics, Accounting or use the time to develop an extended learning opportunity (ELO).



Benjamin Franklin Academy High School Schedule Outline Grade 11

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	English 11	Spanish IV*	English 11 (8:50-9:25)	Spanish IV	English 11
9:35-10:45	Chemistry <u>OR</u> Period 3	Physics <u>OR</u> Period 4	Spanish IV (9:30-10:05) Chemistry <u>OR</u> Period 3 (10:10-10:45)	Physics <u>OR</u> Period 4	Chemistry <u>OR</u> Period 3
10:50-12:35 1 st Lunch: 10:50-11:25 2 nd Lunch: 11:30-12:00 3 rd Lunch: 12:05-12:35	Period 5/ Lunch	Math/ 3 rd Lunch	Physics <u>OR</u> Period 4 <u>OR</u> Lunch (10:50-11:25) Period 4,5 <u>OR</u> Lunch (11:30-12:00) Period 5 <u>OR</u> Lunch (12:05-12:35)	Period 6/ Lunch	Period 5/ Lunch
12:40-1:55	Theater	Social Studies	Period 6 (12:40-1:15) Theater(1:20-1:55)	Social Studies	Theater
2:00-3:15	Toolbox	Toolbox	Social Studies (2:00-2:30) Toolbox (2:35-3:15)	Toolbox	Toolbox

*If a student is not taking a language, this will serve as an elective block in which they can opt to take Art, Music, P.E., Health, Civics, Economics or Accounting or use the time to develop an extended learning opportunity (ELO) or take an additional AP course offered through Aleks



Benjamin Franklin Academy High School Schedule Outline Grade 12

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire (7:45-8:45)	Campfire	Campfire
8:20-9:30	12 th Military & Philosophy*	English 12	12 th Military & Philosophy (8:50-9:25)	English 12	12 th Military & Philosophy
9:35-10:45	Chemistry <u>OR</u> Period 3	Physics <u>OR</u> Period 4	English 12 (9:30-10:05) Chemistry <u>OR</u> Period 3 (10:10-10:45)	Physics <u>OR</u> Period 4	Chemistry <u>OR</u> Period 3
10:50-12:35	Period 5/ Lunch <small>1st Lunch: 10:50-11:25 2nd Lunch: 11:30-12:00 3rd Lunch: 12:05-12:35</small>	Period 6/ Lunch	Physics <u>OR</u> Period 4 <u>OR</u> Lunch (10:50-11:25) Period 4,5 <u>OR</u> Lunch (11:30-12:00) Period 5 <u>OR</u> Lunch (12:05-12:35)	Period 6/ Lunch	Period 5/ Lunch
12:40-1:55	Period 7	Theater	Period 6 (12:40-1:15) Period 7 (1:20-1:55) Theater (2:00-2:30)	Theater	Period 7
2:00-3:15	Toolbox	Toolbox	Toolbox (2:35-3:15)	Toolbox	Toolbox

*If a student is not taking Military and Philosophy, this will serve as an elective block in which they can opt to take Art, Music, P.E., Health, Civics, Economics, Accounting, or use the time to develop an extended learning opportunity (ELO) or take an additional AP course offered through Aleks



Benjamin Franklin Academy PROPOSED Open Road Days Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Campfire	Campfire	Campfire	Campfire	Campfire
8:20-9:30	Period 1	Period 2	Open Road Days activities including:	Period 2	Period 1
9:35-10:45	Period 3	Period 4	Historical sites Museums Nature study	Period 4	Period 3
10:50-12:35	Period 5/ Lunch <small>1st Lunch: 10:50-11:25 2nd Lunch: 11:30-12:00 3rd Lunch: 12:05-12:35</small>	Period 6/ Lunch	Theater Outdoor games and activities	Period 6/ Lunch	Period 5/ Lunch
12:40-1:55	Period 7	Period 8	Country Store	Period 8	Period 7
2:00-3:15	Toolbox	Toolbox	Toolbox	Toolbox	Toolbox

Please note: Student schedules will afford a great deal of flexibility as individualized education goals will be developed for all Benjamin Franklin Academy students



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

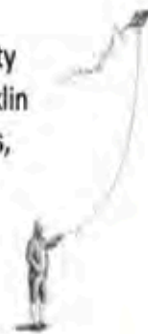
APPENDIX I: PROFESSIONAL DEVELOPMENT PLAN (DRAFT)



Professional Learning Plan

Drafted by Marcie J. Ouellette, Dean of School

Continuous learning and professional development are essential to student success. To ensure its school community has access to high-quality professional development, Franklin Academy plans to provide a range of pathways for teachers, administrators and staff to access the tools and resources necessary to be effective in their roles.



An investment in education pays the best interest.

- Benjamin Franklin

Professional Learning Pathways

Benjamin Franklin Academy has outlined the following pathways by which continuous learning and professional development will be accessible to its teachers, administrators and staff members.

A focus on learning, a focus on collaboration and a focus on results

Professional Learning Online Platform

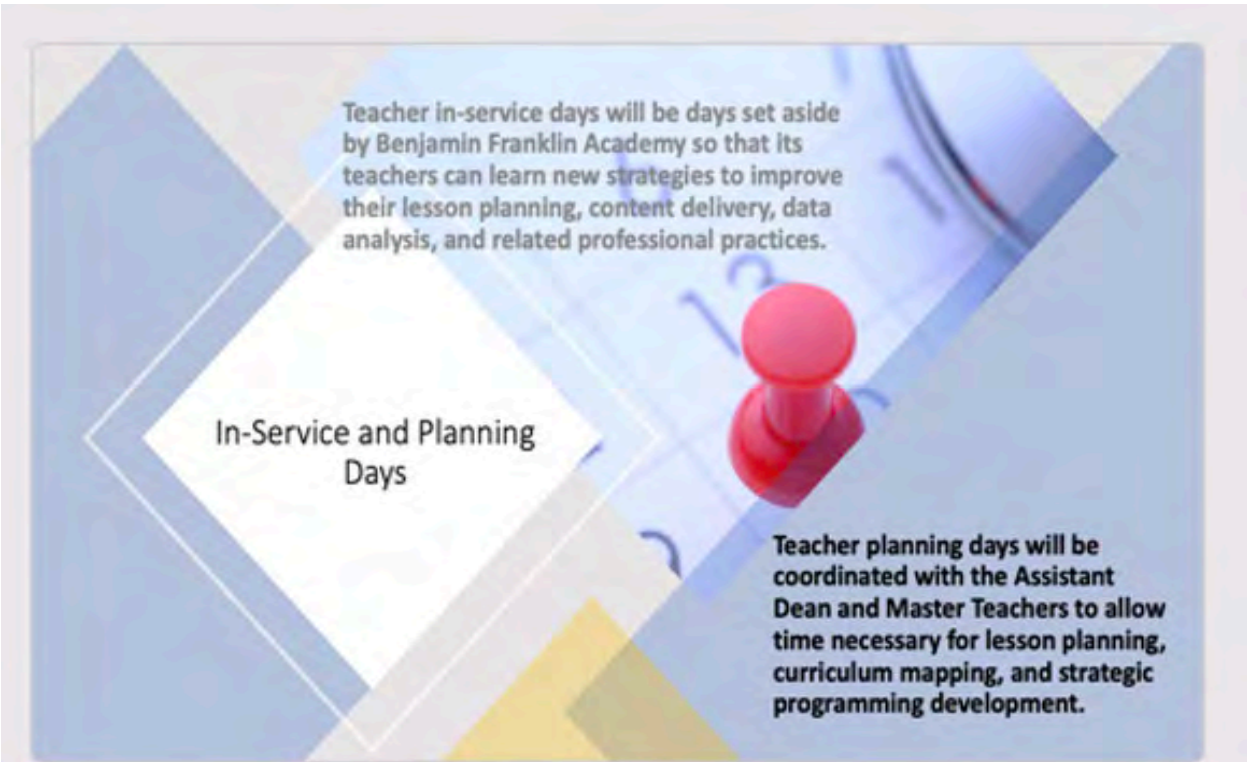
Benjamin Franklin Academy's website will include a Professional Learning page for its faculty and staff members to access videos, scholarly articles and online learning modules.

These online learning modules will include, but are not limited to the areas of curriculum, instruction and assessment.

Professional Learning Communities (PLC)



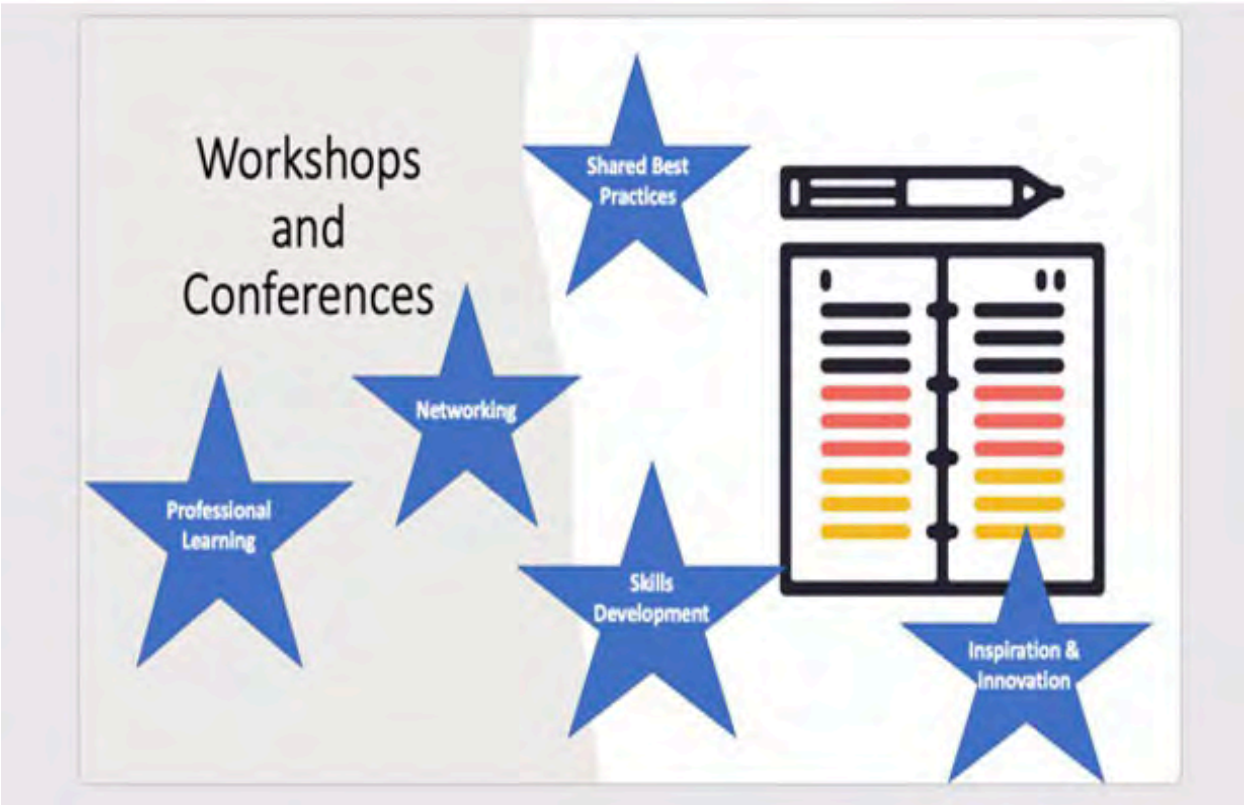
Benjamin Franklin Academy itself will be a professional learning community where teachers and staff members are encouraged to explore collaborative initiatives which not only expand content area knowledge but enhance instructional strategies and enrich student learning experiences.



Teacher in-service days will be days set aside by Benjamin Franklin Academy so that its teachers can learn new strategies to improve their lesson planning, content delivery, data analysis, and related professional practices.

In-Service and Planning Days

Teacher planning days will be coordinated with the Assistant Dean and Master Teachers to allow time necessary for lesson planning, curriculum mapping, and strategic programming development.



Workshops and Conferences

- Shared Best Practices
- Networking
- Professional Learning
- Skills Development
- Inspiration & Innovation



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

APPENDIX J: MODEL EVALUATIVE TOOL (DEAN OF SCHOOL)



The Dean of School position has two primary areas of responsibility:

- Administration
- Leadership

Duties include, but are not limited to:

- Ensure mission of Benjamin Franklin Academy is being met and upheld
- Firmly establish school culture and climate
- Effectively manage school resources to meet programming goals
- Ensure the safety and well-being of school community
- Foster an environment that encourages open lines of communication, honesty and respect of self and others.
- Inspire, challenge and motivate faculty, students and staff
- Remove obstacles that may prevent faculty and students from being fully engaged in teaching and learning
- Provide supports needed to deliver high-quality academic and hands-on learning experiences for all students
- Establish and maintain business and community partnerships to enhance school-community relations
- Acquire resources through donations, partnerships, and/or fundraising activities and use to solve budgetary challenges
- Establish strong teams with skilled members to effectively meet school initiatives
- Help all members of school community see how they each contribute to school as a whole
- Keep members of the school community informed and provide transparency of information
- Openly receive and manage feedback and/or concerns from all stakeholders and provide a timely response/remedy to all communications

Dean of School demonstrates organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Year One	Year Two	Year Three	Year Four	Year Five
<p>Dean of School: Ensures the vision, mission and strategic plan are:</p> <p>1 Developed through a collaborative process including staff and other stakeholder groups.</p> <p>2 Aligned with school priorities.</p>	<p>...and The Dean of School:</p> <p>3 Ensures the school's vision, mission, and strategic plan are a part of routine school communication with stakeholders.</p> <p>4 Eliminates ineffective practices and initiatives.</p> <p>5 Prioritizes the implementation of the strategic plan.</p>	<p>...and The Dean of School: Ensures that the strategic plan is:</p> <p>6 Focused on student growth and achievement.</p> <p>7 Based on multiple sources of data.</p> <p>8 Routinely refined.</p> <p>9 Models and pursues the vision, mission, and strategic plan in daily work and decision-making.</p>	<p>...and Staff:</p> <p>10 Align their practice with the strategic plan.</p> <p>11 Identify and address barriers to achieving the school's vision, mission, and strategic plan.</p>	<p>...and Staff:</p> <p>12 Assume leadership roles in refining the school's vision, mission, and strategic plan.</p> <p>13 Facilitate opportunities for student voice within the school's strategic plan.</p>

ELEMENT A: School Leaders collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.

Dean of School demonstrates organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Year One	Year Two	Year Three	Year Four	Year Five
<p>Dean of School:</p> <p>1 Establishes the need and purpose for change.</p> <p>2 Develops systems and processes for planning and managing change.</p>	<p>...and The Dean of School:</p> <p>Supports change efforts through:</p> <p>3 Resource allocation.</p> <p>4 Addressing barriers to change.</p> <p>5 Supports staff in implementing change strategies.</p>	<p>...and The Dean of School:</p> <p>6 Provides opportunities for all staff to engage in change efforts.</p> <p>7 Ensures sustainability of the change process.</p>	<p>...and Staff:</p> <p>8 Implement approved change strategies.</p> <p>9 Anticipate, identify, and address barriers to the change process.</p>	<p>...and Staff:</p> <p>10 Provide modeling and coaching to colleagues in support of change efforts.</p> <p>11 Communicate the purpose of the changes to the students and/or community.</p>

ELEMENT B: School Leaders collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.

Dean of School demonstrates organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Year One	Year Two	Year Three	Year Four	Year Five
Dean of School: 1 Manages personnel according to policies and procedures. Ensures evaluations of school staff are: 2 Consistent. 3 High quality. 4 Collaborative. 5 Based on multiple sources of data including teacher self-reflection.	...and The Dean of School: 6 Makes personnel decisions based on school strategic goals and student outcomes. 7 Provides opportunities for effective orientation, mentoring, and/or induction for new personnel.	...and The Dean of School: 8 Engages in conversations with staff to address climate, culture, and performance. 9 Plans for and manages staff turnover and succession. 10 Develops strategies to retain high quality staff.	...and Staff: 11 Hold themselves accountable to feedback from supervisors and colleagues. 12 Take advantage of opportunities to improve their practice.	...and Staff: 13 Serve as mentors for new or transitioning staff.

ELEMENT C: School Leaders establish and effectively manage systems that ensure high-quality staff.

Dean of School demonstrates organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Year One	Year Two	Year Three	Year Four	Year Five
Dean of School: 1 Manages school resources with respect to district guidelines and school needs. 2 Considers student and community needs in school resource planning. 3 Utilizes available technology to improve the efficiency of operations and data systems.	...and The Dean of School: Allocates resources to support: 4 The strategic plan. 5 School community. 6 Student outcomes. 7 Advocates for the needs and priorities of the school community	...and The Dean of School: 8 Creates systems to manage fiscal, physical, and personnel resources efficiently. 9 Builds and sustains productive partnerships to promote school improvement, safety, and student outcomes.	...and Staff: 10 Support in the alignment of resources with school goals and student outcomes.	...and Staff: 11 Support in the development of external partnerships that benefit the school community.

ELEMENT D: School leaders establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.

Dean of School demonstrates organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Year One	Year Two	Year Three	Year Four	Year Five
<p>Dean of School:</p> <p>1 Initiates communication with stakeholders on a consistent basis.</p> <p>2 Responds in a timely and meaningful manner.</p> <p>3 Articulates thoughts and ideas clearly and effectively.</p>	<p>...and</p> <p>The Dean of School:</p> <p>Creates systems to facilitate communication among:</p> <p>4 Staff.</p> <p>5 Students.</p> <p>6 Families.</p> <p>7 Key community stakeholders.</p> <p>8 Uses active listening strategies with all stakeholders.</p>	<p>...and</p> <p>The Dean of School:</p> <p>9 Monitors and adjusts communication systems based on feedback</p>	<p>...and</p> <p>Staff:</p> <p>Utilize existing systems to communicate with:</p> <p>10 Colleagues.</p> <p>11 Students.</p> <p>12 Families.</p> <p>13 Key community stakeholders.</p>	<p>...and</p> <p>Staff:</p> <p>Develop effective strategies to sustain positive, meaningful communication with:</p> <p>14 Colleagues.</p> <p>15 Students.</p> <p>16 Families.</p> <p>17 Key community stakeholders</p>

ELEMENT E: School leaders facilitate the design and use of a variety of communication strategies with all stakeholders.



**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC
SCHOOL**

APPENDIX K: FACULTY SELF-EVALUATION TOOL



Teacher Evaluation

Teacher evaluation at Benjamin Franklin Academy will be based on a self-evaluation model.

The Dean of School and the Assistant Dean of Faculty will work closely with teachers throughout the school year and will visit classrooms informally. Because much of the program uses a team-teaching model, all members of the community will be familiar with the skills and abilities of each teacher. The Assistant Dean of Faculty will also provide ongoing mentorship of teachers throughout the school year. At a date midway through the school year, teachers will complete a self-evaluation form on which they rate themselves on the listed skills necessary for successful teaching. A discussion with the Dean or Assistant Dean of Faculty will follow. Then each teacher will select an aspect of their teaching that needs work and design an improvement plan. Toward the end of the school year, teachers will meet with the Dean or Assistant Dean of Faculty to discuss their progress.

Teacher Self Evaluation Form

Please rate yourself on the following teaching skills and qualities 1 (high)- 5 (low). Then choose an area of your teaching that needs work and submit the form with an explanation for your choice and a plan for improvement.

- ___ Appearance of classroom
- ___ Classroom management (organization, routine, discipline, culture)
- ___ Deep knowledge of subject
- ___ Lesson planning (clarity, creativity, variety, multisensory approach)
- ___ Lesson presentation (routine, clarity and variety)
- ___ Facilitation of class discussion (participation, focus, critical thinking)
- ___ Homework policy and support
- ___ Clarity and consistency of approach to grading
- ___ Organization of group and individual projects
- ___ Teacher–student relations (individual and group support)
- ___ Parental communications approach
- ___ Technology usage
- ___ Student engagement



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

APPENDIX L: BENJAMIN FRANKLIN ACADEMY 5-YR PROPOSED BUDGET

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YEAR 0 Assumptions as follows:

- Year Zero includes Fiscal Year 2023 (7/1/22 through 6/30/23)
- The Dean of School and Assistant Deans begin work on 1/1/. Payroll Taxes and Benefits are included for this period.
- Administrative Expenses associated with these roles are included in Year 0 including Admin Computers, IT Services, Software, Office Supplies
- One Year of Legal Services, Audit Services, Accounting Services and Audit are included in Year 0
- The School will begin leasing a building on 3/1/23 and 4 months of utilities are budgeted.
- \$50K in leasehold improvements are budgeted in Year 0
- \$500K Donation to cover Year 0 Expenses has been included. Additional donations to be added to Year 1 and Year 2 so that the budget breaks even AND
 - This budget does not reflect the tentative \$1.1M CSP award BFA has received,

**Benjamin Franklin Acacademy
Charter School Application
5 Year Budget**

	0 Year 0 FY2023	60 Year 1 FY2024	90 Year 2 FY2025	130 Year 3 FY2026	180 Year 4 FY2027	220 Year 5 FY2028
OPERATING CASH INFLOWS						
Unrestricted Grants-In-Aid	\$ -	\$ 449,160	\$ 673,740	\$ 992,680	\$ 1,374,480	\$ 1,713,580
Restricted Grants-In-Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lease Aid	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Special Education Tuition	\$ -	\$ 89,430	\$ 91,099	\$ 92,800	\$ 94,535	\$ 96,305
Contributions and Donations	\$ 300,000	\$ 500,000	\$ 225,000	\$ -	\$ -	\$ -
Fundraising Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title II Aid	\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Differential Aid Revenue	\$ -	\$ 13,706	\$ 26,687	\$ 34,104	\$ 39,668	\$ 47,085
3rd Party Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL CASH INFLOWS	\$ 300,000	\$ 1,082,896	\$ 1,047,126	\$ 1,150,184	\$ 1,539,283	\$ 1,887,570

	Year 0 FY2023	Year 1 FY2024	Year 2 FY2025	Year 3 FY2026	Year 4 FY2027	Year 5 FY2028
OPERATING CASH OUTFLOWS						
<i>Instruction</i>						
Teachers Salary	\$ -	\$ 140,000	\$ 192,800	\$ 218,906	\$ 305,783	\$ 329,354
Instructional Aide Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Substitute Teacher Wages	\$ -	\$ 2,975	\$ 3,035	\$ 3,096	\$ 3,158	\$ 3,221
Instruction Benefits	\$ -	\$ 24,000	\$ 24,000	\$ 30,000	\$ 42,000	\$ 54,000
Payroll Taxes	\$ -	\$ 10,938	\$ 14,981	\$ 16,983	\$ 23,634	\$ 25,442
Instruction Workers Compensation	\$ -	\$ 4,289	\$ 5,875	\$ 6,660	\$ 9,268	\$ 9,977
Curriculum Development	\$ -	\$ 7,500	\$ -	\$ -	\$ -	\$ -
Printing & Binding	\$ -	\$ 6,000	\$ 9,000	\$ 13,000	\$ 18,000	\$ 22,000
General Teaching Supplies	\$ -	\$ 3,000	\$ 4,500	\$ 6,500	\$ 9,000	\$ 11,000
Text Books and Program Materials	\$ -	\$ 16,500	\$ 24,750	\$ 35,750	\$ 49,500	\$ 60,500
Educational Software Licenses	\$ -	\$ 1,000	\$ 1,500	\$ 2,167	\$ 3,000	\$ 3,667
New Furniture and Fixtures	\$ -	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Instruction Operating Expenses	\$ -	\$ 236,202	\$ 285,441	\$ 338,062	\$ 468,343	\$ 524,161
<i>Special Education</i>						
Special Education Wages	\$ -	\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,533
Special Education Paraprofessional	\$ -	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,648	\$ 22,080
Special Education Payroll Taxes	\$ -	\$ 5,768	\$ 5,883	\$ 6,001	\$ 6,121	\$ 6,243
Special Education Benefits	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Special Education Workers Compensation	\$ -	\$ 2,262	\$ 2,307	\$ 2,353	\$ 2,400	\$ 2,448
Special Education Teaching Supplies	\$ -	\$ 500	\$ 750	\$ 1,083	\$ 1,500	\$ 1,833
Total Special Education Operating Expenses	\$ -	\$ 89,930	\$ 91,849	\$ 93,884	\$ 96,035	\$ 98,138
<i>Other Instructional Program</i>						
Co-Curricular Contracted Services	\$ -	\$ 12,000	\$ 18,000	\$ 26,000	\$ 36,000	\$ 44,000
Co-Curricular Supplies	\$ -	\$ 3,000	\$ 4,500	\$ 6,500	\$ 9,000	\$ 11,000
Total Other Instructional Program Operating Expenses	\$ -	\$ 15,000	\$ 22,500	\$ 32,500	\$ 45,000	\$ 55,000

	Year 0 FY2023	Year 1 FY2024	Year 2 FY2025	Year 3 FY2026	Year 4 FY2027	Year 5 FY2028
Guidance Services						
Guidance Services Wages	\$ -	\$ 45,000	\$ 45,900	\$ 46,818	\$ 47,754	\$ 48,709
Guidance Services Payroll Taxes	\$ -	\$ 3,443	\$ 3,511	\$ 3,582	\$ 3,653	\$ 3,726
Guidance Services Benefits	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Guidance Services Workers Compensation	\$ -	\$ 1,350	\$ 1,377	\$ 1,405	\$ 1,433	\$ 1,461
Guidance Supplies	\$ -	\$ 200	\$ 300	\$ 433	\$ 600	\$ 733
Total Health Services Operating Expenses	\$ -	\$ 55,993	\$ 57,088	\$ 58,237	\$ 59,440	\$ 60,630
Health Services						
Health Services Wages	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Nurse Supplies	\$ -	\$ 5,000	\$ 1,200	\$ 1,500	\$ 1,750	\$ 2,000
Total Health Services Operating Expenses	\$ -	\$ 15,000	\$ 11,200	\$ 11,500	\$ 11,750	\$ 12,000
Improvement of Instruction						
Course Reimbursement	\$ -	\$ 3,000	\$ 4,200	\$ 4,200	\$ 5,100	\$ 4,500
Total Improvement of Instruction Operating Expenses	\$ -	\$ 3,000	\$ 4,200	\$ 4,200	\$ 5,100	\$ 4,500
Technology Department						
Student Computers	\$ -	\$ 30,000	\$ 15,000	\$ 20,000	\$ 25,000	\$ 20,000
Teacher/Aid Computers	\$ 4,000	\$ 10,000	\$ 4,000	\$ -	\$ 3,000	\$ -
Purchased IT Services	\$ 9,000	\$ 18,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Software	\$ 1,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Tech Equipment	\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Technology Operating Expenses	\$ 15,000	\$ 69,000	\$ 35,000	\$ 36,000	\$ 44,000	\$ 36,000
Audio Visual Services						
Audio Visual Equipment	\$ -	\$ 10,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Audio Visual Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Audio Visual Repairs & Maintenance	\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Total Support Services - School Board Operating Exp	\$ -	\$ 10,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600

	Year 0 FY2023	Year 1 FY2024	Year 2 FY2025	Year 3 FY2026	Year 4 FY2027	Year 5 FY2028
<i>Library Department</i>						
General Supplies - Media	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Total Library Operating Expenses	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<i>Support Services - School Board</i>						
Local Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Legal Services	\$ 10,000	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Audit Services	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000
Director & Officer Insurance	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,200	\$ 2,200	\$ 2,500
Total Support Services - School Board Operating Exp	\$ 34,000	\$ 34,000	\$ 29,000	\$ 29,200	\$ 29,200	\$ 29,500
<i>Support Services - School Administration</i>						
Support Services Salaries	\$ 97,500	\$ 235,000	\$ 239,700	\$ 244,494	\$ 249,383	\$ 254,370
Support Services - Benefits	\$ 9,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Support Service - Payroll Taxes	\$ 7,459	\$ 17,978	\$ 18,337	\$ 18,704	\$ 19,078	\$ 19,459
Support Services Workers Compensation	\$ 2,925	\$ 7,050	\$ 7,191	\$ 7,335	\$ 7,481	\$ 7,631
Business Services	\$ 15,000	\$ 18,000	\$ 18,000	\$ 24,000	\$ 24,000	\$ 24,000
Contract Services	\$ 864	\$ 1,440	\$ 1,824	\$ 1,824	\$ 2,112	\$ 1,920
Payroll Processing Fees	\$ 3,090	\$ 14,951	\$ 16,750	\$ 17,753	\$ 20,583	\$ 21,518
Postage Fees	\$ 500	\$ 2,000	\$ 3,000	\$ 4,333	\$ 6,000	\$ 7,333
Admin Printing & Binding	\$ 1,000	\$ 4,000	\$ 6,000	\$ 8,667	\$ 12,000	\$ 14,667
Advertising	\$ 3,000	\$ 3,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Travel & Conferences	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
General Supplies & Equipment	\$ 2,000	\$ 4,000	\$ 4,000	\$ 1,000	\$ 4,000	\$ 4,000
Dues & Fees	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Total School Administration Operating Expenses	\$ 145,838	\$ 334,919	\$ 343,302	\$ 356,610	\$ 373,137	\$ 383,398

	Year 0 FY2023	Year 1 FY2024	Year 2 FY2025	Year 3 FY2026	Year 4 FY2027	Year 5 FY2028
<i>Operation of Plant</i>						
Water and Septic	\$ 1,100	\$ 4,400	\$ 5,000	\$ 5,000	\$ 6,000	\$ 8,000
Cleaning Services	\$ 4,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Trash Disposal Services	\$ 625	\$ 2,500	\$ 3,500	\$ 4,000	\$ 4,000	\$ 6,500
Repairs & Maintenance	\$ 880	\$ 3,520	\$ 4,400	\$ 5,280	\$ 6,160	\$ 8,500
Rent Payment	\$ 20,000	\$ 80,000	\$ 82,400	\$ 84,872	\$ 87,418	\$ 90,041
Liability Insurance	\$ 10,000	\$ 10,000	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000
Telephone & Data Communications Service	\$ 2,500	\$ 10,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Electricity	\$ 750	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Heating Oil	\$ 1,500	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Building and Ground Supplies	\$ 250	\$ 1,000	\$ 1,500	\$ 2,167	\$ 3,000	\$ 3,667
Total Operating of Plant Operating Expenses	\$ 41,605	\$ 136,420	\$ 135,800	\$ 142,319	\$ 149,578	\$ 161,707
<i>Food Services</i>						
Food Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Food Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Capital Expenditures</i>						
Leasehold Improvements	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	\$ -
Total Capital Expenditures	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	\$ -
TOTAL CASH OUTFLOWS	\$ 286,443	\$ 1,051,063	\$ 1,017,981	\$ 1,105,111	\$ 1,284,184	\$ 1,367,635
ESTIMATED ANNUAL SURPLUS/(DEFICIT)	\$ 13,557	\$ 31,833	\$ 29,145	\$ 45,073	\$ 255,100	\$ 519,935

**Benjamin Franklin Academy
Charter School Application
5 Year Operating Revenue Budget**

OPERATING CASH INFLOWS	RATIONALE	Year					
		0	1	2	3	4	5
Unrestricted Grants-In-Aid	Represents funds received from NH Department of Education. Anticipate 28 Tuition Inflation every 2 Years.	FFY2023	FFY2024	FFY2025	FFY2026	FFY2027	FFY2028
Grade 6	20	30	30	30	40	40	
Grade 7	20	20	20	30	30	40	
Grade 8	20	20	20	30	30	30	
Grade 9	0	20	30	30	30	30	
Grade 10	0	0	20	30	30	30	
Grade 11	0	0	0	20	30	30	
Grade 12	0	0	0	0	0	20	
Total Students	60	90	130	180	180	220	
State Aid per Student	\$ 7,486	\$ 7,486	\$ 7,596	\$ 7,696	\$ 7,796	\$ 7,789	
Total	\$ 449,160	\$ 673,740	\$ 992,280	\$ 1,374,480	\$ 1,713,580		
Student Growth	50%	44%	38%	32%	22%		
Increase in Students	30	40	50	50	40		
Number of Classrooms	3	5	7	9	11		
Assume no grants received to be commensurate							
Reimbursed Grants-In-Aid		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lease Aid	Based on Actual Lease Aid Calculation for Other Charter Schools with Enigle Best similar to Franklin Academy for FFY22	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Special Education Tuition	Bill out 100% SPED Paraprofessionals	\$ -	\$ 89,430	\$ 91,099	\$ 92,800	\$ 94,535	\$ 96,305
Contribution and Donations	Donation anticipated by Our Donor	\$ 300,000	\$ 500,000	\$ 225,000	\$ -	\$ -	\$ -
Title II Aid	Training - Aka. \$600 in Year 1	\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Fundraising Revenue	Through a mix of Parents, Community, and Corporate Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other(Federal) Aid Revenue		\$ -	\$ 13,706	\$ 26,887	\$ 34,104	\$ 39,698	\$ 47,085
Other(Federal) Aid Revenue	Free & Reduced Lunch	\$ 1,854	7	14	18	21	25
	English Language Learners	\$ 728	1	1	1	1	1
3rd Party Funding	Funding for leasehold improvements will be leased either through Grants or Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OPERATING REVENUE		\$ 300,000	\$ 1,082,896	\$ 1,047,126	\$ 1,150,184	\$ 1,159,283	\$ 1,287,570

Benjamin Franklin Academy
Charter School Application
5 Year Operating Expense Budget

OPERATING EXPENSES	RATIONALE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Instruction							
Teachers Salary	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ -	\$ 140,000	\$ 192,800	\$ 218,506	\$ 305,783	\$ 329,354
Instructional Aide Salary	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Substitute Teacher Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 2,975	\$ 3,035	\$ 3,096	\$ 3,158	\$ 3,221
Instruction Benefits	Assume \$500/Month for FTE Salaried Employees towards Employer Contribution	\$ -	\$ 24,000	\$ 24,000	\$ 30,000	\$ 42,000	\$ 54,000
Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. Self Insure for NHES.	\$ -	\$ 10,938	\$ 14,981	\$ 16,983	\$ 23,634	\$ 25,442
Instruction Workers Compensation	Estimated at 3% Salaries	\$ -	\$ 4,289	\$ 5,875	\$ 6,660	\$ 9,168	\$ 9,977
Curriculum Development		\$ -	\$ 7,500	\$ -	\$ -	\$ -	\$ -
Printing & Binding	Copy Machine lease - Baseline estimated at \$6K/Year growing consistent with \$	\$ -	\$ 6,000	\$ 9,000	\$ 13,000	\$ 18,000	\$ 22,000
General Teaching Supplies	Estimated at \$30/Student	\$ -	\$ 3,000	\$ 4,500	\$ 6,500	\$ 9,000	\$ 11,000
Text books and Program Materials	Estimated at \$275/Student	\$ -	\$ 16,500	\$ 24,750	\$ 35,750	\$ 49,500	\$ 60,500
Educational Software Licenses	Assume \$1,000 for Student Apps growing consistent with student population	\$ -	\$ 1,000	\$ 1,500	\$ 2,167	\$ 3,000	\$ 3,667
New Furniture and Fixtures	Faup for School Startup and additional classrooms	\$ -	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Tool Instruction Operating Expenses		\$ -	\$ 236,202	\$ 285,447	\$ 338,062	\$ 468,343	\$ 524,161
Special Education							
Special Education Wages	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ -	\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,533
Special Education Paraprofessional	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 20,400	\$ 20,808	\$ 21,234	\$ 21,648	\$ 22,080
Special Education Benefits	Assume \$1,000/Month for FTE Salaried Employees towards Employer Contribution	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Special Education Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. Self Insure for NHES.	\$ -	\$ 5,788	\$ 5,883	\$ 6,001	\$ 6,121	\$ 6,243
Special Education Workers Compensation	Estimated at 3% Salaries	\$ -	\$ 2,062	\$ 2,107	\$ 2,153	\$ 2,400	\$ 2,448
Special Education Teaching Supplies	Assume \$500 for supplies growing consistent with student population growth	\$ -	\$ 500	\$ 750	\$ 1,083	\$ 1,500	\$ 1,833
Total Special Education Operating Expenses		\$ -	\$ 89,970	\$ 91,849	\$ 93,894	\$ 96,035	\$ 98,138

OPERATING EXPENSES	RATIONALE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Other Instructional Program							
Co-Curricular Contracted Services	Contract for P.E., Art, & Music. Assume \$200/Student	\$ -	\$ 12,000	\$ 18,000	\$ 26,000	\$ 36,000	\$ 44,000
Co-Curricular Supplies	Assume \$50/Student	\$ -	\$ 3,000	\$ 4,500	\$ 6,500	\$ 9,000	\$ 11,000
Total Other Instructional Program Operating Expenses		\$ -	\$ 15,000	\$ 22,500	\$ 32,500	\$ 45,000	\$ 55,000
Guidance Services							
Guidance Services Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 45,000	\$ 45,900	\$ 46,818	\$ 47,754	\$ 48,709
Guidance Services Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. Shift Incentive for NHES.	\$ -	\$ 3,449	\$ 3,511	\$ 3,582	\$ 3,653	\$ 3,726
Guidance Services Benefits	Assume \$500/Month for FTE salaried employees towards Employer Contributions	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Guidance Services Workers Compensation	Estimated at 3% Salaries	\$ -	\$ 1,350	\$ 1,377	\$ 1,405	\$ 1,433	\$ 1,461
Guidance Supplies	Assume \$200 for supplies growing consistent with student population growth	\$ -	\$ 200	\$ 300	\$ 433	\$ 600	\$ 733
Total Health Services Operating Expenses		\$ -	\$ 55,999	\$ 57,086	\$ 58,237	\$ 59,440	\$ 60,630
Health Services							
Health Services Wages	Outsourced Health Services	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Nurse Supplies	Baseline estimated at \$5K/Year for initial investment	\$ -	\$ 5,000	\$ 1,200	\$ 1,500	\$ 1,750	\$ 2,000
Total Health Services Operating Expenses		\$ -	\$ 15,000	\$ 11,200	\$ 11,500	\$ 11,750	\$ 12,000
Improvement of Instruction							
Course Reimbursement	\$500/Year Stipend for each Salaried Employee	\$ -	\$ 3,000	\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,500
Total Improvement of Instruction Operating Expenses		\$ -	\$ 3,000	\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,500

OPERATING EXPENSES	RATIONALE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Technology Department							
Student Computers	Estimated at \$900/Computer for each Student	\$ -	\$ 30,000	\$ 15,000	\$ 20,000	\$ 25,000	\$ 20,000
Teacher/Ad Computers	Estimated at \$1,000/Computer for each Salaried Employee	\$ 4,000	\$ 10,000	\$ 4,000	\$ -	\$ 3,000	\$ -
Purchased IT Services	Outsourced IT Services	\$ 9,000	\$ 18,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Software	Administrative Software such as Microsoft, Student Information System	\$ 1,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Tech Equipment		\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Technology Operating Expenses		\$ 15,000	\$ 69,000	\$ 35,000	\$ 36,000	\$ 44,000	\$ 36,000
Audio Visual Services							
Audio Visual Equipment		\$ -	\$ 10,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Audio Visual Supplies		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Audio Visual Repairs & Maintenance		\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Total Audio Visual Services Operating Expenses		\$ -	\$ 10,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600
Library Department							
General Supplies - Media	Books & Printed Matter	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Total Library Operating Expenses		\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Support Services - School Board							
Local Property Taxes	Included in Hunt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Legal Services	Annual Retainer	\$ 10,000	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Audit Services	2 Year Contract with Auditing Firm	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000
Director & Officer Insurance		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,500
Total Support Services - School Board Operating Expenses		\$ 34,000	\$ 34,000	\$ 29,000	\$ 29,000	\$ 29,000	\$ 29,500

OPERATING EXPENSES	RATIONALE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Support Services - School Administrative							
Support Services Salaries	Refer to supplemental lab Schedule 1 Salary Expense*	\$ 97,500	\$ 235,000	\$ 239,700	\$ 244,494	\$ 249,183	\$ 254,370
Support Services - Benefits	Assume \$500/Month for FTE Salaried Employees towards Employer Contribution	\$ 9,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Support Service - Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. Self-insure for NHCS.	\$ 7,459	\$ 17,978	\$ 18,337	\$ 18,704	\$ 19,078	\$ 19,459
Support Services Workers Compensation	Estimated at 3% Salaries	\$ 2,925	\$ 7,050	\$ 7,191	\$ 7,335	\$ 7,481	\$ 7,631
Business Services	Outsourced Accounting Services	\$ 15,000	\$ 18,000	\$ 18,000	\$ 24,000	\$ 24,000	\$ 24,000
Contract Services	Website Administrator	\$ 864	\$ 1,440	\$ 1,824	\$ 1,824	\$ 2,112	\$ 1,920
Postage Fees	Baseline estimated at \$2,000/Year growing consistent with student population	\$ 500	\$ 2,000	\$ 3,000	\$ 4,333	\$ 6,000	\$ 7,333
Admin Printing & Binding	Baseline estimated at \$4,000/Year growing consistent with student population	\$ 1,000	\$ 4,000	\$ 6,000	\$ 8,667	\$ 12,000	\$ 14,667
Advertising		\$ 3,000	\$ 3,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Travel & Conferences		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
General Supplies & Equipment		\$ 2,000	\$ 4,000	\$ 4,000	\$ 1,000	\$ 4,000	\$ 4,000
Payroll Processing Fees	Estimate 3% of Gross Payroll for ADP Fees	\$ 3,050	\$ 14,951	\$ 16,750	\$ 17,753	\$ 20,583	\$ 21,518
Over & Fees		\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Total School Administration Operating Expenses		\$ 249,838	\$ 334,919	\$ 341,302	\$ 356,610	\$ 373,137	\$ 389,398

OPERATING EXPENSES	RATIONALE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Operative of Rent							
Water and Septic	Alarm/Security Monitoring, Electricity, Water, Septic	\$ 1,200 \$	4,400 \$	5,000 \$	5,000 \$	6,000 \$	8,000 \$
Cleaning Services	Monthly Contracted Services	\$ 4,000 \$	16,000 \$	16,000 \$	16,000 \$	16,000 \$	16,000 \$
Trash Disposal Services		\$ 625 \$	2,500 \$	3,500 \$	4,000 \$	4,000 \$	6,500 \$
Repairs & Maintenance	Lawn Maintenance/Snow Plowing Services	\$ 880 \$	3,520 \$	4,400 \$	5,280 \$	6,160 \$	8,500 \$
Rent Payment	\$8 per SF for 10,000 Square Feet with 3% increase per year	\$ 20,000 \$	80,000 \$	82,400 \$	84,872 \$	87,418 \$	90,041 \$
Liability Insurance		\$ 10,000 \$	10,000 \$	10,000 \$	12,000 \$	14,000 \$	16,000 \$
Telephone & Data Communications Service		\$ 2,500 \$	10,000 \$	4,000 \$	4,000 \$	4,000 \$	4,000 \$
Electricity		\$ 750 \$	3,000 \$	3,000 \$	3,000 \$	3,000 \$	3,000 \$
Heating Oil		\$ 1,500 \$	6,000 \$	6,000 \$	6,000 \$	6,000 \$	6,000 \$
Building and Ground Supplies	\$1K in Year 1 Growing Consistent with Student Population	\$ 250 \$	1,000 \$	1,500 \$	2,167 \$	3,000 \$	3,667 \$
Total Operating of /Over Operating Expenses		\$ 41,655 \$	196,420 \$	135,800 \$	142,819 \$	148,578 \$	181,707 \$
Food Services							
Food Services		\$ - \$	- \$	- \$	- \$	- \$	- \$
Total Food Services		\$ - \$	- \$	- \$	- \$	- \$	- \$
Capital Expenditures							
Leasehold Improvements	Initial Leasehold Expenses for opening	\$ 50,000 \$	50,000 \$	- \$	- \$	- \$	- \$
Total Capital Expenses		\$ 50,000 \$	50,000 \$	- \$	- \$	- \$	- \$
TOTAL OPERATING EXPENSES		\$ 286,443 \$	1,051,063 \$	1,017,981 \$	1,105,111 \$	1,284,194 \$	1,367,635 \$

**Benjamin Franklin Academy
Charter School Application
5 Year Salary Expense Budget**

Actual Salaries will vary based on experience - amounts below represent average anticipated salaries.

TITLE	DEPARTMENT	Year 0 FY2023	Year 1 FY2024	Year 2 FY2025	Year 3 FY2026	Year 4 FY2027	Year 5 FY2028
Full Time Teacher (1 FTE)	Instruction	\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Full Time Teacher (1 FTE)	Instruction	\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Full Time Teacher (1 FTE)	Instruction	\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Full Time Teacher (1 FTE)	Instruction	\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Full Time Teacher (1 FTE)	Instruction	\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Full Time Teacher (1 FTE)	Instruction	\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Full Time Teacher (1 FTE)	Instruction	\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Full Time Teacher (1 FTE)	Instruction	\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885
Part Time Teacher (1 FTE)	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Teacher (1 FTE)	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Teacher (1 FTE)	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Teacher (1 FTE)	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Teacher (1 FTE)	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Teacher	Special Education	\$ 5,500	\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,533
School Counselor	Guidance Services	\$ -	\$ 40,000	\$ 40,900	\$ 41,818	\$ 42,754	\$ 43,709
Dean of School	School Administration	\$ 37,500	\$ 75,000	\$ 76,500	\$ 78,000	\$ 79,510	\$ 81,133
Assistant Dean of Students	School Administration	\$ 30,000	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,945
Assistant Dean of Faculty	School Administration	\$ 30,000	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,945
Office Coordinator/Admin Assistant	School Administration	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Total Salary Expenses		\$ 203,000	\$ 475,000	\$ 524,500	\$ 567,240	\$ 601,286	\$ 631,266
Salaries by Department:							
Instruction		\$ -	\$ 140,000	\$ 150,800	\$ 218,006	\$ 205,783	\$ 220,324
Special Education		\$ 5,500	\$ 55,000	\$ 56,100	\$ 57,222	\$ 58,366	\$ 59,533
Guidance Services		\$ -	\$ 40,000	\$ 40,900	\$ 41,818	\$ 42,754	\$ 43,709
School Administration		\$ 72,500	\$ 225,000	\$ 235,700	\$ 244,604	\$ 249,183	\$ 254,170
Total by Department:		\$ 203,000	\$ 475,000	\$ 524,500	\$ 567,240	\$ 601,286	\$ 631,266
Total of Classrooms Growth in # Classrooms							
			4	8	8	11	9
				200%	0%	80%	-18%
Total of Salaried Employees by Department							
Instruction	Full Time Equivalents	0	4	4	5	7	9
Instruction	Half Time Equivalents	0	0	4	3	4	0
Special Education		1	1	1	1	1	1
Guidance Services		0	1	1	1	1	1
School Administration		3	4	4	4	4	4
Total of Salaried Employees by Department		4	10	14	14	17	15
Increase in Salaried Employees			6	4	0	3	-2

Assumptions:
Cost of Living Adjustment per Year 2%

Benjamin Franklin Academy
 Charter School Application
 5 Year Hourly Wage Expense Budget

Actual wages will be based on experience - amounts below represent average anticipated salaries.

TITLE	DEPARTMENT	Base Hourly Rate	Weekly Hours	Weeks/Year	Year				
					1 FY2014	2 FY2015	3 FY2016	4 FY2017	5 FY2018
Full Time Instructional Aide 1	Special Education	\$ 17.10	15	40	\$ 10,200	\$ 10,404	\$ 10,612	\$ 10,824	\$ 11,040
Full Time Instructional Aide 2	Special Education	\$ 17.10	15	40	\$ 10,200	\$ 10,404	\$ 10,612	\$ 10,824	\$ 11,040
Substitute Teacher 1	Temporary Employee	\$ 17.10	7	20	\$ 2,375	\$ 2,405	\$ 2,434	\$ 2,463	\$ 2,492
Total Hourly Wages					\$ 24,775	\$ 24,944	\$ 25,120	\$ 25,298	\$ 25,510

Hourly Wages by Department

Instructional Aide	Special Education	Temporary Employee	Total
\$ 1	\$ 1	\$ 1	\$ 3
\$ 21,400	\$ 20,808	\$ 2,005	\$ 24,213
\$ 2,075	\$ 2,005	\$ 2,375	\$ 6,455
\$ 23,375	\$ 22,813	\$ 4,380	\$ 30,568
\$ -	\$ -	\$ -	\$ -

Assumptions:
 Cost of Living Adjustment - 2% per Year

Hourly Employee by Department	Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Year 5 FY2018
Special Education	2	2	2	2	2
Temporary Employee	1	1	1	1	1
Total	3	3	3	3	3
Increase in Hourly Employees	-	-	-	-	-



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

APPENDIX M: BENJAMIN FRANKLIN ACADEMY ADVISORY COMMITTEE

Benjamin Franklin Academy Advisory Committee – Our Story

A Persistent Local Problem Addressed by an Innovative Academic Solution

In March of 2020 the citizens of Pittsfield were asked, by citizen petition, to vote to authorize the school board to do a cost/benefit analysis of closing Pittsfield High School and sending those students to surrounding high schools. Years of increasing costs which had reached \$20,000 per student coupled with years of being academically ranked in the lowest ten out of two hundred school districts in the state of NH had taken their toll on the community. Even the student-centered learning approach, embarked upon twelve years prior with such high hopes, had failed to move the needle on basic academic evaluations of our students. In the fall of 2021 Jaime Koladish, parent and concerned citizen, and Clayton Wood, former Pittsfield school board chairman, were challenged to consider alternative solutions at a school choice. They brought a request to the Pittsfield school board to investigate the non-traditional avenue of converting to a districtwide charter school. Diane Rider, then school board member and long-time school choice advocate, joined them and we began touring established NH charter schools. Guided by Kim Lavallee of NH Charter School Foundation we were introduced to the creators of Franklin Academy. We had found kindred academic spirits! The specific components of the nearly completed charter for Franklin Academy truly resonated with us; an integrated Social Studies & Language Arts curriculum driven by a history timeline, a strong hands-on emphasis with vocational training and off campus exploration, team building and exhibition of skills through the dramatic arts. Clear academic expectations for each grade coupled with clear behavioral expectations were definitely what we were looking for. We traded in the complicated idea to convert a whole school district to a charter school, and became the advisory committee for Franklin Academy, meeting regularly with Franklin Academy founder's team to provide a bridge to the surrounding communities, searching for a facility location and surveying local residents. We are excited to continue to collaborate with Franklin Academy founders to bring creative quality school choice to the Suncook Valley area!

Jaime, Clayton & Diane



FRANKLIN ACADEMY

ADVISORY COMMITTEE MEETING
MARCH 15, 2022

Prepared by: Marcie J. Ouellette, M.Ed., Director,
 NH Foundation for Innovation

Coming together is a beginning. Keeping together is progress. Working together is success.

1

AGENDA

**Franklin Academy
Advisory Committee Members**

- Jaime Kouridah
- Diane Rider
- Clayton Wood
- Kim Lavelle
- Patricia Humphrey
- Michael Dupont
- Marcie Ouellette

1. Check in
 - Information and updates
2. 1A Charter Application
 - Charter Development to-date
 - Proposed Charter Application Review Timeline - April/May based date to be determined
3. 1A Advisory Committee
 - Roles and Responsibilities (general)
 - Membership & 1A Board of Trustees
 - Background and experience
 - Identification of diverse talents
4. Equitable working group - individual and team
 - Community Outreach
 - Vision Production
 - Survey Development and Facilitation
 - Informational meeting "gatherings" (parents)
 - Metrics
 - Building reports
 - Site identification and assessment
5. Wrap up / Review

Items of Collaboration... Funding, Permitting, Feasibility Questions, Putting forth ideas, Promoting Data, Having Attention to Self and Others, Promoting Positive Meetings

2

BEFORE WE GET STARTED.... WAFFLES OR PANCAKES???




Tuckman's Stages of Team Development

3

FRANKLIN ACADEMY CHARTER DEVELOPMENT

Overview of Charter Requirements

- Review of Sections I - XVII
- DE's Application Prep and Review Process
 - June 2022 submission (anticipated)
- State Board of Education
 - Fall 2022 meeting (anticipated)
- Advisory Committee Charter Review
 - April/May (anticipated)



4

FRANKLIN ACADEMY

All segments of the school community, including parents, business and civic leaders will have a voice in how Franklin Academy educates the children of their community and continual efforts will be made to establish and maintain strong school-community relations.

Advisory Members

- **Community/Public Relations**
 - Promote Franklin Academy to existing and potential
 - Team relationships to existing and potential partners
 - Develop funding and resource plans identified by donors
- **Participate in Charter Review**
 - Assist in site identification and assessment
 - Support school fundraising activities

Franklin Academy Board of Trustees

- Seven-member board with at least two parent representatives nominated by the Parent Committee
- Highly qualified local business and community members with expertise and skills in the following areas: law, finance, fundraising, education, marketing, development, information technology, business administration, non-profit administration, and organizational leadership

5

MARKETING COLLATERAL

"The Distinction of Franklin Academy guarantees the right to the pursuit of happiness, you have to catch it yourself!"
Regina Franklin

- **Franklin Academy Brochures**
 - Franklin Academy brochure - General
 - Franklin Academy brochure - Fundraising
 - Board of Trustees brochure
- **Public Charter School Informational Flyer**
 - Charter Schools - Background and statistics
- **Public Charter School Survey**
- **Franklin Academy Zoom Video Presentation**
 - Michael Dupont - Dir. of Faculty & Curriculum, Founder
- **Franklin Academy Public Charter School Video**
 - Marcie Ouellette - Dean of School, Founder
 - Michael Dupont - Dir. of Faculty & Curriculum, Founder
- **Parent Webinars**



6

CHARTER SCHOOL SURVEY DEVELOPMENT AND FACILITATION (SLIDE ONE)

- Define a clear, attainable goal for your survey
 - What is our goal?
- Keep more personal and open-ended response questions to the end of the survey.
 - Open-ended response questions – feedback, personal
 - Limit to 2-3
- Don't let the survey get too long.
 - 10-20 is ideal length
 - Should take no longer than 5 minutes to complete
- Focus on using closed-ended questions.
 - Multiple choice or checkbox
 - Avoid leading questions.
- Keep the answer choices balanced.
 - Example: a. Very helpful, b. Helpful, c. Neither helpful or unhelpful, d. Unhelpful, e. Very Unhelpful

7

KEY COMPONENTS TO CREATING AN EFFECTIVE SURVEY (SLIDE TWO)

- Define:** Create an introduction (title of survey etc.)
- Include:** Include any relevant questions.
- Develop:** Develop survey questions that focus on the goals of survey.
- Identify:** Identify target groups (parents, community, etc.)
- Customize:** Create additional questions as needed.
- Submit:** Select how you'd like to distribute survey.
- Review:** Review the data received.

8

CHARTER SCHOOL SURVEY DEVELOPMENT AND FACILITATION (SLIDE THREE)

Introduction

- Why is this survey being done?
- Who is it for?
- Why is a survey being conducted (for what purpose)?
- What will be done with the information?
- Why is it important to participate/complete?
- How will the information be collected?
- Are responses anonymous, confidential or tracked?

9

CHARTER SCHOOL SURVEY QUESTIONS (SLIDE FOUR)

Sample Questions (1 - 5)

- Please select the town of your residence
- Please select the grade levels of EACH of your children for the 2023-2024 school year (if applicable).
- How much do you know about public charter schools?
- What do you feel the primary reasons for opening a public charter school in your community might be?
- If a public charter school opened in this community, what grade levels should it serve?

10

NEXT STEPS

- Establish weekly goals towards
 - Community Outreach
 - Video Production
- Survey Development and Facilitation
 - Informational Sessions

Next Meeting Tuesday, March 22, 2022
Facilities

- Site Identification and Securement

Supporting the pursuit of happiness

14



**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC SCHOOL
GRADES 6 -12**

APPENDIX N: BENJAMIN FRANKLIN ACADEMY CHARTER SCHOOL INTEREST
SURVEY

Summary
 Response Total 27
 Page 1

Please select the town of your residence:



Answered 27, Skipped 0, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
Pittsfield	17	62.96%	62.96%
Barnstead	2	7.41%	7.41%
Canterbury			
Loudon	3	11.11%	11.11%
Chichester	1	3.70%	3.70%
Epsom	2	7.41%	7.41%
Strafford			
Other	2	7.41%	7.41%
No.	Text Response		
1	Gilmanton W		
2	Concord		

Please select the grade levels of EACH of your children for the 2023-2024 school year (if applicable):

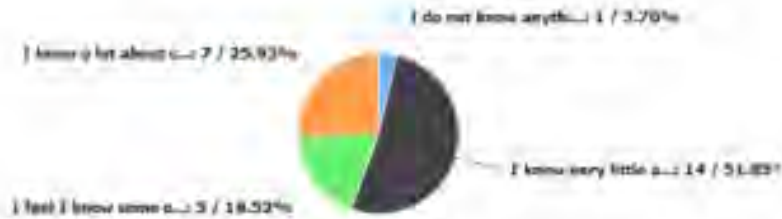


Answered 27, Skipped 0, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
Not school aged (0-3 years)	2	7.41%	7.41%
Preschool (4 years)	1	3.70%	3.70%
Kindergarten	1	3.70%	3.70%
1st grade			
2nd grade	2	7.41%	7.41%
3rd grade	8	29.63%	29.63%
4th grade	4	14.81%	14.81%
5th grade	5	18.52%	18.52%
6th grade	9	33.33%	33.33%
7th grade	5	18.52%	18.52%
8th grade	9	33.33%	33.33%
9th grade	2	7.41%	7.41%
10th grade	5	18.52%	18.52%
11th grade	3	11.11%	11.11%
12th grade	1	3.70%	3.70%
Not applicable	3	11.11%	11.11%
Other	2	7.41%	7.41%
No.	Text Response		
1	2 children in 5th		
2	Kids are all grown		

How much do you know about chartered public schools?

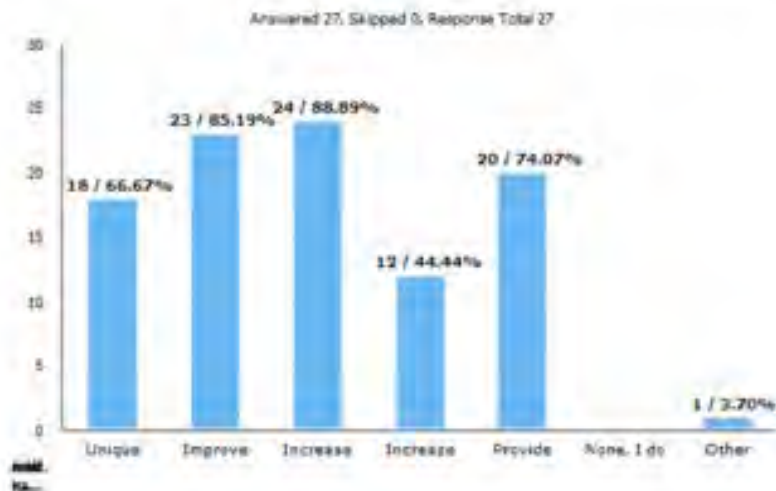
Answered 27, Skipped 0, Response Total 27



Answered 27, Skipped 0, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
I do not know anything about chartered public schools	1	3.70%	3.70%
I know very little about chartered public schools	14	51.85%	51.85%
I feel I know some on chartered public schools	5	18.52%	18.52%
I know a lot about chartered public schools	7	25.93%	25.93%

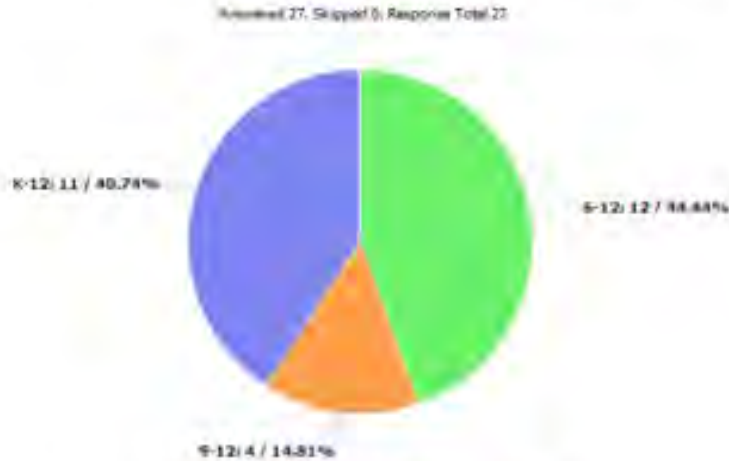
What do you feel the primary reasons for opening a chartered public school in your community might be? Select all that apply.



Answered 27, Skipped 0, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
Unique school programming	18	66.67%	66.67%
Improve school choice	23	85.19%	85.19%
Increase student achievement	24	88.89%	88.89%
Increase parental involvement	12	44.44%	44.44%
Provide different instructional strategies	20	74.07%	74.07%
None, I do not feel that a chartered public school should open in our community			
Other	1	3.70%	3.70%
No.	Text Response		
1	administrative freedoms to choose curriculum / programs / structure		

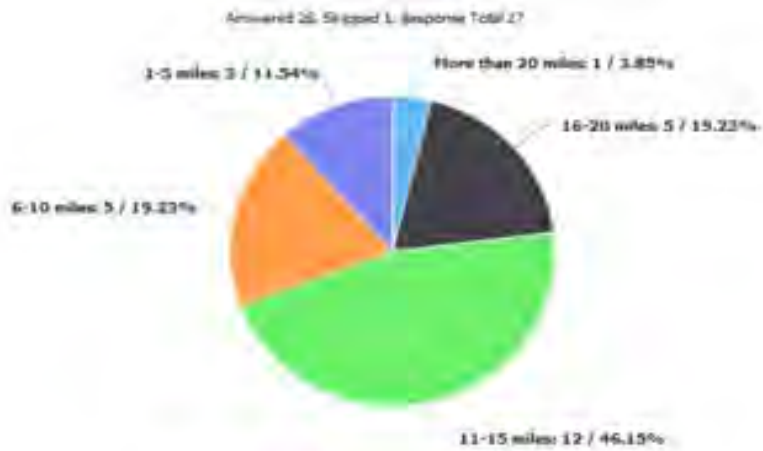
If a chartered public school opened in your community, what grade levels do you feel it should serve?



Answered 27, Skipped 0, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
K-5			
6-8			
6-12	12	44.44%	44.44%
9-12	4	14.81%	14.81%
K-12	11	40.74%	40.74%
None of the above as I do not support the opening of a chartered public school in this community			

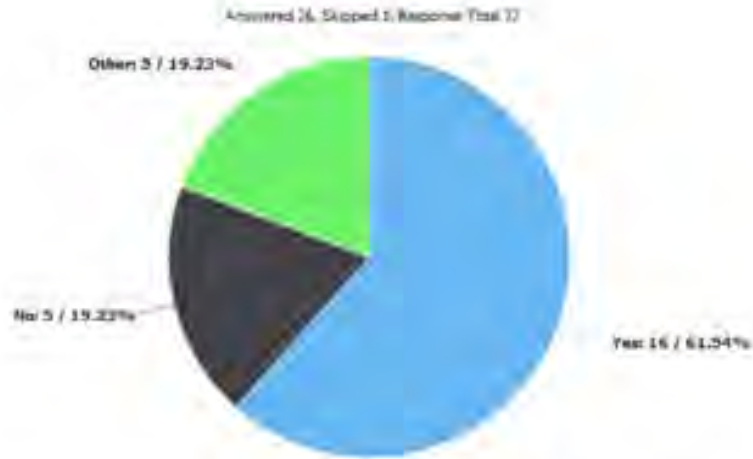
If a charter school option was available for your child(ren), how far are you willing to travel for your child(ren) to attend?



Answered 26, Skipped 1, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
More than 20 miles	1	3.85%	3.70%
16-20 miles	5	19.23%	18.52%
11-15 miles	12	46.15%	44.44%
6-10 miles	5	19.23%	18.52%
1-5 miles	3	11.54%	11.11%
0 miles - my family depends 100% on public school transportation			
0 miles - I have no interest in my children attending a chartered public school			

Would you be interested in attending an informational meeting to learn more about a charter schools and particularly about Franklin Academy? Please be sure to provide your contact information in question #10.

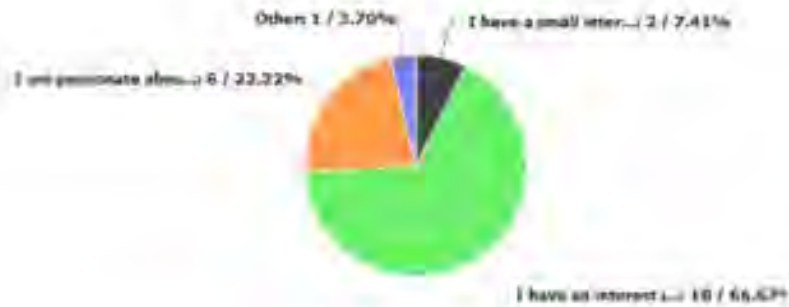


Answered 26, Skipped 1, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
Yes	16	61.54%	59.26%
No	5	19.23%	18.52%
Other	5	19.23%	18.52%
No.	Text Response		
1	if it fits schedule		
2	currently enrolled with vlacs		
3	Very busy...		
4	If it were online		

Please select the choice that most closely aligns with your feelings:

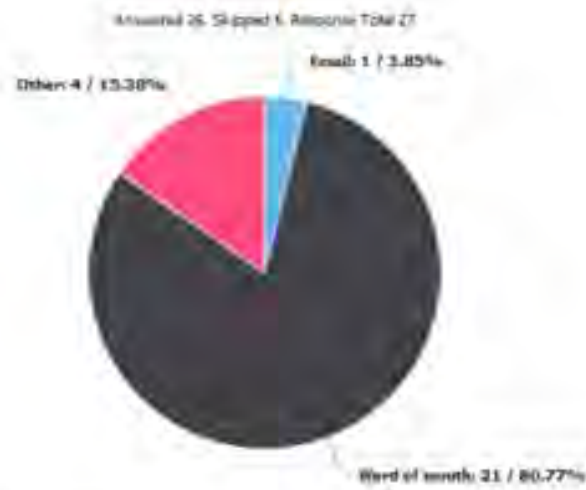
Answered 27, Skipped 0, Response Total 27



Answered 27, Skipped 0, Response Total 27

Answer Choice	Selection #	% All Question Responses	% All Survey Responses
I have no interest in a public charter school opening in this community			
I have a small interest in a public charter school opening in this community	2	7.41%	7.41%
I have an interest in a public charter school opening in this community	18	66.67%	66.67%
I am passionate about this opportunity and would like to help in some way	6	22.22%	22.22%
Other	1	3.70%	3.70%
No.	Text Response		
1	I would have a strong and passionate interest if the school had a biblical worldview. For now I am slightly interested.		

How did you hear about the chartered public school exploration in your community?



Answered 26, Skipped 1, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
Email	1	3.85%	3.70%
Word of mouth	21	80.77%	77.78%
Website			
Informational meeting			
Flyer / Brochure			
Other	4	15.38%	14.81%

No.	Text Response
1	I work for SAU51
2	A friend messaged me the link
3	Friend
4	Facebook message

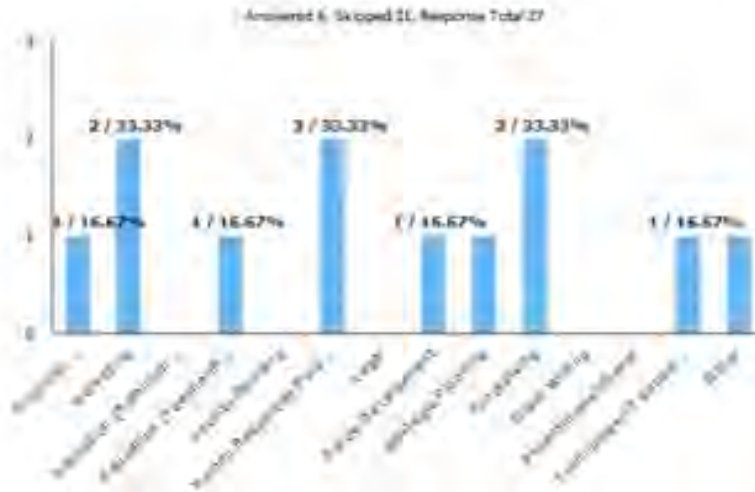
If you are interested in getting involved with the planning or support of a charter school, please indicate your areas of expertise where you could provide the most support. Select all that apply. (Please make sure that you have provided your contact information in the previous question.)



Answered 6, Skipped 21, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
Financial, Accounting	1	16.67%	3.70%
Marketing	2	33.33%	7.41%
Education (Administrator)			
Education (Teacher/Paraprofessional)	1	16.67%	3.70%
Facility/Building			
Human Resources/Personnel Management	2	33.33%	7.41%
Legal			
Policy Development	1	16.67%	3.70%
Strategic Planning	1	16.67%	3.70%
Fundraising	2	33.33%	7.41%
Grant Writing			
Philanthropist/Donor			
Technology/IT Support	1	16.67%	3.70%
Other	1	16.67%	3.70%
No.	Text Response		
1	If there is a PTO or booster club to be made, I'm your lady!		

If you are interested in getting involved with the planning or support of a charter school, please indicate your areas of expertise where you could provide the most support. Select all that apply. (Please make sure that you have provided your contact information in the previous question.)



Answered 6, Skipped 21, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
Financial, Accounting,	1	16.67%	3.70%
Marketing	2	33.33%	7.41%
Education (Administrator)			
Education (Teacher/Paraprofessional)	1	16.67%	3.70%
Facility/Building			
Human Resources/Personnel Management	2	33.33%	7.41%
Legal			
Policy Development	1	16.67%	3.70%
Strategic Planning	1	16.67%	3.70%
Fundraising	2	33.33%	7.41%
Grant Writing			
Philanthropist/Donor			
Technology/IT Support	1	16.67%	3.70%
Other	1	16.67%	3.70%
No.	Text Response		
1	if there is a PTO or booster club to be made, I'm your lady!		

Please feel free to share any questions, comments or concerns you may have. If you would like a personal response, please include your contact information in the previous question.

No.	Text Response
1	My family is somewhat interested in the idea of a charter school in the area. We are interested in the project based learning and the option for another school for Pittsfield. One large concern I do have, however, is based on other charter schools I have heard about, and it has to do with the amount of homework given to students. It was upwards of 4-5 hours of homework every night. If this same or similar expectation was with this charter school it would be a deal breaker for our family to attend.
2	I believe in school choice and would support a charter school. I am just not sure it would be a fit for my family.
3	My only concern is distances from our town to where ever the charter would willBe, I am willing to travel 1-5 miles but beyond that unfortunately we can't afford.
4	Not sure were I would fit in as I work 2 jobs but I might be able to work as an aide when up and running
5	I am a NH Charter School supporter. The more - the merrier!

Summary
 Response Total 27
 Page 1

Please select the town of your residence:



Answered 27, Skipped 0, Response Total 27

Answer Choice	Selections	% All Question Responses	% All Survey Responses
Pittsfield	17	62.96%	62.96%
Barnslead	2	7.41%	7.41%
Canterbury			
Loudon	3	11.11%	11.11%
Chichester	1	3.70%	3.70%
Epsom	2	7.41%	7.41%
Strafford			
Other	2	7.41%	7.41%
No.	Text Response		
1	Gilmanton IW		
2	Concord		



**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC
SCHOOL**

APPENDIX O: LETTERS OF SUPPORT

Dear Members of the Charter School Review Board,

We are writing in support for granting the charter for the Franklin Academy Charter School. Both of our educational lives were molded by the Christian parochial school systems, which emphasizes and encourages a character of love and service to God and community, and we desired to impart these character traits to our six children. As an elementary and middle school home-educated family for 19 years, we encouraged them to not just “talk the talk,” but “walk the walk.”

A little background into our perspective for supporting school choice by offering a charter school to the students of the Pittsfield area may be in order. We have been residents of Pittsfield for 40 years and spent most of those years serving the citizens of this town in one form or another. As parents we did what we taught our children to do. We carved out time to serve the town as school board member, 2-term State Legislator, town committee chairs, Church officials, serving meals and visiting the sick and elderly, and teaching young parents to be committed to their families by using practical methods and truth. Our children are now fully participating members of society with three serving as officers in the US Air Force, one teaching in a foreign country, one a registered nurse serving in the public and private schools and private sector, and a financial consultant, all while serving their families and neighbors. We are thankful to have had the opportunity to choose to home educate.

We coached and managed the elementary and high school student and preschool athletes of all economic status at the town and school levels having had many opportunities through practices, bus rides and team dinners to discuss with the children the many issues they might have been dealing with pertaining to their education, lives, and choices. We listened. As a school board member, I was incredulous learning that the Sophomore class asked for **volunteers** to serve as Class Officers because no one wanted to be a candidate. Where is the education regarding the importance of the Election Process? I responded decisively when the Department Head in AP English required a book that taught the details of “how to perform oral sex” because she wanted to stimulate “lively conversation” amongst the students. She said that she could do anything she liked because no one would be checking up on her. I witnessed the PMHS administration with glowing smiles showcasing to the school board a collation of the “best” of the senior’s writings just before graduation. The board member known for “rubber stamping” anything the school presented expressed his horror at their definition of “Best”! This begs the question of “What is the definition of BEST?” Our definition does not match what this public school system defines as BEST and EDUCATION. What do we do? We engage in school choice.

We support Franklin Academy’s mission statement that values respect, responsibility, self-discipline, and perseverance. Proposing a curriculum that integrates technical and vocational elements with a history-centered, liberal arts curriculum should certainly equip graduating students to become fully participating members of their communities offering “hands-up” to our less fortunate neighbors and not continually supporting a culture of “handouts.” Schools should support families that want to produce contributing members of society by reinforcing responsibility and respect. Franklin Academy’s mission statement seems to be just the antidote to this problem.

Very Sincerely, Elizabeth & Stephen J. Adams

Dear Charter School Review Board at NHDOE,

My husband and I, with our three elementary age children, moved to Pittsfield over twenty years ago. At the time we were aware that the Pittsfield school system had poor academic ratings. Because we could, we made the decision to homeschool our children. That choice had a profound effect for good on our children's education and their subsequent career success.

I am writing this letter of support for Franklin Academy because other middle and lower income parents in the Suncook Valley area don't have the desire or the means to home school their children, which means they are afforded no choice, but the Pittsfield school system. Pittsfield schools are still struggling. Ten years of wrangling over donor towns and receiver towns and the Claremont lawsuit have yielded nothing. The cost per student for this very small school district is currently almost a third higher than local private schools in Concord. Over twenty graduating classes have exited the Pittsfield school system since we came to live here. It's long past time to offer school choice to every family in Pittsfield. Franklin Academy can be that choice.

Please be the vehicle and the voice for improved learning opportunities for Pittsfield students and approve the Franklin Academy Charter.

Sincerely,

Diane Rider

Present position: Librarian

Past positions:

Homeschool educator, Foster parent, Private school instructor, Para-educator,
Pittsfield school board member

To Whom It May Concern At:
NH Department of Education
Board of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3494
info@doe.nh.gov

I am writing to make known my support for Franklin Academy. I have had the opportunity to meet with a few individuals who are working to make this school a reality. I feel this is something that is needed in the Suncook Valley area. I have 4 school aged children that are currently being homeschooled because of my lack of confidence in the public school system where we live in Pittsfield, NH. I feel that Franklin Academy will provide students with a much needed, education focused experience by providing instruction and hands-on learning from teachers that actually want to teach. My hope is that this school will be able to prepare students not only for college, but also for the workforce should they choose not to go to college. I think that students need a sense of accomplishment that comes from problem solving in the real world, and not just classroom instruction.

Parents should be able to decide what is best for their children and not be constrained by the public school system in providing them an education. Homeschooling was not what my wife and I had planned when we moved to Pittsfield, but the restrictions put in place by the government run education system was not acceptable to our family. We would love the opportunity to choose a charter school option for our children. I feel Franklin Academy will provide what is lacking in the public school system and it will create better opportunities for the children of the Suncook Valley area.

Sincerely,
Ryan Rafferty
63 Tan Road
Pittsfield, NH 03263
603.455.6547

May 28, 2022

To Whom It May Concern,

It is a pleasure to write this letter of support on behalf of Michel Dupont and Franklin Academy. Michael and I have been lifelong friends and I would not hesitate to say that outside of our parents, nobody knows each of us better. Growing up, Michael was always the smartest kid in our class, but did not put very much effort into his schoolwork. He came from a blue collar family that did not place an emphasis on education. Despite this, he was the one everyone wanted on their team when playing jeopardy or trivial pursuit as well as the person everyone called for assistance with homework on a nightly basis. He was captain of every varsity sport he played and displayed a tenacity that was unmatched. I remember our soccer and baseball coach saying that when Bucky was playing, it was like having a second coach on the field. As a captain, he led his teams with his intensity, sportsmanship and legendary pre game speeches that made players feel like they were playing every game for a championship. Looking back on this, I believe this was the actual beginning of Michael's teaching career.

Michael knew from an early age that his parents were not going to provide any assistance for his college education and that enlisting in United States Army, as his father and older brother had, would help with this. That was the only direction he had until our junior year in high school, when our chemistry teacher asked Michael if he would be interested in teaching a portion of the class that day. I can still see Michael standing in front of us talking about the periodic table. Shortly after this experience while walking into the cafeteria Michael looked at me and said "buddy I am going to teach."

From that point on, the seed had been planted and Michael's direction was clear. One thing that is especially impressive about Michael is that when he says he is going to do something, he does it, no matter what the obstacles are. In order to pay for college and obtain his teaching degree, Michael joined the Army out of high school and served proudly for three years. Upon returning to New Hampshire, Michael enrolled at Plymouth State University to begin his post secondary education. His determination, work ethic, focus and commitment during those four years has always amazed me.

Michael has held teaching positions at several middle/high schools in New Hampshire in the last ten years. The administration at both schools quickly realized the gem they had in Michael. Not only was he motivated, passionate and dynamic in the classroom, but his ability to connect with his students made him invaluable. He has taught Honors classes, AP classes, coached varsity sports, spent time as an athletic director and was recently named department head. I have been in public education as a school counselor for twelve years and know that teachers who have the ability to impact and engage students on all of these different levels do not come around very often.

Michael has an incredible passion for education and has dreamed about opening his own school for as long as I can remember. The last five years working at the Founders Academy has only fueled his desire to open a school of his own. Franklin Academy is that school and will be life changing for students that attend.

I have been a school counselor for the last eighteen years at Gorham Middle High School and Michael and I have spent a significant amount of time talking about school culture. In my experience, there are

several factors that contribute to a positive school culture. A robust advisory programs, job shadows/apprenticeships/internships, community service groups, youth leadership programs, student led morning meetings

I stated earlier that as we were growing up, Michael was the one that everyone called when they needed help with their school work. Twenty-five years later, my children are the ones calling “Uncle Mike” to explain Abraham Lincoln’s assassination and the Declaration of Independence. It is truly amazing how some things never change. As a school counselor and Michael’s lifelong friend I am proud of the educator he has become. Michael is one of the hardest working people I know and I am not surprised that his dream of opening his own school is coming true. His character, thirst for education and passion for teaching makes him the perfect person to start Franklin Academy. Please do not hesitate to call or email me with any questions. I can be reached at (603) 466-2776 x 3005 or by email at matthew.saladino@sau20.org. Thank you for your time.

Best Regards,

M. Matthew Saladino

May 25, 2022

To Whom it May Concern,

I'm writing as a parent of three school age children and as a resident of Epsom, New Hampshire to express support for the creation of the Franklin Academy Charter School. While my wife and I currently homeschool our three children, we strongly support school choice and the creation of additional educational options rooted in strong values and experiential learning.

My background includes being homeschooled myself until highschool, when I attended Pinkerton Academy in Derry, consistently making honors and high honors and graduating in the top 10% of my class as a member of the National Honor Society in my senior year.

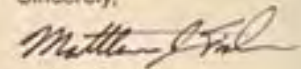
I enrolled at UNH in the English Teaching program while serving as a Military Police soldier in the 94th Military Police Company (USAR) based in Londonderry, NH. Staggered and extended overseas military deployments to Bosnia and Iraq disrupted my original educational plan. However, I had completed all requirements for the BA in Journalism at UNH (except for the internship) before eventually transferring to Granite State College where I created and completed a self-design BA in Professional Writing.

Professionally, I currently lead a specialized technical team working with the Product Compliance & Filing teams in the Legal Department at Lincoln Financial Group. We focus on leveraging current and emerging technology to improve business processes and achieve highly accurate outcomes for the company.

My background is only relevant in that I can attest to the critical importance of students having a solid foundation and developing their curiosity into an appetite for lifelong learning. The environment that Franklin Academy is planning to provide would serve as an incubator, developing young people into skilled adults who can make meaningful contributions in work and life! Fostering critical thinking and problem-solving skills can't begin early enough and it's those skills that lead to innovation.

Please support the creativity, curiosity, and energetic hands-on learning that will happen at Franklin Academy!

Sincerely,



Matthew J. Fixder
492 Old Turnpike Rd.
Epsom, NH 03234
Mobile: 603-300-8603
Email: matthew.fixder@gmail.com

Letter Of Support For
Franklin Academy
Chartered Public School

Anticipated Opening Date: September 2023

To Whom It May Concern At:
NH Department of Education
Board of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3494
info@doe.nh.gov

Dear NH DOE,

My name is Lauren Marin, and I am a resident of Pittsfield. I support Franklin Academy and believe that our community will benefit greatly from a public charter school. I am a professional jeweler and I teach snowboarding seasonally in the winter, and I have seen how students thrive in learning environments that are engaging cater towards skills that they want to learn. Personally, I was a good student, but I coasted through school and did not become passionate about my education until I went to a non-traditional college to learn a trade. Now, when I teach in the winter, I can see this same drive in my snowboarding students, who are happy to be learning a new skill. I feel that Franklin Academy can provide students with a productive learning environment, and they will learn skills that will benefit them greatly. I wish I had the opportunity to learn more life skills during my childhood, and Franklin Academy can better prepare our children for the challenges of adulthood.

Pittsfield can greatly benefit from a public charter school. Many of my town's residents are dissatisfied with the schools here. There is annual bickering over the school budget and spending, and I think it highlights some of the problems that our schools have. I know many people in town either send their children to private school elsewhere, or choose to homeschool. Franklin Academy can provide the benefits of these other options, and it is a more realistic option for most families.

I have an infant who will be starting school in a few years, and I hope that he can attend Franklin Academy.

Thank you,

Lauren Marin

This letter was collected by the Franklin Academy Advisory Committee, the advisors for Franklin Academy Chartered Public School. This letter is not a public letter and all personal information is confidential, pursuant to New Hampshire's privacy laws.

To the NH Department of Education
And all others concerned,

My name is Luke Koladish and I am writing on behalf my family- Jaime and our three children Rose (11), Maria (7) and Oliver (6) to support the foundation of Franklin Academy.

We moved to Pittsfield, NH from Fort Rucker, Alabama 10 years ago. We hesitated on the purchasing of our home because of the reputation of the Pittsfield school system. We had a discussion and decided to make Pittsfield our home and be catalyst of change in the community.

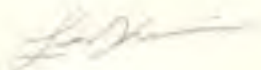
Speaking from personal experience, I found public school (Salem High School) in New Hampshire to be a positive experience, however upon reflection; it focused solely on preparing me for college. I left with no skill set beyond the ability to incur a large debt from college loans.

In August of 2001 I left Gordon College, MA and enlisted into the NH Army National Guard. It was in the Infantry that I first experienced hands on learning and field craft. And I have never stopped. Twenty-one years later, I am still in the Army National Guard full time as a Chief Warrant Officer and HH-60M Blackhawk instructor pilot. I completed college using military benefits and the discipline and work ethic instilled in me through my military experience. I combined my college education with a new job in the Army National Guard as a photojournalist. Through this position, I was introduced to the Army Aviation Program.

The values I learned through my military education; Loyalty, Duty, Respect, Selfless Service, Honor, integrity and Personal Courage, I strive to instill in my children. The technical skills as an Infantryman, Military Journalist and Blackhawk pilot developed in me a passion to learn and get better in every aspect of my life.

My wife, who struggled with the monotony of 7 am to 3 pm classroom curriculums, has thrived post high school in her hands on certifications and case studies.

I have spoken with the members of the Franklin Academy Charter. We have heard their vision. We see in it the echoes of these same values and hands on training that changed our lives. We believe it would change the lives of our children. We believe it would change our community. My family supports the charter school and the choice to provide the best education for our children we can.



Sincerely and Respectfully
Luke and Jaime Koladish
9 Shaw Rd.
Pittsfield, NH 03263

Letter Of Support For
Franklin Academy
Chartered Public School

Anticipated Opening Date: September 2023



To Whom It May Concern At:
NH Department of Education
Board of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3494
info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establishment of Franklin Academy chartered public school in the greater Suncook Valley area. I understand that Franklin Academy will provide a content-rich liberal arts curriculum that incorporates hands-on learning and a project based approach to learning traditional subject areas. I look forward to the day the school opens. I also welcome school choice to help bring diversity to New Hampshire's public school system. Thank you for considering Franklin Academy's charter application.



(signature)



(print name)



(address)



(town)



(phone number)



(e-mail)

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Letter Of Support For
Franklin Academy
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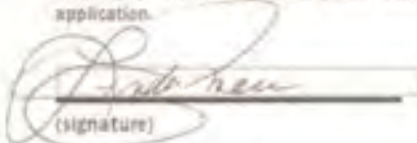
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(signature)

Linda P. Small
(print name)

10 Berry Avenue
(address)

Pittsfield, NH
(town)

(603) 435-5133
(phone number)

lindasmall@metrocast.net
(e-mail)

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Letter Of Support For
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Marie Dubreuil
(signature)

Marie Dubreuil
(print name)

49 Tamworth Road
(address)

Center Barnstead
(town)

603 915 0669
(phone number)

Marie.Dubreuil@Home-Conn
(e-mail)

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Letter Of Support For
Franklin Academy
Chartered Public School

Anticipated Opening Date: September 2023



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(signature)

MARILYN J. ROBERTS
(print name)

10 BERRY AVE
(address)

PITTSFIELD, NH
(town)

603-848-2648
(phone number)

lyr@robertsmechanical.net
(e-mail)

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Letter Of Support For
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Chartered Public School

Anticipated Opening Date: September 2023



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(signature)

Rachel Elliott
(print name)

P.O. Box 319
(address)

Gilmanston ILW
(town)

(phone number)

rachelliott5@hotmail.com
(e-mail)

This letter was released by the Franklin Academy Advisory Committee, the sponsor for Franklin Academy Chartered Public School. This letter is not a public letter and all personal information is confidential, pursuant to New Hampshire privacy laws.

Letter Of Support For
Franklin Academy
Chartered Public School

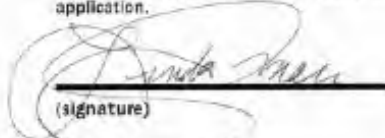
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(signature)

Linda P Small

(print name)

10 Berry Avenue

(address)

Pittsfield

(town)

603-435-5133

(phone number)

lindasmall@metrocast.net

(e-mail)

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**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC
SCHOOL**

APPENDIX P: SIGNATURE PAGE

Franklin Academy
Chartered Public School
Grades 6 - 12



Michael Dupont (Founder)

5/26/22

Date

Patricia Humphrey (Founder)

05/26/22

Date

Marcie J. Ouellette (Founder, Contact)

05/26/22

Date

Kim Lavalley (Sponsor, Friend of Franklin)

6/1/2022

Date

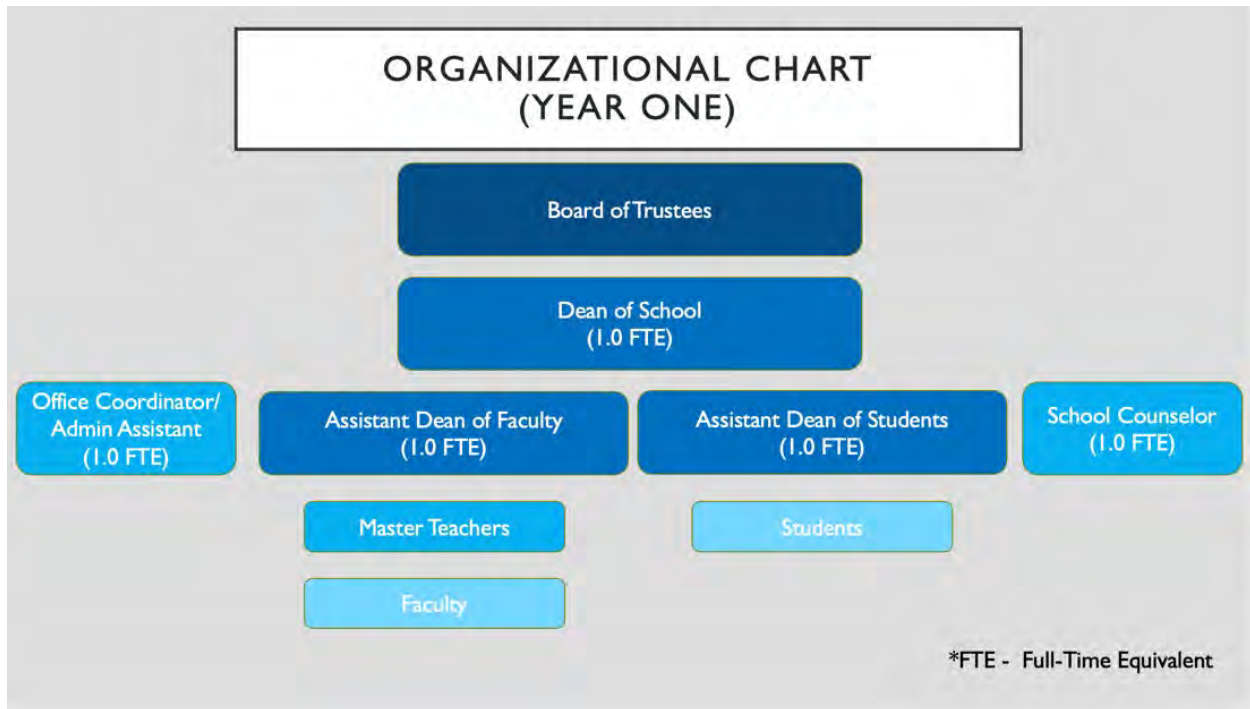


BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

EXHIBIT 1: BENJAMIN FRANKLIN ACADEMY SUPPLEMENTAL JOB
DESCRIPTIONS (SJDs)-DRAFT



Benjamin Franklin Academy



1) Dean of School

The Dean of School is charged with the comprehensive responsibility for all activities involving students and faculty in the school community. Specific responsibilities include the following:

- To maintain congruency between the school's mission statement and all activities of the school.
- To act as the educational leader of the school, responsible for its day-to-day operation; in conjunction with the Assistant Deans, to direct the activities of the members of the school instructional and the non-instructional staff in the performance of their duties.
- To function as the chief articulator of the school's programs, expectations, behavioral guidelines, and other information necessary to ensure that all are fully informed consistent with their individual roles.
- To be aware of the educational, physical, social, and psychological needs of the members of our school community and to develop plans for meeting these needs.
- To oversee and direct the activities of the school, including various student organizations and faculty committees collaboratively with the Assistant Deans.
- To ensure compliance with legal requirements of government regulations and agencies; to maintain the educational standards established by the State of New Hampshire and by any/all agencies that may examine and/or accredit the school.
- To establish, with the Assistant Dean of Faculty, programs for the orientation of new teachers, for in-service training activities, and for the evaluation of

programs, to ensure that teachers are familiar with and adhere to school policies in all areas of the school.

- To maintain complete academic records on all students; to oversee the grading and the reporting of standards and methods used by teachers in measuring student achievement.
- To be responsible for establishing guidelines for proper student conduct and dress; to maintain student discipline consistent with school policies; to monitor students' adherence to established school rules; to maintain accurate records of student attendance and citizenship.
- To be a visible presence in all areas of the school; to work toward a resolution of all problems - both routine and unique - as they arise; to keep the Board of Trustees informed of the general programs, activities, and any problems that arise relative to the school.
- To prepare, with the School Counselor and Office Coordinator, a master school class schedule and to assign teachers and students to classes and other duties as necessary.
- To serve as a mentor to teachers and staff in matters of classroom management, teaching methods, and general school procedures.
- To oversee the school admissions process including recruitment, testing (if necessary), interviewing, and evaluating of applicants for enrollment. To network with curriculum directors at other charter schools and area public schools.
- To perform other duties as assigned by the Board of Trustees.
- To support the school, its student, leadership team, and school community.

Minimum Qualifications: Preferred candidates will have teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing. New Hampshire certification as either school principal or educational leadership required within the first three years of employment. Five (5) years of related professional experience required. Bachelor's degree required. Master's degree preferred.

2) Assistant Dean of Faculty

The Assistant Dean of Faculty reports to the Dean of School. Responsibilities include the following:

- To act as the academic leader of the school, supporting its day-to-day operations: scheduling of students, overseeing any/all academic advising programs; monitoring student academic progress; coordinating teams to address student academic needs and/or supports; coordinating the efforts of Master Teachers.
- To observe, supervise, and evaluate the faculty in the development and implementation of curriculum; to supervise the teaching process, to review and evaluate the academic programs, and to share recommendations with the Dean of School;
- To establish, with the Dean of School, programs for the orientation of new teachers, for in-service training activities, and for the evaluation of programs, to

ensure that teachers are familiar with and adhere to school policies in all areas of the school.

- To conduct regular meetings with Faculty and Master Teachers, which will deal both with routine school matters and with the exchange of ideas on areas of educational/philosophical interest and concern.
- To make recommendations to the Dean of School regarding problems or concerns relating to curriculum.
- To serve as a mentor/advisor to teachers in matters of classroom management, teaching methods, and general school procedures.
- To prepare the annual report on the state of the curriculum.
- To oversee (with the Dean of Students) the grading and the reporting of standards and methods used by teachers in measuring student achievement.
- To review all proposed changes to the curriculum and providing updates on a yearly basis to the Dean of School.
- To assist faculty in developing a uniform, detailed curriculum.
- To perform other duties as assigned by the Dean of School.
- To support the school, its student, leadership team, and school community.

Assistant Dean of Students

- To provide for the academic supports of students including oversight of special education services.
- To work with the School Counselor to ensure complete academic records on all students.
- To oversee (with the Dean of Faculty) the grading and the reporting of standards and methods used by teachers in measuring student achievement.
- To assure uniformity in assessment, parent reporting, and academic standards.
- To develop (with the Dean of School) behavioral standards appropriate for the school.
- To oversee student discipline under the supervision of the Dean of School and make recommendations regarding problems or concerns relating to student conduct and disciplinary actions.
- To prepare the annual report on the state of the student conduct and discipline, special education services and student support programs.
- To attend regular meetings with Faculty and Master Teachers, which will deal both with routine school matters and with the exchange of ideas on areas of educational/philosophical interest and concern.
- To perform other duties as assigned by the Dean of School.
- To support the school, its student, leadership team, and school community.

Minimum Qualifications: Preferred candidates will have teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing. New Hampshire certification as either school principal or educational leadership required within the first three years of employment. Five (5) years of related professional experience required. Bachelor's degree required. Master's degree preferred.

3) **Office Coordinator**

The Office Coordinator reports to the Dean of School and is responsible for all administrative support areas relating to daily school operations, as delegated by the Dean of School and Assistant Dean.

These responsibilities include, but are not necessarily limited to, the following areas:

- To prepare agenda for faculty and staff meetings.
- To schedule the Dean of School's appointments and meetings.
- To handle the Dean of School's correspondence and general correspondence to the students/parents.
- To receive the Dean of School's telephone calls and takes messages.
- To sort the Dean of School's mail and prepare responses (when necessary).
Maintains and updates standard letters.
- To maintain family, faculty, and various other databases.
- Maintains teacher attendance file.
- To serve as a member of the Professional Learning Committee.
- To maintain Professional Learning request files and professional growth reports.
- To support and assist with extracurricular activities and exploratory programs.
- To prepare and edit, with the Dean of School's supervision, the Parent/Student and Faculty/Staff Handbooks.
- To serve on school's committees as determined.
- To prepare the Parent Directory.
- With Administration, prepare and manage the school calendar.
- To assume responsibility for special research and other projects as assigned by the Dean of School.
- To perform other duties as assigned by the Dean of School.
- To support the school, its students, its leadership team, and school community.

Minimum Qualifications: Three years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures. Charter school experience desirable. Associate degree required. Bachelor's degree preferred – Business Administration, Organizational Management, or related discipline desired.

4) **School Counselor**

The School Counselor is responsible for providing a comprehensive academic and social counseling program. Areas of responsibility include student scheduling, maintaining individual student education plans with Assistant Deans; coordinating orientation activities for incoming students; guiding students in the development of their individual education plan; consulting with teachers, parents and staff to enhance their effectiveness in helping students.

Minimum Qualifications: Master's degree in social work, school counseling or counseling related field. Minimum three (3) years of related professional experience required with minimum of 1

year experience in a school-based setting; public or charter school experience desirable. New Hampshire certification as school counselor required within the first three years of employment.

5) Teacher/Instructor

Teacher/Instructor will report to the Assistant Dean of Faculty and the Dean of School and are responsible for the educational leadership of students (group or class) in our public charter school environment. The educational leader will understand, demonstrate the use of, and implement the school's curriculum, student instruction, and assessment to maximize educational achievement for all students, and work collaboratively to ensure a working and learning climate for all students that is safe, secure, and respectful. Implementation of strategies to reach the multiple intelligences of students through creative lessons is required. Teacher/Instructor duties and responsibilities include the following:

- Demonstrating an understanding of and commitment to education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in students.
- Demonstrating understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, effectively transmitting this knowledge to students, and making the subject matter meaningful to students.
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness support, and inquiry.
- Engaging every student in grade level appropriate learning experiences that promote performance and intellectual and moral development.
- Listening and interacting effectively with students, parents, colleagues, leadership, and community members, respecting diverse perspectives.
- Demonstrating respect for students, colleagues, administrators, and parents.
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility.
- Working effectively with school leadership and colleagues, parents, and the community to support students' learning and well-being.
- Providing professional leadership to establish a culture conducive to intellectual development, knowledge acquisition, thinking, analysis, learning, and student diversity; involving students in the development of a mission and goals that support the school's goals and guide classroom decisions using data effectively for continual improvement.
- Developing and implementing a strategic planning system including course, unit, and lesson plans.
- Providing opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Providing students and parents with timely data for improvement in student achievement.
- Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement.

Minimum Qualifications: Bachelor's degree from a fully accredited college or university, and at least one half of all Teachers must demonstrate possession of, or eligibility for, a New Hampshire teaching certificate for the level and subject area to be taught. Associate Degree required. Bachelor's or Master's Degree preferred.

6) Master Teachers

Master teachers will be nominated by Faculty and selected annually by the Assistant Dean of Faculty. Master Teachers report to the Assistant Dean of Faculty and the Dean of School. Responsibilities include the following:

- To serve as a role model to encourage faculty self-evaluation, professional growth, scholarship, and effective training.
- To supervise and counsel new teachers, conveying information regarding plans, curriculum development and assessment, resources, facilities, and activities which affect them and to serve as a consultant to teachers in matters of classroom management, teaching methods, and general school procedures;
- To hold regularly scheduled meetings with new teachers for open discussion of educational issues, to maintain records of these meetings, and to provide minutes of such meetings to the division heads.
- To assist in the search for an evaluation of candidates to fill vacancies within the department.
- To solicit ideas for agenda items for possible inclusion in faculty and department meetings.
- To perform other duties as assigned by the Assistant Dean of Faculty and Dean of School.
- To support the school, its students, its leadership team, and school community.

Anticipated Positions (Years 1-3)

1) Enrollment & Development Coordinator

The Enrollment & Development Coordinator reports to the Dean of School.

Responsibilities include the following:

- To devise and manage a program designed to attract the maximum gift support possible to the institution. This program will include annual fund solicitation; planned giving programs; corporate and foundation proposals; and planning for major capital gifts.
- To help develop and coordinate all aspects of the major gifts campaign.
- To keep the Dean of School and Development Committee informed on a weekly basis of the fund-raising activities of this office.
- To develop a plan to increase alumni and parental support of, and involvement in, the institution.
- To create a coordinated publications and printing program which will most effectively communicate with our various constituencies (including the alumni magazine);
- To develop a complete program of research into and an action plan of solicitation of the school's key prospects.

- To serve as staff support for the Development Committee of the Board of Trustees, the Parents' Committee and the future Alumni Association*;
- To oversee processing of all gift income for the purpose of providing receipts and the maintaining of giving records of donors to the school.

*(2028 – Anticipated) – Alumni Relations duties:

- To develop a wide variety of ways to communicate with all alumni, including via the Internet and the school alumni listserv.
- To plan, organize and implement receptions and reunions and other special events at the school or local venue.
- To publish the alumni newsletter and other alumni publications.
- To research and profile the background of all alumni.
- To select and train the alumni to assist with admissions' events such as Open Houses for prospective families and students.
- To function as the liaison between the Alumni and the Board of Trustees and the school.
- To oversee the maintenance of the school-wide database.
- To assist in taking photographs at all major school and alumni events and to maintain an appropriate photograph library for publications and mailings.
- To create and oversee the school archives.
- To perform other duties as assigned by the Dean of School.
- To support the school, its students, its leadership team, and school community.

2) College and Career Counselor

To assume responsibility for counseling students in grades 6 through 12 (and their parents) regarding career pathway plans of study and the college selection, application, and admission process.

- To assist in coordinating the program and calendar of all standardized testing for students including scheduling test dates, registering students, arranging for special "prep" sessions, administering the tests, and providing pre- and post-test counseling.
- To oversee the various student award programs and ceremonies.
- To assist the Assistant Dean of Students and School Counselor in keeping accurate permanent records of students' testing and academic work.
- To conduct individual and group sessions in all areas of college counseling.
- To write the school recommendation by the end of the junior year of upcoming seniors making application to college.
- To oversee the faculty writing of the requested recommendations for students applying to college.
- To maintain an informative and up to date "College & Career Counseling Center".
- To oversee visits to colleges and from college representatives; and to coordinate visits and fairs with area business representing various sectors of business and industry.
- To perform other duties as assigned by the Dean of School.
- To support the school, its students, its leadership team, and school community.



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

EXHIBIT 2: BENJAMIN FRANKLIN ACADEMY POLICIES (DRAFT)



Benjamin Franklin Academy Chartered Public School

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**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC
SCHOOL**

EXHIBIT 3: BENJAMIN FRANKLIN ACADEMY BROCHURE



The Declaration of Independence affirms the pursuit of happiness as an inalienable right.

Benjamin Franklin warns that though the pursuit is a right, you have to catch happiness yourself.



Franklin Academy is an open-enrollment, tuition-free public charter middle/high school

The mission of Franklin Academy is to develop the minds, hearts, and hands of its students through a curriculum that focuses on the pursuit of happiness—as envisioned by its namesake Benjamin Franklin



Franklin Academy is an open-enrollment, tuition-free public charter middle/high school

A public charter school integrating-

Hands to work skillfully and creatively;
Heads to understand and evaluate;
Hearts to love, honor, and appreciate.

Interested in further information or in learning how you can support Franklin Academy?

~ Contact us ~

NH Foundation for Innovation

Public Charter School Advocacy

Marcie Ouellette
Director of School Approval

603-547-7652

marciouellette@comcast.net



Franklin Academy Public Charter Middle/High School

Serving Strafford County



Supporting the pursuit of happiness

"The Declaration of Independence only guarantees the right to the pursuit of happiness, you have to catch it yourself"
-Benjamin Franklin

Franklin Academy will present its students an integrated program of studies for the *hands, heads and hearts*.



Hands-on learning will include the building, artisan, and agricultural trades.

The acquired skills will lead some students to satisfying work in those or related trade areas; while providing important life skills to all students.



Critical thinking and problem solving; intellectual curiosity and executive functioning will also be emphasized, leading to a rational and mentally healthy approach to life and work.



Franklin Academy will offer a small school environment with a strong culture of *mentorship* and *encouragement*.

Students will develop meaningful self-esteem through *productive work* and *achievement*.



Franklin Academy will provide a content-rich liberal arts education that incorporates hands-on learning opportunities and a project-based approach to learning traditional subject areas.



The school aims to cultivate well-rounded individuals who can *work with their hands, think with their heads, and feel with their hearts* to prepare students in their pursuit of happiness.





BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

EXHIBIT 4: VETERANS IN PERFORMING ARTS (ViPA)

Overview of Veterans in Performing Arts



Tim Plaisted, a disabled combat veteran of the Iraq War who suffered both physical and emotional injuries, co-founded a theater program as a way to help integrate veterans from all branches of the United States military back into civilian life. Tim believed that the performing arts could help veterans overcome feelings of isolation and stress by helping them become part of a new community where many of the same elements of the military lifestyle, including teamwork, practice and execution, leadership and ability to improvise, trouble-shooting, attention to detail and other facets co-exist.

Tim not only help create the theater program but he also participated as an actor on many productions that included *To Kill a Mockingbird*, *A Few Good Men* and *Biloxi Blues*. Tim passed away on August 30, 2015 due to complications from injuries he received in Iraq. The theater program at Benjamin Franklin Academy, Show Time, will be dedicated to his memory.





**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC SCHOOL
GRADES 6 -12**

EXHIBIT 5: JAMES MADISON FELLOWSHIP

Overview of James Madison Fellowship

The James Madison Memorial Fellowship Foundation was established by Congress in 1986 to improve teaching about the United States Constitution in secondary schools. The Foundation is an independent agency of the Executive Branch of the federal government. Funding for the Foundation's programs comes from Congress and generous contributions from individuals, foundations, and corporations. The Foundation has a Board of Trustees, and its daily operations are directed by a president and a small staff. The Foundation's office is located in Alexandria, Virginia. James Madison Fellowships were created to honor Madison's legacy and Madisonian principles by providing support for graduate study that focuses on the Constitution—its history and contemporary relevance to the practices and policies of democratic government. The benefits of the fellowship program are manifold and lasting. Fellowship recipients have a unique opportunity to strengthen their research, writing, and analytical skills. In the process, they form professional ties that can significantly influence their career aspirations. Fellows gain a deeper understanding of the principles of constitutional government, which they in turn transmit to their students. In this way, the James Madison Fellowships ensure that the spirit and practical wisdom of the Constitution will guide the actions of future generations of American citizens.



**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC
SCHOOL**

EXHIBIT 6: BENJAMIN FRANKLIN ACADEMY PARENT-STUDENT HANDBOOK



BENJAMIN FRANKLIN ACADEMY
CHARTERED PUBLIC MIDDLE HIGH SCHOOL
Serving Grades 6 – 12

PARENT-STUDENT HANDBOOK
SY 2023 – 2024

Supporting the pursuit of happiness 

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Message from the Dean

Welcome to our incoming Benjamin Franklin Academy students and families! As we enter our first year, we will be focusing on building a positive school culture including the adoption of our student-developed Code of Conduct. Communication is an important part of everyone's success, and we encourage all families to get involved, to visit the school as we work together to establish a positive climate and learning environment, to build a strong school community and to develop programming to enhance our students' educational experiences.

1st Draft to be continued as school implementation moves forward.

Marcie J. Ouellette, Dean of School

Mission

The mission of Benjamin Franklin Academy is to develop the hands, heads, and hearts of students through a curriculum that focuses on the pursuit of happiness, as envisioned by its namesake, Benjamin Franklin. Benjamin Franklin Academy will provide students with a rigorous, content-rich liberal arts education that integrates a history-centered curriculum with hands-on learning in industrial, artisan, and agricultural trades.

Vision

The school will develop well-rounded students who are productive problem-solvers and gain self-confidence through achievement. The school community will provide a healthy tech environment focused on individual students' well-being and emphasize values of respect, responsibility, self-discipline, and perseverance.

Handbook Statement

A handbook cannot address all situations and circumstances which may affect students. It is intended to be a specific articulation of the broad range of understandings and expectations which guide the school in accordance with its mission. It is intended to inform both parents and students of the specific policies and practices which have developed from these expectations. Parents and students are advised to read this handbook carefully prior to signing and returning the acknowledgment form on the first day of the school year.

The board of trustees reserves the right to revise or edit this handbook at any time with sufficient notice to families prior to the implementation of new or amended policies. The Dean of School is empowered by the board of trustees to enact school policy and practices and waive and/or deviate from any and all disciplinary regulations for just cause at his or her discretion. Both students and parents should feel welcome at any time to discuss the school's policies and practices. The result of open dialogue such as this will help ensure continued improvement of our school and greater understanding of the reasons for the development of these policies and practices. Students and parents may appeal the Dean's decisions to the board of trustees at any time. The board requests that such appeals be made in writing.

Appeals will be heard during the public session of regularly scheduled board meetings though requests may be made for special hearings.

Non-Discrimination Policy

Benjamin Franklin Academy admits students of any race, color, sex, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students in the school. It does not discriminate on the basis of race, color, sex, religion, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Title IX

The law regarding Title IX is very clear: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Benjamin Franklin Academy follows the letter and intent of the law with respect to all forms of discrimination. It is our intent to provide all Benjamin Franklin students with equal opportunity in accordance with the law and with the respect, consideration, and care which we consider to be essential to our mission. The school counselor has been designated as the school's Title IX coordinator. Complaints regarding Title IX matter should be made first to the school counselor.

Due Process

As in any matters involving conflict with school policy or the implementation of policy, students and/or parents may request an opportunity to meet with the Dean and/or the board of trustees for resolution. Our intent is always to treat our students with dignity and respect for all.

Non-Custodial Parent

This school abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, the school will provide the non - custodial parent with access to academic records and other school-related information regarding the child. If there is a court order specifying that there is to be no information given; it is the responsibility of the custodial parent to provide the school with a court-certified copy of the order.

Criteria for Acceptance

Benjamin Franklin Academy is a free and public middle high school. Enrollment is open to all students until such time as the enrollment threshold of thirty (25) students per grade is met, after which time students will be entered into an enrollment lottery for admission as space becomes available to maintain an enrollment of twenty-five students per grade.

Code of Conduct

To be developed by Benjamin Franklin Academy student body SY2023-2024 and reviewed annually following adoption.

Notice of Implied Agreement

The registration of a student at Benjamin Franklin Academy is deemed to be an agreement on his or her part and on the part of the parents or guardians, to comply fully with all policies, rules, and regulations of the school. Benjamin Franklin Academy reserves the right to revise or edit the rules and regulations herein at any time.

Board of Trustees

Benjamin Franklin Academy is governed by a board of trustees that has general supervisory control and authority over the operation and policies of our school. Trustee selection is based on personal and professional background and a commitment to the school's mission, support, and sustainability. The list of board members and the minutes for all board of trustees meetings can be found on the school website: www.benjaminfranklinacademynh.org

All members of the Benjamin Franklin community are encouraged to attend board meetings or committee meetings. Those meeting times are listed on the school website.

Contact Us

Email is an important and primary method of communication for parents, students, faculty and staff. To contact any Benjamin Franklin administrator or staff member by email use the following format: firstname.lastname@benjaminfranklinacademynh.org.

All students, faculty and staff are provided with a Benjamin Franklin Academy email account. Emails will be sent at the beginning of the year describing access to Benjamin Franklin email accounts. Benjamin Franklin will not send official school information to the students through non-school email addresses. Emails from student personal accounts will not be accepted or utilized for communications regarding school information. To contact the school by phone, please call the school office at: (603) xxx-xxxx.

Daily Operations

School Hours

School hours are from 7:45 am to 3:15 pm. Students may arrive at school beginning at 7:15 am. Parents/guardians must stay with their children before 7:30 AM. The first class of the day begins at 7:45, therefore students are expected to be in their Campfire advisories by 7:45. Promptness is the first indicator of our work ethic and is expected each day. Parents are responsible for making arrangements regarding transportation, drop off, and pick up in accordance with these times.

School Calendar

The school's calendar may be found on the school website at: www.BenjaminFranklinacademynh.org. Every effort will be made to have the Benjamin Franklin calendar approved prior to the start of the school year.

Requests for Early Dismissal

Please try to refrain from making appointments requiring early dismissal during the school day.

In case of an emergency, a parent/guardian may request an early dismissal by phone or in person. Phone requests will be verified prior to dismissal. Parents/ guardians must come to the school office to have students dismissed outside of normal dismissal times.

Parking & Student Drop Off/Pickup

SITE DEPENDANT - tbd

Emergency Early Dismissal

If inclement weather or another situation occurs during the day necessitating emergency dismissal, a notification will be posted on the Benjamin Franklin Academy website, an email will be sent to all parents' email addresses on file, and phone calls will be made via the student automated call system. Every effort will be made to reach all parents in a timely manner.

NOTE: All students must be picked up at the time stated in an emergency early dismissal notice. In a situation warranting an emergency early dismissal, we cannot jeopardize the safety of staff members by asking them to remain in the building.

School Cancellations and Delayed Openings

Benjamin Franklin Academy generally makes a decision on school cancellations and delayed openings no later than 6:00 AM when weather conditions are sufficiently stable to do so. Notifications of school closings and delays can be found at the following locations: WMUR-TV Channel 9, its websites, and the Benjamin Franklin Academy website. Additionally, at the earliest convenience of the Dean, an automated message will be sent to phones, and a notification will be sent by email. Benjamin Franklin Academy parents should use their discretion when commuting on days of inclement weather, considering that our students come from many towns and cities throughout New Hampshire.

Academic Guidelines

Minimum Graduation Requirements

Content Area/Credits

Language Arts	4.0
History, Civic and Economics	2.5
Mathematics	3.0
Physical Science	1.0
Biological Science	1.0
Physical Education & Health	1.5
Computer Science/ICT	0.5
Electives	6.5 – 12.5
Total	20.0 (State Diploma)/ 26.0 (BFA Diploma)

Instructional Philosophy - DRAFT

The educational philosophy of Benjamin Franklin Academy centers on a belief in the interrelatedness of all knowledge. While students are focusing on an experiential, project-based exposure to many technical fields, they will also be learning to seek relationships, understand common functioning principles, solve problems, come to personal conclusions, and develop new ideas.

Grading Philosophy - DRAFT

Our belief in dignity and the importance of hard work will govern our requirements for course completion and grading. Completion of course work will be a requirement for good grades. Persistence and exceptional effort will be equally rewarded. "Work hard, don't give up. Learn by persisting and demonstrating what you have learned."

Grading System Understandings:

A: The student has exceeded expectations as to the completion of assigned work and has demonstrated a superior knowledge of the content in a manner which challenges the scope of the course curriculum, i.e., the student's knowledge and initiative extend beyond the curriculum.

B: The student has met all expectations as to the completion of assigned work and has demonstrated a thorough knowledge of the content.

C: The student has met expectations as to the completion of assigned work, has at times struggled to complete assigned work correctly, yet has persisted with that work, and is able to demonstrate sufficient knowledge of the content to progress to the next level with ongoing reinforcement.

D: The student has either (1) failed to complete assigned work or (2) struggled with content knowledge at a level which calls into question the student's ability to progress to the next level, without the addition of significant intervention and a re-taking of the course or an approved alternative.

F: The student has demonstrated an inability or unwillingness to persist, complete assigned work, and/or demonstrate knowledge of content to a level which would prevent the student from moving to the next level without significant intervention and a retaking of the course or an approved alternative.

Grading System

Letter Grade Numerical Grade Numerical Equivalent (GPA)

A 93.33 - 100 4.0

A- 90.00 - 93.32 3.7

B+ 86.67 - 89.99 3.3

B 83.33 - 86.66 3.0

B- 80.00 - 83.32 2.7

C+ 76.67 - 79.99 2.3

C 73.33 - 76.66 2.0

C- 70.00 - 73.32 1.7

D+ 66.67 - 69.99 1.3

D 63.33 - 66.66 1.0

D- 60.00 - 63.32 0.7

F below 60 0.0

Numerical grades are used to calculate both marking period and semester grades. The

semester grade will be the result of the numerical averaging of both marking period grades within that semester.

Incomplete Grades

Circumstances may occur whereby a student fails to complete his or her required work by the end of a marking period. When this occurs, a grade of “Incomplete (I)” may be recommended by the student’s instructor for the course in which the incomplete grade is to be assigned. This recommendation of an incomplete grade must be approved by the Dean. Once the student receives a grade of Incomplete (I), he or she will have two weeks from the end of the marking period to make up any missed assignments/quizzes/tests. At the end of the two week period, all completed work will be graded, and a new final average for the marking period will be calculated.

In rare occurrences, there may be a need to extend the two week period of completion due to extreme extenuating circumstances such as illness, family issues, etc. When such circumstances exist, the student must submit a request for additional time to the Dean who has final approval for any extension. The amount of additional time allowed will be determined by the Dean in conjunction with the student and his or her parents.

Academic Recovery

A student who fails a class at Benjamin Franklin Academy is provided with opportunities to remediate the class for passing credit in one of the following manners:

1. Enrolling in a summer school class that is the same or similar to the class failed through home district offerings.
2. Taking the same or similar class through an approved online learning program such as the Virtual Learning Academy.
3. Completing a Benjamin Franklin teacher-designed remediation packet with requirements for completion established by the teacher in consultation with the Dean.
4. Completing an ELO that is student generated and Teacher supported.*Passing credit is understood in the following manner:
 - a. The student’s Benjamin Franklin Academy transcript will indicate that the student has failed the class (F).
 - b. The remediation class will be listed on the student’s transcript with a grade of Pass (P) or Fail (F). Should the student receive a numerical grade or letter grade for the remediated course, that letter or numerical grade will be noted on the student’s transcript. Credit will be awarded toward graduation if the student receives a Pass (P) for the course, and that credit will be noted on the student’s transcript.
 - c. Credit recovery courses will not be factored into the student’s grade point average (GPA), nor will they be used in determining Honor Roll Status.
 - d. A student may petition the Dean to be allowed to retake a failed class in its entirety for full credit depending upon class availability and feasibility within the student’s schedule. Retaking a class may result in delay of the student’s graduation from Benjamin Franklin Academy.
 - e. The failure of three or more Benjamin Franklin Academy classes will necessitate that the student repeat a semester or year in order to progress through the remainder of

the Benjamin Franklin Academy curriculum.

f. Any class/program taken for credit recovery must be approved by the Dean of Benjamin Franklin Academy prior to beginning the class/program.

Academic Integrity

Benjamin Franklin Academy's emphasis on good character will extend to all areas of functioning at the school, including academic integrity, which may be defined as an implicit understanding that all work with a student's name on it is her or his own and that ideas or formulations acquired from other sources or other students be clearly attributed to those sources.

Benjamin Franklin also affirms the importance of cooperative learning and studying. We encourage students to work together. A group effort might contain the same wording in several different papers, based on this cooperation. To whatever extent possible, students should explicitly acknowledge the group effort.

Cheating and plagiarism are lapses in academic integrity. There will be assignments or projects designed for shared group work and shared credit, and some that are intended to be completed by an individual student without the assistance of others for individual credit. Teachers will define these understandings with their students. Teachers will either deal with infractions in class, or, in extreme cases, refer them to the Dean. Once the Dean makes the determination that cheating or plagiarism has occurred, the student will lose credit for that assignment, test, quiz, or project. Repeated offenses may lead to the student's expulsion.

Grade Reporting & Credits

Student grades will be available to parents at any time through the Canvas Learning Management System. Information will be sent home to our families as to the log-in procedure. Log-in questions should be addressed to xxxx.xxxxx@benjaminfranklinacademynh.org. Report cards will be transmitted electronically shortly after completion of each marking period. Parents may request paper copies to be mailed home.

Honor Roll Criteria

Distinction: All "A's"

High Honors: All "A's" and one "B"

Honors: All "A's," "B's" and one "C"

Student Cohorts

Cohorts are the most significant element in student grouping. Through small student cohorts, "schools within a school" form to provide students with a social network to support the students as they learn together and work together, collaborating in the spirit of a true learning community.

Homework

Homework is an integral element of the effort and persistence which will help bring students to proficiency. Homework will be assigned for the purpose of student exploration of new material, review of material for practice, review of material to help in preparation for assessment, or for the purpose of research and presentation. Reading, thinking, note-taking are essential to the process of becoming lifelong learners and thinking individuals who continue to grow

throughout their lives. Successful Benjamin Franklin Academy students will develop the habits of seeking knowledge and the understanding of concepts as the foundation of critical and creative thinking.

Alternative Reading Assignments

Parents may request alternative reading assignments for students. The alternative must meet with the approval of the teacher and Assistant Dean of Faculty so as to accomplish the same purpose of the originally assigned material.

Make-Up Work

Students are responsible for making up missed work or assessments. Teachers will decide on the appropriate time period for work or assessments to be made up. Students are expected to discuss make-up work with the teacher immediately upon returning to the school so as to ensure that work due is completed in a timely manner. In this way, students complete the work so as to develop the greatest understanding of the curriculum and so as not to fall behind in their studies.

Schedule Changes

Once a student's class schedule has been planned, changes may, at times, occur. Requests for schedule changes may be made to the school Dean and/or Student Services Dean. Scheduling requests will be carefully considered with the goal of creating the best educational experience for the students.

Benjamin Franklin Academy Standardized Testing

Benjamin Franklin Academy employs the PSAT 8/9 in the first year in order to establish a baseline for student growth and the subsequent years. The PSAT will be utilized in the second year; the SAT in years three and four. The school's main purpose in conducting the PSAT and SAT exams is to measure program effectiveness while providing data to help measure student growth and program effectiveness.

Student Services

The school counselor is available to:

- provide academic support to our students so that they may develop the practices that help them achieve their best
- coordinate services with resident school districts to help meet needs of students who are in need of support in accordance with the rights guaranteed under Section 504 of the Rehabilitation Act of 1973
- establish reasonable accommodations to students with identified needs
- provide social and emotional support through difficult times
- help students and parents understand standardized testing results

Textbooks/Materials

Benjamin Franklin provides textbooks and other instructional materials to students in order to maximize their educational experience. These items are on loan to students, and all efforts must be made to keep them in good condition. Students need to report any and all problems

with their textbooks and materials to the teacher immediately. Students will be issued textbooks and instructional materials only for those classes in which they are enrolled, and these items must be returned in good condition at the conclusion of each class. In cases where textbooks, library books, and other instructional materials are lost, damaged, or destroyed in excess of reasonable wear and tear, the student will be assessed an amount sufficient to cover replacement costs. Failure to return or compensate for school textbooks and materials may result in consequences to be determined by the Dean.

Transcripts

An official transcript may be requested by calling the school.

Student Expectations

Standards of Conduct

The Code of Conduct expresses the principles on which the Standards of Conduct are based. The Standards of Conduct are intended to present tangible examples of those principles. It is impossible to anticipate each and every form of behavior which is or is not in keeping with those principles; therefore, families should expect the school to address specific concerns as they arise. Benjamin Franklin Academy will facilitate a student-developed Code of Conduct in its first year which will be reviewed and/or amended annually or sooner if determined necessary.

In general, expectations for student behavior are expected to include, but are not limited to:

- arriving to school on time
- being dressed in a modest, respectful, neat, clean and safe manner
- following the letter and spirit of school rules, some of which exist simply for the orderly and effective operation of the school
- being prepared for class through study and the completion of assigned work
- conducting oneself in a manner which helps create a welcoming learning environment for all
- being respectful of others
- being a helpful community member of the cohort and the school
- conducting oneself in the spirit of the Benjamin Franklin mission which includes integrity and honesty
- striving to learn with confidence in their ability, the courage to explore the unknown, and an unending sense of curiosity

The Dean or designated staff will determine the manner in which infractions will be assessed and addressed. Teachers and staff have the responsibility of addressing student behavior and of making referrals to the Dean when necessary. Students and parents may appeal conduct related decisions with the Dean. Appeals to the board of trustees may be made in writing for serious disciplinary action as in the case of expulsion.

Public Displays of Affection

Public displays of affection (acts of physical intimacy) are not allowed on school grounds or at any school functions. In cases where any dispute or misunderstanding occurs relative to PDA, the Dean will make a determination as to whether physical contact is too intimate for a school setting.

Attendance and Absenteeism

Basic philosophy:

Subject to New Hampshire legal requirements, we seek to understand our students and not to punish them as the first response to issues relating to absenteeism. However, continued membership of the Benjamin Franklin Academy school community does depend upon our students' attendance and participation in our program. We ask parents to support the school in this primary responsibility to our students. Benjamin Franklin Academy regulations in relation to attendance and absenteeism are based on the following New Hampshire statutes and administrative rules as well as additional rules as needed.

Legal References Related to Attendance:

RSA 189:34 Appointment

RSA 189:35-a Truancy Defined

RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil

RSA 193.7 Penalty

RSA 193:8 Notice Requirements

RSA193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1) Attendance and Absenteeism

NH Code of Administrative Rules, Section ED 306.04 (C) Policy Relative to Attendance and

Absenteeism

Benjamin Franklin Academy requires that enrolled school-aged children attend school in accordance with all applicable state laws and administrative rules. The educational program offered by Benjamin Franklin Academy is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. Attendance is required of all students enrolled in Benjamin Franklin Academy during the days and hours that school is in session, except that the Dean may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

Notification of Absence or Tardiness

Parents/guardians are required to call and/or email attendance@benjaminfranklinacademynh.org with the following information, when a student is absent:

- The student's name
- The parent/guardian's name
- The reason for the absence
- The phone number where the parent/guardian can be reached that day.

In the event this email is not received, an email from the school will be sent to the parent/

guardian which will require an immediate response.

Examples of Excused Absences

- Illness
- Recovery from an accident
- Required court attendance
- Medical and dental appointments
- Death in the immediate family
- Observation or celebration of religious holidays
- Such other good cause as may be acceptable to the Dean or permitted by law

In the case of a prolonged illness, a detailed note from a doctor is prescribed, including dates of illness and recommendations for further care.

In the case of absences not related to illness, the parent will provide a written explanation of the reason for such absence to the Dean's discretion.

Repetitive Tardiness

If a student's repeated tardiness impacts classroom instruction the teacher shall report this to the Dean. Excessive tardiness shall be addressed on a case-by-case basis.

Habitual Absenteeism

Ten half days of unexcused absences during the school year will constitute habitual absenteeism. The Dean is responsible for overseeing issues of habitual absenteeism. Parents will be informed of the problem in an email which might include:

- A statement that the student has become or is becoming habitually absent;
- A statement of the parent's responsibility to ensure school attendance;
- A request for a meeting to discuss the student's absenteeism and to develop a plan. Should the absences continue, stronger measures may need to be taken at the Dean's discretion according to the welfare of the student and the dictates of state law.

Acceptable Use of Computers and Internet Agreement

The Code of Conduct applies to all we do, both students and staff. Computers and the internet are merely an extension of the principles which we should all adhere to and to the manner in which we demonstrate our character to ourselves and to others. Any behavior which violates those principles will be addressed in a manner commensurate with the nature of the offense.

This applies to all matters involving the law, respect, ethics, safety, and age-appropriate considerations with which society as a whole and certainly a school must be concerned.

The school reserves the right to monitor all communications via the school network.

Any communication on school devices and/or school network will be considered the property of the school and, as such, may be monitored or confiscated at any time.

Cellular communications on private devices which are deemed to violate school policy will be addressed with legal authorities as appropriate and/or through school action.

Benjamin Franklin students are expected to respect the letter and spirit of the Benjamin Franklin Academy Code of Conduct and the expectations expressed in this handbook when accessing the internet through Benjamin Franklin Academy at

any time. This expectation includes behavior during any school-related event, on or off campus. Gambling is not allowed under any circumstances whether by internet or through any other means. Legal authorities will be notified in accordance with the law. Activities deemed to be infractions of the letter or spirit of Benjamin Franklin Academy rules or mission will be addressed by the Dean.

Recommended Devices

Students will have access to laptops where such access is integral to work within the school. Students may use cell phones, tablets, or laptops when such use is specifically allowed by staff and only in the manner permitted. Use of such devices and/or access to the school network brings a high level of exception regarding their use. Students who are unable to follow school policy or staff direction will lose the ability to use such devices for a specified amount of time and perhaps with the imposition of additional sanctions. Personal Cell Phones, Cameras, etc.

The use of cell phones by students will be allowed before school and during lunch. Phones will be kept in the student's locker or held in office during the school day. Students should not be making phone calls. All phone calls needed to be made during the school day will be allowed at the front desk or in the office. For the privacy of all no video communication will be allowed in any public setting. A student's inability to follow this policy will result in the requirement that their phone be turned in to the office at the beginning of each day and retrieved only when the day has ended. The duration of this sanction will be determined by the Dean. Photography and/or video will be allowed only when specifically permitted by the Dean. Failure to follow this rule will result in suspension of the student's ability to carry his or her phone during the school day as noted in the previous paragraph.

Alcohol, Drug and Tobacco Use, Vaping

Benjamin Franklin Academy does not tolerate the unlawful use, possession, sale, distribution, or manufacturing of alcohol, drugs and tobacco on school grounds. All prescription and over the counter medications must be kept at the front desk. The school's policy extends to being under the influence of prohibited substances on school grounds. Drugs are defined to include, not not limited to:

- Any controlled substance prohibited by law.
- Any beverage containing alcohol.
- Any prescription or over-the-counter drug, with the exception of those authorized by parents/ guardians and held by school personnel in accordance with school policy.
- Hallucinogenic substances.
- Inhalants.
- Vaping of any kind.

The Dean or designee will deal directly with students who violate this policy.

Hazing

Under the provisions of RSA 631 7, student hazing is strictly prohibited and punishable by law. Hazing is the "coercion or intimidation of a student to act or participate in or submit to any act, when such an act is likely or would be perceived by a reasonable person as likely to cause

physical or psychological injury to any person; and when such an act is a condition of initiation into, admission into, continued membership in or association with any organization.” Hazing is not tolerated at Benjamin Franklin Academy or at any Benjamin Franklin Academy related activity, and any such incidents will be dealt with severely with respect to any coach, faculty member and/or students involved.

Bullying

Benjamin Franklin Academy does not tolerate bullying and adheres to the legal definition and regulations concerning bullying per NH RSA 193-F. Allegations of bullying will be investigated by the Dean or designee and or the board of trustees. Investigation and subsequent action will be conducted with the intent of fair evaluation of the allegations and protection of the rights of all parties involved. Where appropriate, those designated by the school to address the matter will attempt to bring increased awareness, discussion, agreement, resolution, and restoration to all parties concerned.

Definitions:

Bullying is defined as a single significant intentional incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination, directed at another pupil which:

- Physically harms a pupil or damages the pupil’s property;
- Causes emotional distress to a pupil;
- Interferes with a pupil’s educational opportunities;
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

Bullying shall include actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs.

“Cyberbullying” is any conduct that is defined as bullying within this policy, which is undertaken through the use of electronic devices which include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. Benjamin Franklin Academy reserves the right to address bullying and/or cyberbullying that occurs on school property or a school-sponsored activity or off school property if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operation of the school.

Reporting Procedure:

- Any student who believes he has been bullied may report the alleged act to the Dean or staff or faculty.
- Other students or adults may also report to the Dean or other adults in the school.

- Reporting may be anonymous, but verification will be necessary to effectively resolve the incident.
- Notification to parents will be within 48 hours, respecting the Family Educational Rights and Privacy Act of 1974.
- A written waiver to the notification time period may be given in the best interests of the students involved.
- Investigation and Restorative Action
 - The Dean or his designee will initiate and complete his investigation promptly
 - After 10 days, the Dean may request an extension, if necessary.
 - The Dean will notify students of the results of the investigation within 2 days.
 - Within 2 days, parents will receive a phone call of the results and/or an ensuing letter.
 - No student records will be disclosed about the matter.
 - The Dean or his designee will determine the manner and scope of the investigation, which might include documented interviews either separately or together with bully and victim(s), and when appropriate, with their parents. The purpose of the investigation is always to establish the facts, to heal the wrong and to set all students on a positive path.
 - Consequences of serious bullying may include check-ins, apologies to all stakeholders and, where applicable, making amends. The safety of all students is paramount and the return of both bully and victim to healthy functioning is also a primary goal of any action taken. NH Law requires any person who suspects that a child under age 18 has been abused or neglected must report that suspicion immediately to DCYF. (New Hampshire RSA 169-C:29-31)

If a child tells you that he or she has been hurt or you are concerned that a child may be the victim of any type of abuse or neglect, you must call the Division for Children, Youth and Families (DCYF) Central Intake Unit at: Telephone: (800) 894-5533 (in-state) or (603) 271-6562 (out of state) 24 hours a day, including weekends and holidays.

For immediate emergencies, please call 911.

- Proof of abuse and neglect is not required to make a report.
- Reports of abuse and neglect concerns are confidential and can be anonymous. If you have asked that your name not be disclosed, please know that DCYF will make every effort to remove your name from all DCYF records of the report and investigation. However, if the case ever goes to court, a judge may request identifying information.

Dress Code

The guiding principles for student dress are that clothing be modest, clean, respectful,

appropriate, and safe. At Benjamin Franklin Academy we feel that it is important to practice dressing like you would for a job. T-shirts may be worn in warm weather and when student safety will not be of concern. Long pants are required due to the nature of Benjamin Franklin classes wherein shorts would present a hazard. Shorts may only be worn when the Dean indicates that a school day will be safe and appropriate for the students to do so. Shoes must enclose the entire foot for reasons of safety. All clothing must fit appropriately. This means no belly shirts, torn clothing, hoods, hats and jewelry. For some classes any loose dangling items may be a hazard and will be prohibited. Students may not wear sunglasses indoors unless for medical reasons. Specific dress code direction will be given for activities such as field trips or outdoor exploration.

Firearms/Weapons

Weapons of any type such as, but not limited to, firearms, explosives, knives, incendiaries, martial arts weapons (s defined in RSA 159:20) clubs, metallic knuckles or containers of chemicals, such as pepper gas or mace, or the use of any object as a weapon, are prohibited on school property, in vehicles used for the transportation of students, or at school sponsored off site activities. Even for serious violations, there should be a discussion with the offender to allow him the opportunity of taking responsibility and apologizing. Because the safety of other students is involved, the offender will likely need to be absent from school for a period of time. At some point there should be a discussion with the student and his parents and a consequence should be administered. The period of absence may be necessary, but it should not be the consequence. The consequences might include such actions as checking in every day to have his clothes and locker examined, as well as a discussion of how he is doing in other respects. A truly dangerous student would have to be expelled for safety reasons. Even then, the school should monitor his future to make sure that something worse doesn't happen down the road.

Leaving School Grounds

Students are not permitted to leave school property without prior permission from the Dean and appropriate parental approval and are required to remain within designated school boundaries during school hours. A violation will result in a discussion with the Dean prior to notification of parents and possible consequences. All students must sign out at the front desk when leaving and must be picked up by a parent/guardian or have email permission when they are drivers.

Respecting Personal Space

Students are expected to use common sense, decency, and good judgment regarding their personal boundaries and actions. Students are also expected to consider the feelings of others. Inappropriately invading another's personal space is that which makes the other person and/or people around you feel uncomfortable. Opportunities will always be sought out to help students understand the importance of respecting personal space.

Sexual Harassment

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature. Any student, faculty staff or advisor who believes that he has been the victim of sexual harassment should report such behavior to a teacher or

administrator. The incident will be fully researched for context and seriousness.

Sexual harassment, as it has been defined by state and federal law, includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other conduct or communication of a sexual nature when:

- Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of employment or educational advancement; or
- Submission to or rejection of that conduct or communication by an individual's employment or educational status; or
- That conduct or communication has the purpose or effect of unreasonably interfering with an individual's employment or educational status; or
- That conduct has the purpose or effect of creating an intimidating, hostile, or offensive working or educational environment.

Sexual harassment may include, but is not limited to:

- unwelcome verbal (usually, but not necessarily, of a sexual nature)
- harassment or abuse, including teasing, joking or making derogatory or dehumanizing remarks;
- subtle pressure for sexual activity;
- sexual contact or other inappropriate contact,
- physical violence or abuse including leering, inappropriate patting or pinching, or other forms of unwelcome touching, attempted rape, and rape; NOTE Rape and any other criminal matters are reported immediately to local police.
- intentional brushing against a student's or an employee's body;
- displaying offensive pictures, posters, T-shirts, or other graphics;
- demanding sexual favors accompanied by implied or overt threats concerning an individual's educational or employment status; and demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's educational or employment status.

Unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct that has sexual connotations, will not be tolerated in accordance with state and federal law. Depending upon the circumstances and degree of the harassing behavior, the offender may be disciplined, including discharge of a school employee from employment or expulsion of a student from school.

The Dean of School and the Assistant Deans have been designated to receive formal complaints of harassment and sexual harassment. The selection of two individuals (one male and one female) for this purpose is to assure those making complaint (complainants) that they may do so with someone of the same sex. Complaints may also be received by any trusted member of the staff who will then assist the complainant in bringing a formal complaint forward. Should a complaint be made against either the Dean or Assistant Deans, the complainant may request to meet with the Chair of the Board of Trustees.

In addition to this process, complaints may be made to:
The State of New Hampshire Division of Children, Youth & Families (800) 894-5533

Student Reporting of Incidents

Students who witness any abuse of fellow students, such as bullying, uninvited teasing or other inappropriate behaviors, shall report the incident to a staff member as soon as possible. All student-reported incidents will be kept confidential.

Suicide Prevention Policy

Suicide cuts across ethnic, economic, social, and age boundaries and has a tremendous and traumatic impact on surviving family members, friends, and the community at-large. After unintentional injury, suicide is the leading cause of death among young people between the ages of 10 and 24. At a time when unintentional injuries have been on the decline, suicides have increased. Suicide is a complex issue that requires school, family, and community resources to be harnessed for appropriate and timely help to be available in order to prevent suicide. Everyone must do their part to reduce the number of suicides in our school population by ensuring that suicide prevention education and training is available to school personnel and to students and their parents using age-appropriate and evidence-based materials. Benjamin Franklin Academy has adopted the following policy and practices as we join schools in the State of New Hampshire to assist families in the prevention of suicide.

1. All school faculty and staff, including contracted personnel and designated school volunteers will receive at least 2 hours of training in the risk factors, protective factors, warning signs, response procedures, referrals, post-intervention, and resources available within the school and community. Training will take place before the beginning of each academic year and on an as-needed basis for new faculty, staff, contracted personnel and designated school volunteers. Training may take place in-person or self-training with materials approved by the Dean in accordance with NH 193-J:2, 193-J:2, and school policy.
2. Program will be provided to the students as to the importance of safe and healthy choices, coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself and others, including how to engage school resources and refer friends for help.
3. The following information will be made available to students, parents, faculty, staff, and school volunteers through the Parent/Student Handbook, Faculty/Staff Handbook, and informational materials within the school:
 - a. The Dean of the School, and/or the School Counselor serve as the point of contact when a student is believed to be at an elevated risk for suicide.
 - b. We will work with our families in the process of making referrals, crisis intervention, and other related information both within the school and community.
4. The school will promote cooperative efforts with school districts, chartered public schools, and community prevention program personnel so as to connect the school community with resources to support the school's suicide prevention efforts.

Immunity

Per NH RSA 193-J:3, Nothing in this policy shall create a private right of action against school

Benjamin Franklin Academy, its board members, administrators, or any employee, contractor, subcontractor, or agent thereof.

Per NH RSA 193-J:3, a school administrative unit employee, school employee, chartered public school employee, public academy employee, regular school volunteer, pupil, parent, legal guardian, or employee of a company under contract to a school, school district, school administrative unit, or chartered public school, shall be immune from civil liability for conduct arising from or related to the implementation of, or failure to adequately implement, this chapter.

Accidents and Injuries

Careful as we try to be, accidents and injuries occur. Report of the injury should be made immediately to the staff person in charge of the activity during which the injury occurred. That staff person will report the injury immediately to the administrative assistant who will provide first aid materials to the student and possibly call the student's parents to inform them of the injury. Emergency situations will be referred to the Dean who will assess the situation for further action and consult with other parties as needed. Every significant injury or accident will be recorded with an accident/injury report.

Philosophy of Discipline

Far too often students become the object of a teacher's attention due to behavioral issues. Far less frequently do we provide our students with attention for positive behavior and achievement. For this reason, Benjamin Franklin Academy promotes an atmosphere of positive and restorative reinforcement as the foundation for the personal discipline which we wish to engender in our students. While a positive atmosphere cannot preclude all behavioral issues, it can do much to reduce behavioral problems while encouraging students to be their best. To the extent possible, negative student behavior will be addressed privately with the student, though in some cases, this is not possible as in incidents of major disruption or dangerous behavior. The general premise for Benjamin Franklin Academy's approach to negative student behavior will be to address problem behavior privately while praising positive behavior publicly, thus sparing the student public embarrassment while providing public and esteem building public praise. The venue for public praise may simply involve acknowledgement of positive behavior before a student's peers in class or at school-wide activities/events. The process of establishing and maintaining positive classroom and school-wide discipline includes teachers and administrators who promote a positive school atmosphere by providing positive reinforcement for positive behavior and promoting achievement as an ongoing objective for lesson planning and in all interactions with the students.

Addressing negative student behavior:

- Discipline issues often begin with lesser infractions which, when unaddressed, become greater issues.
- When lesser negative behaviors occur, i.e., tardiness, speaking/acting in a manner incongruent with school/class activities, the behaviors will be addressed through private discussion with the student by removing him or her from peers just outside the classroom or after class so that the student is not humiliated by teacher direction.

- Chronic problem behavior and/or more significant behavioral issues will be addressed after consultation with the Dean who will meet with the student to attempt resolution. This meeting may result in an improvement plan with the student who will, at that time, become accountable with the Dean regarding his or her behavior. For lesser transgressions, parents will not be contacted so as to work toward building self-control and self discipline in the student. This is an age-appropriate approach for lesser transgressions.
- Should the student continue to demonstrate problem behavior, a meeting with the parents/guardians will be required. Should the parents/guardians refuse to meet, the student will receive greater sanctions, i.e., restriction from school activities and school-related service.
- As our students will rely heavily on bus transportation and as many parents do not have the ability to take students home from school, detention will not be employed.
- Resolution of problem behavior will always result in a student's full ability to continue without any stigma. The ability to begin anew is integral to making discipline a matter of finding teachable moments and thus leading to the true development of the student's self-discipline.
- Dangerous behaviors will result in the contacting of law enforcement and the appropriate documentation. For these behaviors, the school will follow all mandated legal requirements. Benjamin Franklin Academy will comply with all state reporting requirements. As part of its discipline procedures, Benjamin Franklin Academy follows, among other, the following policies:
 - Student Due Process, according to RSA 193:12—to be printed in the Student Handbook, according to RSA 189:15;
 - Assault, defined in RSA 362, which may include a necessity for a student to leave school for a period not exceeding 10 days, and notification of the board of trustees;
 - Child Restraint, which will be adopted in accordance with Section Ed 1114.07 and RSA126-U;
 - Anti-Bullying and Cyberbullying, in accordance with RSA 193-F.

Students also understand and agree that the school has a right to exclude them from the student body at any time if their conduct or attitude is considered by the school to be unsafe or potentially unsafe during police investigation.

Bus Behavior

When riding the public school buses, students must obey the rules of the XXXXXX (tbd)

Food in the School

At Benjamin Franklin Academy we eat in the classrooms, because we do not have a cafeteria (tbd). It is important that students clean their areas before and after they eat. They are not allowed to have food or drinks near the computers and all water bottles must have a closed top. Each classroom has access to a refrigerator and microwave for student access. This also means that they are all responsible to make sure that it is cleaned on a regular basis. Students can also store their lunchboxes in their lockers. Food is not allowed to be brought from class to class.

If a student forgets their lunch, we can provide one. No food delivery is allowed. When you are in one of the labs, no food or drinks are allowed for any reason. If a student needs something at that time they need to talk to the teacher. It is also not allowed for students to sell food to others.

School Cleanliness

All students, faculty and staff have a responsibility to keep the school as clean as possible. Students may take turns emptying trash, cleaning surfaces, sweeping and straightening up school areas at the end of each period as assigned by faculty and staff. All students, faculty and staff are responsible for disposing of their own trash.

Enrichment Assemblies and Programs

At various times throughout the school year, students will be required to attend enrichment assemblies and programs. Such assemblies and programs are presented by guest speakers to discuss and present topics of interest to students. When possible, enrichment assemblies and programs will be announced to parents and students in advance. Should a parent choose to opt his/her child out of the assembly or program, he/she must do so in writing addressed to the Dean.

Field Trips

Students must adhere to all school policies and regulations while on trips sponsored by Benjamin Franklin Academy. Benjamin Franklin reserves the right to refuse permission to any student to participate in a field trip because of academic standing and/or if it is felt that his or her conduct does not properly represent Benjamin Franklin standards. Students are required to present a permission slip signed by a parent/guardian and verified by the advisor planning the trip. A trip is not considered to be school sponsored if prior permission for the trip has not been given by the Dean. Students who fail to submit the proper form by the designated return date will be excluded from participation in the field trip. Every field trip is nonrefundable unless otherwise stated.

Lockers and Student Assigned Desks/Cabinets – SITE DEPENDANT (tbd)

Students will be provided locks for lockers. Personal locks may not be used as the school must have access to student lockers as a matter of school safety. Students may not change locker assignments without permission from the school office. Students should never leave food or beverages in their lockers or desks overnight. Inappropriate pictures and/or signs should not be attached to lockers or desks. Students may use magnets to attach mirrors and other personal items. The school is not responsible for lost, stolen, or damaged articles;

students who store valuables in their lockers or desks do so at their own risk. Students will be held financially responsible for damage to lockers, desks, or other equipment, furniture or fixtures, or school property or the property of anyone else in the school. Therefore, Benjamin Franklin reserves the right to examine their contents, including personal belongings when there is reasonable cause to believe that the contents of a locker threatens the health, safety, or welfare of anyone in the school. Benjamin Franklin reserves the right to restrict locker or desk privileges if they are abused. Benjamin Franklin Academy reserves the right to inspect any space on school grounds as a means of helping to ensure the safety of the entire Benjamin Franklin Academy campus. This includes, but is not limited to lockers, vehicles, or personal belongings.

Publicity

Photos, articles, awards, etc., may be posted on the school's website and social media pages, as well as released to news publications. At the beginning of the school year, parents must specifically request that their student be excluded from materials used for said purposes. In the absence of such notification, the school will post photographs of the students on the school's Facebook page and website. Parents may request that photographs of their student be taken down from the school's Facebook page or website at any time. The school will respond in a timely manner. Photographs to be used for printed publications will include parental permission.

Access to Student Records

In 1974, the Federal Government passed the Family Educational and Privacy Act (FERPA). The intention of this law is to protect the accuracy and privacy of student educational records. Without prior written permission, only parents, legal guardians and authorized school staff, and eligible students may review a student's records. Under this law and board policy, parents and legal guardians are entitled to the following rights:

- The right to inspect and review their child's educational records.
- The right to seek to correct parts of this record if they believe it to be inaccurate or misleading.
- The right to limit disclosure of information contained in the record.
- The right to file a complaint if there is a violation of this law.

Also, as permitted under the Family Educational and Privacy Act, the following information is permissible to use without prior written consent if, and only if, it is used to publish school yearbooks, programs for performing groups, and graduation ceremonies, as well as to publicize the academic awards and honors of individual students:

- The student's name and class (i.e. ninth, tenth, etc.),
- The student's extracurricular activities,
- Achievement awards and honors,
- The name of the school the student currently attends.

The rights and protections given to parents under FERPA and this policy transfer to the student when he/she reaches the age of 18 or enrolls in an institution of postsecondary education.

Transfer of Records

Benjamin Franklin Academy complies with RSA 193-D:8 and will, upon formal request, furnish a complete school record for a pupil transferring to a new school system.

First Aid, Medical and Emergency Procedures

Emergency Response

Students and families are asked to assist with emergency planning as follows:

- by providing the school with emergency contact information, listing 3 contacts in order of priority and various ways of making contact;
- by making backup plans with other students and parents for transportation difficulties that prevent timely pick-up from school;
- by providing written permission for student transport to the nearest emergency medical center in case of a medical emergency. Please note that in the case of an emergency, per the rules and regulations of Benjamin Franklin Academy and the local Police Department, students cannot be released to parents/guardians without express permission of the Dean or designee;
- by providing names and contact information of all important health service providers for students;
- by participating in emergency evacuation drills when in school;
- by ensuring that no harmful devices are transported with students.

If a student requires emergency care due to illness or injury, someone in authority (teacher, staff) must be notified immediately. The administration will then be notified and appropriate emergency response measures will be initiated. Students who are ill are not to use cell phones to contact parents directly. They are to inform a teacher or administrator who will then contact parents.

Emergency Response Form

At the beginning of each year, Emergency Response Forms should be completed by the student's first day of classes. It is important that parents promptly fill out and sign emergency forms. These forms are kept on file in the school office and disseminated to school agencies in an appropriate manner. In the event of an emergency, this information provides the authorization and guidance for proper notification and care. It is important that parents submit updated information in the event of changes in address, phone, etc.

Medications

All medications brought into the school must be registered with Benjamin Franklin staff who will establish an appropriate protocol for administration of medications during the school day. No medication will be dispensed unless the medication is delivered to the the school in the original container, along with written parental permission and a physician's written order for the prescription medication. Parents may also give the school written permission to allow their child to take over-the counter medications such as ibuprofen (Advil) or acetaminophen (Tylenol). In these cases, the student would be allowed to receive such medications from Benjamin Franklin staff if the need should arise.

First Aid

If a student hurts him or herself, band aids and other first aid remedies will be made available to the students. Depending on the severity of the problem, the student may go back to class, call home or be taken to the nearest hospital as outlined in the procedures above.

Lab Safety

Benjamin Franklin Academy has laboratory facilities for the physical and biological sciences, which meet mandated federal and state guidelines. All students will be instructed in the safe operation of equipment and safe handling and disposal of chemicals. Teachers will provide lectures, demos, and videos to reinforce safety in the laboratory. All students and their parents will be required to read, understand and sign a safety contract. Students must pass a safety test before being allowed to work in the laboratory.

Appropriate attire is mandatory on laboratory days. This includes closed toe shoes, long pants or skirts to cover legs, no dangling jewelry or scarves, hair must be pulled or tied back, goggles must be worn at all times unless instructed otherwise by the teacher. Failure to come properly dressed will result in being barred from the lab. There will be zero tolerance for misbehavior in order to ensure everyone's safety. Unauthorized science experiments are not allowed. Inappropriate conduct of any kind will result in exclusion of the student from the lab area and will require a student-parent-teacher-administrator meeting to determine appropriate disciplinary and remedial action.

Fire Drills

Fire exit procedures will be reviewed periodically with the students and staff. These procedures will include escape routes and assembly instructions outside the building in a manner consistent with Benjamin Franklin Academy procedures.

Lock Down Drills

The school will conduct various emergency drills and procedures in conjunction with local emergency agencies and in a manner consistent with Benjamin Franklin Academy procedures.

Parental Support

We ask parents to help the school in its efforts to build self-confidence and resiliency in our students by encouraging their students to:

- advocate for themselves as much as possible
- communicate their needs to the staff
- work hard and set high goals
- study at home with a schedule, habits, and an environment that supports student success
- develop strong and independent work habits
- complete assignments well and on time
- develop initiative to learn simply for the sake of learning
- seek self-improvement

Amendments to Benjamin Franklin Student Handbook

Benjamin Franklin Academy board of trustees and administrators reserve the right to amend, update, revise, edit this parent-student handbook at any time throughout the academic year.

Student and Parent Handbook Agreement 2023-2024

This is to certify that I have received a copy of the handbook. I have read the handbook with my son/daughter, and we agree to abide with these rules and regulations of Benjamin Franklin Academy Chartered Public School.

Mother/Guardian Signature _____ Date _____

Father/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Student Name _____ (Print)

When students enroll at Benjamin Franklin Academy, they accept the school’s philosophy of education, regulations, and policies. Students also understand and agree that the school has a right to exclude them from the student body at any time if their conduct or attitude is considered by the school to be unsafe or potentially unsafe during police investigation. Students and parents/guardians further understand and agree that parent/guardian conduct and attitude during school functions and events can also provide grounds for a student’s exclusion from the student body. The school reserves the right to revise or edit the rules and regulations at any time with appropriate prior notification to our families.

Please print this page and return it to school with the appropriate signatures no later than the first day of school.

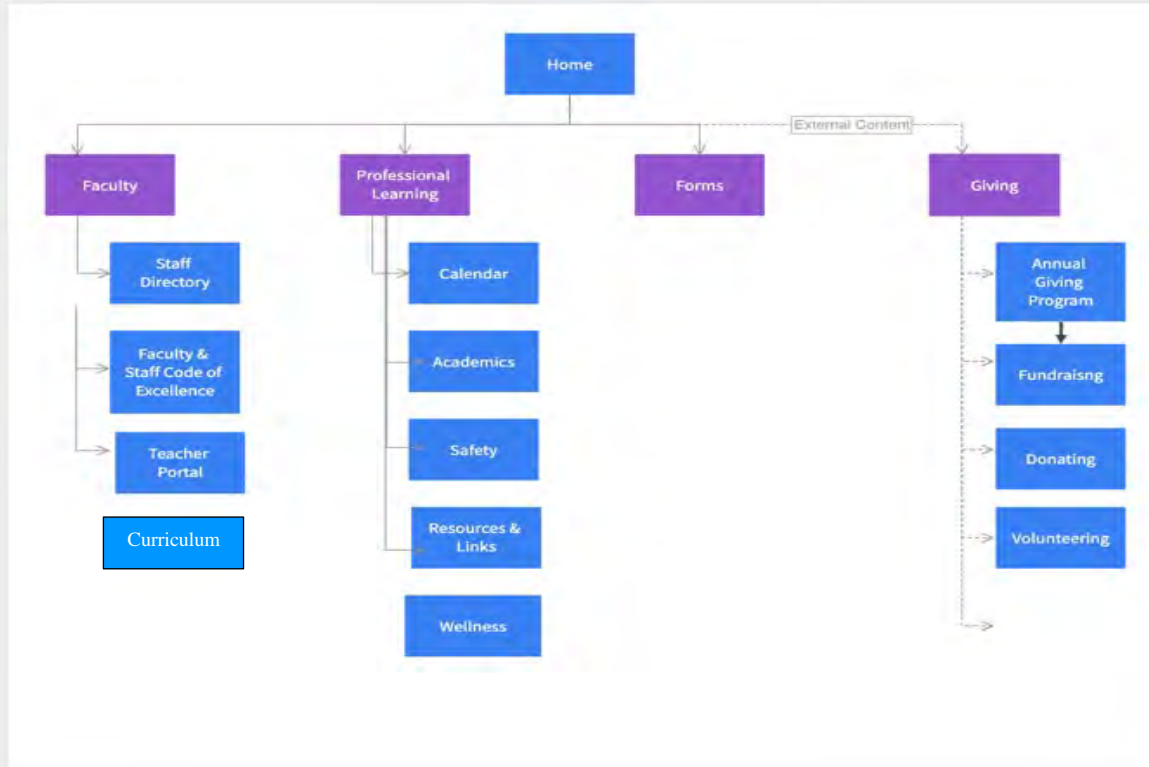
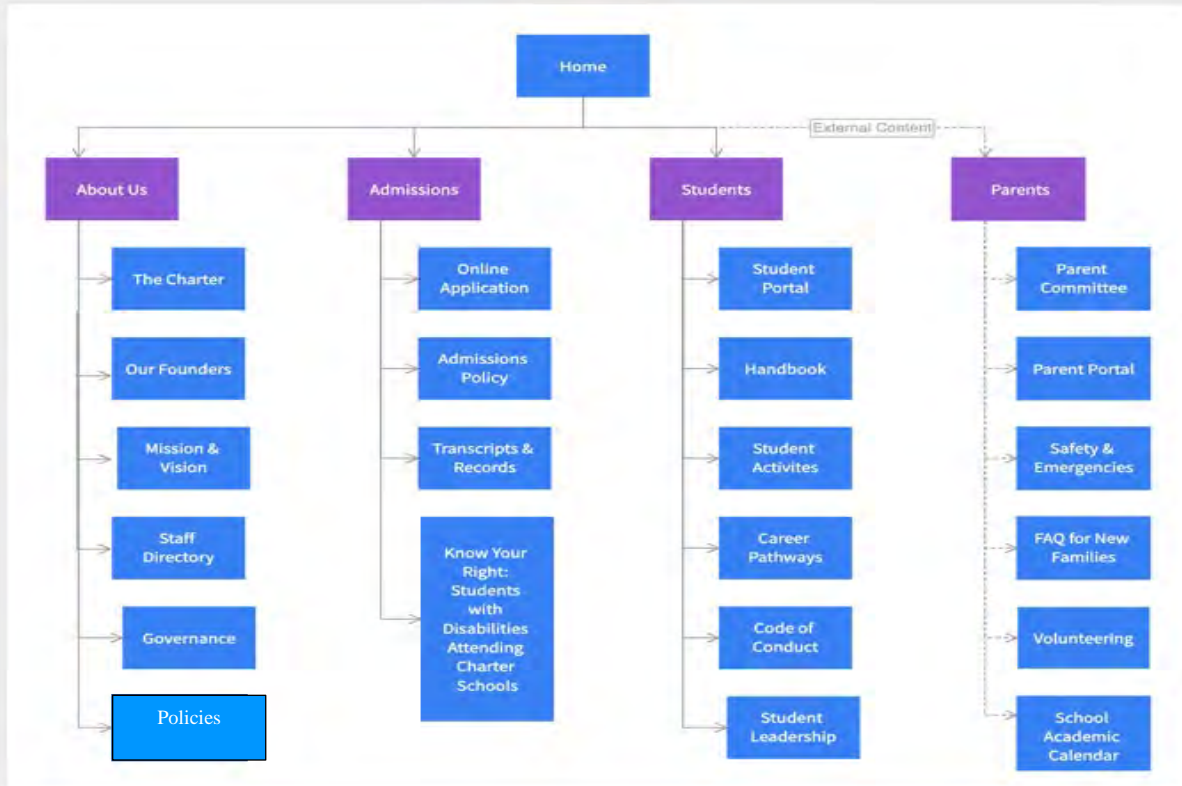


**BENJAMIN FRANKLIN
ACADEMY
CHARTERED PUBLIC
SCHOOL**

EXHIBIT 7: BENJAMIN FRANKLIN ACADEMY WEBSITE MOCK-UP



BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL





BENJAMIN FRANKLIN ACADEMY CHARTERED PUBLIC SCHOOL

EXHIBIT 8: BENJAMIN FRANKLIN ACADEMY INITIAL ACCOUNTABILITY PLAN



Benjamin Franklin Academy Chartered Public School

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

1. An audit of the school's finances by a professional firm will be reviewed by the school's Board of Trustees every year and will be publicly available to all interested parties on its web site, a will the information collected for all other accountability measures.
2. The Dean of School will report to the Board monthly on student enrollment, mission-related initiatives and activities, financial operations, budget targets, and governance.
3. The Dean of School will report annually to the Board on graduation rates and college and career options chosen by graduating students.
4. The school will gather data annually from questionnaires filled out by faculty, staff, students and parents on the school's mission, culture and educational impact.
5. A full accountability plan will be developed by Benjamin Franklin Academy's faculty and administration and approved by the Board of Trustees prior to the date of opening, highlighting plans for financial sustainability.
- 6.. Every five years, the school will comply with an Education Department review for renewal of its charter as outlined in RSA194-B:16(VI). The renewal process consists of a renewal application and a comprehensive on-site review conducted by a team of education professionals to determine if the school has adequately fulfilled the promises outlined in its charter.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Office of Learn Everywhere
Division of Education Analytics and Resources
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

December 2022
State Board of Education Meeting
Learn Everywhere Program Renewal Application
Neil Stone's Karate Academy
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the renewal application for Neil Stone's Karate Academy's Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Neil Stone
Neil Stone's Karate Academy
22 Proctor Hill Road
Hollis, NH 03049
603.672.8933

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve the renewal of Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve this application for renewal [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this renewal application will allow the applicant to continue to award students that complete the Learn Everywhere program credit toward high school graduation for an additional five years.

E. Possible Motion

I move that the State Board of Education approve the Neil Stone Karate Academy Learn Everywhere renewal application.

OR:

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



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

November 28, 2022

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

Re: Neil Stone's Karate Academy
Learn Everywhere Program Renewal Evaluation Report

Commissioner,

This evaluation report has been prepared and is being submitted by the New Hampshire Department of Education's (NHED's) Administrator of Educational Pathways (AEP) to the NHED Commissioner of Education (Commissioner) as required by Ed 1403.02(f). This evaluation report, along with Neil Stone's Karate Academy's (NSKA's) Learn Everywhere renewal application and supporting materials, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

Neil Stone Karate Academy (NSKA) trains students in an Okinawan style of karate called Uechi-Ryu, a traditional art with 100 years of study and practice in America, Okinawa, Japan, and China. Students are trained in karate forms or "kata" as well as cooperative, two-person training exercises, developing gross motor skills and fine motor skills. Students are also trained in calisthenics and aerobic development. NSKA's goal is to help students achieve a better lifestyle through physical activity, mental study, and emotional stability. While they are at NSKA, they go through a series of physical movements that over time change their demeanor, character, and their lives, building self-confidence, discipline, awareness, motivation, and self-esteem.

NSKA submitted a Learn Everywhere application to the NHED in the summer of 2021. NSKA received provisional approval by the State Board of Education on September 9, 2022 to offer two Learn Everywhere courses in Physical Education with credits earned to be applied toward High School

graduation. To date, NSKA has not had any students complete Learn Everywhere courses under the Learn Everywhere program.

NSKA has submitted an application seeking renewal of their existing Learn Everywhere courses for an additional 5-year period as described in Ed 1403.04.

NSKA Learn Everywhere Renewal Application Review Process

- NSKA was notified by NHED of the need to submit a renewal application on August 22, 2022.
- NSKA submitted its original renewal application to NHED on October 4, 2022.
- As required by Ed 1403.02, NHED reviewed the renewal application and notified NSKA that the application was complete on October 13, 2022.
- In accordance with the requirements of Ed 1403.02(a), NHED formed an ad hoc Learn Everywhere program approval committee consisting of the following people.

Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for the NHED. The AEP position has the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney's participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney, who will serve as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

Marcia McCaffrey – Marcia McCaffrey is employed as a Physical Education Consultant for NHED and holds a Bachelor of Science Degree in Physical Education from Iowa State University. She has taught dance and physical education in public schools grade 2-5 and 6-8. Marcia taught private kindergarten at the Eugene, Oregon YMCA for one year. The approach to student learning at the YMCA integrated physical activity and movement within the academic program. Marcia has chaired the NHED committees for the development of educator preparation standards in physical education. Ms. McCaffrey has been a reviewer for the New England College physical education educator preparation program and has been a continuous board member of the New Hampshire Association for Physical Education, Recreation and Dance since 1999. Marcia serves on the board for the Governor's Council on Physical Activity and Health. Ms. McCaffrey's participation on the committee fulfills the intent of Ed 1403.02(a)(1)b by providing expertise in physical education.

Lisa Kent – Lisa Kent was employed by Souhegan High School for over 15 years as a Physical Education teacher and coach, securing Regional and State Physical Education Teacher of the Year as well as National Assistant Coach of the Year. The last 8 years, she has been at the Virtual Learning Academy Charter School as a Physical Education instructor and Program Manager for curriculum design and development for project and experience-based learning as well as competency and rubric writing. Additionally, she has been involved in the State Physical Education and State Extended Learning

Opportunity (ELO) leadership teams. Ms. Kent's participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the ELO Network.

- The AEP contacted four New Hampshire certified teachers in an attempt to fulfill the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of physical education. The AEP also solicited the assistance of the ELO Network representative in sourcing teachers to assist in the review. Unfortunately, none of the teachers contacted responded to the email solicitations or responded that they were too busy to participate. In accordance with Ed 1403.02(a)(2), the lack of reasonable availability of these members of the committee to participate in the review of the application did not preclude the completion of the review process.
- Each Committee member was provided with a copy of the NSKA Learn Everywhere renewal application along with a guidance document outlining the review items as specified in Ed 1403.02(d).
- The individual Committee member reviews were submitted back to the AEP on or before October 25, 2022 at which point this evaluation report was initiated by the AEP.

Summary of the Committee Review

Listed below in italics are the comments and concerns provided by the individual Committee member's reviews. The individual comments are preceded by the guiding review questions which were developed in accordance with Ed 1403.02(d). Below each reviewer comment or concern is the response from NSKA and/or NHED in bold text.

- There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies. [Ed 1403.02(d)(4)]
- Include the rubric for assessment on the remaining competencies outside of the example provided.

In response to this comment, NSKA included rubrics for each of the eight competencies across the two courses offered in its updated application.

General Comments

- Reference was made by a reviewer to both Ed 306.41(b)(2) (f) "Utilization of technology in attaining instruction, curricular, and assessment goals;" and Ed 306.41(b)(3)(c) "Emphasize higher-order thinking skills".

In response to these references the AEP would like to note that these requirements are applicable to "a school physical education program for grades 1 – 12" and not a single course.

NSKA's response to the use of technology comment was to include a description of its use of video technology to support student learning in the Other Information section at the end of its renewal application.

NSKA's response to the comment on the "emphasis on higher order thinking skills" is to note that this is already included in both the Uechi-Ryu I and Uechi-Ryu II courses. As such, no changes to the renewal application were deemed necessary to respond to this comment.

- The reviewer also referred to Ed 1403.01(b)(1)(d)4 – "Project evaluation rubrics used to evaluate program proficiencies;"

NSKA's response to this comment is to clarify that projects are not used as an assessment tool in either the Uechi-Ryu I or Uechi-Ryu II course. As such, project related rubrics are not included in the application. The primary assessment tool used to evaluate a student's competency for these courses is instructor observation of day-to-day training and competitions. Rubrics related to the instructor observation process are already included in the application. As such, no changes to the renewal application were deemed necessary.

A copy of NSKA's revised Learn Everywhere renewal application, that reflects the changes noted above, is attached.

Statement of Program Changes

Ed 1403.04 requires an applicant for renewal of a Learn Everywhere program to submit to NHED one of the following statements:

- (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.

NSKA has provided a required statement that aligns with (1) above indicating there have been no changes to the program or documentation required. A copy of the NSKA statement is attached.

Student Course Evaluation

Ed 1403.04(d) requires that the State Board of Education shall not issue a 5-year renewal of a one-year provisional approval without reviewing all student course evaluations received pursuant to Ed 1407.01. As previously stated, NSKA had no students complete a Learn Everywhere course during the one-year provisional approval period.

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit this evaluation report, and the associated attachments, along with a recommendation to the State Board of Education. You may recommend that the State Board of Education deny, approve, or conditionally approve the NSKA renewal application.

Please let me know if you have any questions or need addition information to inform your recommendation.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "T.C. Carney".

Timothy C. Carney
Administrator of Educational Pathways

Attachments - NSKA Learn Everywhere Renewal Application
NSKA Statement of No Program Changes

NSKA Learn Everywhere Renewal Application



New Hampshire

Department of Education

Learn Everywhere Program Renewal Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

Organization Name: Neil Stone's Karate Academy

Name of Primary Contact: Neil Stone

Mailing Address: 22 Proctor Hill Rd, Hollis, NH 03049

Email Address: NSKA@comcast.net

Phone Number: 603-672-8933

2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

At Neil Stone Karate Academy (NSKA) we train students in an Okinawan style of karate called Uechi-Ryu, a traditional art with 100 years of study and practice in America, Okinawa, Japan, and China. Students are trained in karate forms or "kata" as well as cooperative, two-person training exercises, developing gross motor skills and fine motor skills. Students are also trained in calisthenics and aerobic development. Our goal is to help students achieve a better lifestyle through physical activity, mental study, and emotional stability. While they are here, they go through a series of physical movements that over time change their demeanor, character, and their lives, building self-confidence, discipline, awareness, motivation, and self-esteem.

3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

All instructors have trained in Uechi-Ryu karate for at least four years. Before they become a full member of the teaching staff, they must complete an internship for two more years, after which they are permitted to instruct students independently. We currently have two members of our teaching staff, both of whom amply satisfy these requirements. Any additional staff will be required to meet the above qualifications.

4.0 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 [1403.01(a)(4)].

For all instructors who have direct contact with students, a criminal history records check is conducted with the state of New Hampshire. Neil Stone Karate, LLC affirms that it will 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. The criminal background check policy will be made available to the parents/guardians of Learn Everywhere program participants.

5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].

Two separate Learn Everywhere courses are being proposed. The two course offerings include Uechi-Ryu I and Uechi-Ryu II. Students completing either of these courses will be awarded credit toward high school graduation in Physical Education as listed in Ed 306.27(v).

6.0 An outline of each program for which approval is sought, which includes a detailed description of the course of instruction, goals, competencies, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].

Uechi-Ryu I Course

Course of Instruction:

Martial arts and character development.

Goals:

To provide a great atmosphere to enhance ones Mind, Body, and Spirit.

Competencies:

1. Responsibility: Students will demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.
2. Movement Skills: Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.
3. Movement Concepts: Students will demonstrate an understanding of movement concepts by connecting movement concepts to tactics for improved performance during martial arts activities.
4. Fitness Goals: Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals, and identifying training principles to meet goals.

Outcomes:

1. Responsibility: Students show respect for their fellow students, their teachers, and themselves. They appreciate other people, and they routinely show openness to criticism and to the opinions of others.
2. Movement Skills: Students will demonstrate mastery of the basic movement patterns

in the first two *kata* (forms) of our martial arts style, as well as four separate *kumite* (two-person training exercises).

3. Movement Concepts: Students will show good body awareness, understanding how their body is moving and how they can improve the effectiveness and efficiency of their movements. They will show a good awareness of their surroundings and how their bodies move in space.
4. Fitness Goals: Students will show their commitment to long-term fitness goals through the regularity of their practice and training, and they will be able to identify and articulate both their desired goals and the limitations that they are working to overcome to attain those goals.

Uechi-Ryu II Course

Course of Instruction:

Martial arts and character development

Goals:

To provide a great atmosphere to enhance one's Mind, Body, and Spirit.

Competencies:

1. Responsibility: Students will demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.
2. Movement Skills: Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.
3. Movement Concepts: Students will demonstrate an understanding of movement concepts by connecting movement concepts to tactics for improved performance during martial arts activities.
4. Fitness Goals: Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals, and identifying training principles to meet goals.

Outcomes:

1. Responsibility: Students show respect for their fellow students, their teachers, and themselves. In addition to their own openness to criticism, they are willing and active in making constructive criticisms of other students' work, showing themselves willing to teach and help others. Students work to draw out the best in each other.
2. Movement Skills: Students will demonstrate mastery in the first three *kata* (forms) of our martial arts style, along with all seven basic *kumite* (two-person training exercises).
3. Movement Concepts: Students will show an increasing understanding of the connection between mind (understanding the theory of how their bodies are supposed to move in martial arts) and body (executing and improving the quality and effectiveness of their movements).

4. **Fitness Goals:** Students not only can identify their own fitness goals and make a clearly articulate plan for achieving those goals, but they can demonstrate this process for other students and help their peers to establish and work towards their own goals.

7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].

The regular belt-testing cycle provides regular opportunities for written feedback on student progress and in-depth meetings with families to discuss the steps students are making towards mastery of the competencies. In addition, informal discussions with parents and students about their progress happen before or after class at least once a month, and our staff are available for additional discussions of student progress at any time, at the request of the family.

The NSKA instructors are consistently engaged in a continuous feedback loop with students throughout the program, including verbal feedback to both the student and their parent(s). We will send students monthly Progress Reports, letting them know where their assessments stand and what their progress towards a certificate is. Should they receive a 3 or higher (as described in Section 10.0 below) in all the competency categories for their certificate, we will let them know they have completed the requirements and have earned a certificate. All scores are calculated based on their progress in the course, as observed by the instructor, as well as qualitative feedback from their instructor.

For each student registered with NSKA who is seeking Learn Everywhere credit, we will maintain a Student Scorecard that registers each certificate the student is taking, the progress they make on the relevant competencies, whether they are awarded the certificate, and when the certificate is awarded. In this way, we can maintain a clear record of each student's current progress towards each certificate for which they have begun working on developing the competencies.

Example of a Student Progress Report:

NSKA Student Progress Report				Date:
Competency	Proficiency Score (Level 1 – 4) ⁽¹⁾	Strengths	Challenges	Opportunities and Recommendations
#1				
#2				
#3				
#4				
Etc.				

(1) – See Example Assessment Rubric in Section 10.0 below for a definition of each level.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Our instructors carefully observe student work and development in our small, in-person classes, noting and recording student progress towards mastery of our competencies. In addition, students are given opportunities to test for belt promotion at regular intervals, which provides

our instructors several key points at which to assess the progress towards mastery more formally, with regular written feedback provided to the student.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

Students who successfully complete Uechi-Ryu I or Uechi-Ryu II will be awarded one-half credit in Physical Education.

10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

Assessment of Learn Everywhere student competency attainment at NSKA is expressed on a four-point scale. These four achievement levels are as follows:

- Level 1 (Beginning): The student is beginning competency attainment.
- Level 2 (Approaching): The student is approaching competency attainment.
- Level 3 (Meeting): The student is meeting competency attainment.
- Level 4 (Exceeding): The student is exceeding competency attainment.

Instructors prepare progress reports for all Learn Everywhere students, evaluating each of the relevant competencies and assigning the student a value between 1 and 4 for each. Students who receive a 3 or 4 in a competency have met or exceeded expectations for developing proficiency in the Competency. Once a student achieves this proficiency in each of the required competencies for a course, the student is awarded a Learn Everywhere certificate. To ensure that our instructors have a clear and sufficient basis on which to establish assessments, we require that students complete their program before receiving their certificate.

Assessment Rubrics for Uechi-Ryu I Course Competencies:

Uechi-Ryu I Course Competency Assessment Rubric				
Competency	Level 1	Level 2	Level 3	Level 4
<u>Responsibility</u> : Students show respect for their fellow students, their teachers, and themselves. They appreciate other people, and they routinely show openness to criticism and to the opinions of others.	The student is beginning to process the basic understanding of what respect is but still requires additional instruction.	The student understands parts of the concept of respect, and with proper further instruction can make noticeable improvements.	The student has fundamental understanding how and when to show respect for all persons and can also show openness to criticism and to the opinions of others.	The student shows an exceptional understanding of the concept of mutual respect and can process and interpret criticism from and the opinions of others.

<p><u>Movement Skills:</u> Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.</p>	<p>The student has a rudimentary understanding of martial arts movement skills and patterns.</p>	<p>The student has a basic understanding of martial arts movement skills and patterns. The student can discuss and demonstrate the skills in a limited basis.</p>	<p>The student has a proficient understanding of martial arts movement skills and patterns. The student can discuss and demonstrate the skills with limited prompting from the instructor.</p>	<p>The student has a thorough understanding of martial arts movement skills and patterns. The student can confidently discuss and demonstrate the skills.</p>
<p><u>Movement Concepts:</u> Students will demonstrate an understanding of movement concepts by connecting movement concepts to tactics for improved performance during martial arts activities.</p>	<p>The student has a rudimentary understanding of martial arts movement concepts.</p>	<p>The student has a basic understanding of martial arts movement concepts and is beginning to connect movement to tactics. A basic understanding of agility, mobility and stability is also present.</p>	<p>The student has a strong understanding of martial arts movement concepts and can connect movement to tactics. A moderate understanding of agility, mobility and stability can also be demonstrated.</p>	<p>The student can demonstrate a thorough understanding of martial arts movement concepts, including the connection of upper and lower body movements, and their connection to tactics for improved performance during martial arts activities.</p>
<p><u>Fitness Goals:</u> Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals, and identifying training principles to meet goals.</p>	<p>The student has a rudimentary understanding of the concept of setting fitness goals.</p>	<p>The student has a basic understanding of the concept of setting fitness goals. The student is beginning to understand how to include inputs into the goal setting process.</p>	<p>The student has a strong understanding of the concept of setting fitness goals and understands how to include inputs into the goal setting process. The student understands the concept of the mind/body connection in setting goals.</p>	<p>The student can demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals and identifying training principles to meet goals.</p>

Uechi-Ryu II Course Competency Assessment Rubric				
Competency	Level 1	Level 2	Level 3	Level 4
<u>Responsibility</u> : Students will demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.	The student is beginning to demonstrate an understanding of fitness responsibility but still requires additional instruction.	The student understands parts of the concept of fitness responsibility, and with proper further instruction can make noticeable improvements.	The student has a fundamental understanding of fitness responsibility and can begin to evidence constructive personal and social behaviors in the context of their martial arts training.	The student can demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.
<u>Movement Skills</u> : Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.	The student has a rudimentary understanding of martial arts movement skills and patterns.	The student has a basic understanding of martial arts movement skills and patterns. The student can discuss and demonstrate the skills in a limited basis.	The student has a proficient understanding of martial arts movement skills and patterns. The student can discuss and demonstrate the skills with limited prompting from the instructor.	The student has a thorough understanding of martial arts movement skills and patterns. The student can confidently discuss and demonstrate the skills.
<u>Movement Concepts</u> : Students will show an increasing understanding of the connection between mind (understanding the theory of how their bodies are supposed to move in martial arts) and body (executing and improving the quality and effectiveness of their movements).	The student has a rudimentary understanding of the connection between mind and body.	The student has a basic understanding of the connection between mind and body. The student can discuss the theory of how their bodies are supposed to move in martial arts.	The student has a working understanding of the connection between mind and body and can execute and improve the quality and effectiveness of their movements.	The students will be able to demonstrate an increased understanding of the connection between mind and body.
<u>Fitness Goals</u> : Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals, and identifying training principles to meet goals.	The student has a rudimentary understanding of the concept of setting fitness goals.	The student has a basic understanding of the concept of setting fitness goals. The student is beginning to understand how to include inputs into	The student has a strong understanding of the concept of setting fitness goals and understands how to include inputs	The student can demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting

		the goal setting process.	into the goal setting process. The student understands the concept of the mind/body connection in setting goals.	attainable goals, and identifying training principles to meet goals.
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11.0 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 [Ed 1403.01(b)(2)(a)].

All students are encouraged, through the website, social media, and personal references, to contact the dojo to try out the training. Students sign up for two private lessons with a master instructor / program director for a \$50 fee, to assess which student class would best fit that student's needs. If the student chooses to continue in the regular program and join a class, they then enroll and pay a monthly fee of \$195. The admissions processes are not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law.

12.0 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 [Ed 1403.01(b)(2)(b)].

At the time of enrollment, NSKA offers parents the opportunity to disclose any information regarding ongoing 504 education plan related accommodations and modifications required for their child. With the parent's permission, NSKA will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the NSKA programs. Although NSKA instructors are not explicitly certified to work with students with 504 plans, they are caring, patient and compassionate and can work with the student's LEA representative to understand how to implement recommended accommodations and/or modifications. If NSKA determines it is unable to provide the required accommodations and/or modifications for a student, the parents will be informed before committing to enrolling their child in an NSKA program.

13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

NSKA gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If asked, NSKA will work with the parent to contact the student's Local Education Agency (LEA) to assist in the coordination of the student's IEP to include, but not be limited to, the required special education programs, support services, and least restrictive environment. At the parent's request, an NSKA representative will participate in IEP team meetings that discuss revisions to the student's IEP needed to participate in an NSKA program. NSKA will also coordinate with the LEA in fulfilling the LEA's responsibility to provide any special education, related services, supplementary aids and services, accommodations, and

modifications the IEP team has determined the student needs. The provision of these services is not the direct responsibility of NSKA.

14.0 A statement that the applicant 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 [Ed 1403.01(b)(2)(d)].

NSKA 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.

15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].

The NSKA dojo located at 22 Proctor Hill Road in Hollis contains three separate karate specific instructional spaces which together total about 5,800 square feet of open dojo space. In addition, there are several rooms set aside for family waiting and observation rooms, as well as multiple bathrooms and changing rooms for students and adequate parking. The facility is well-suited to meet the priorities of the proposed Learn Everywhere program.

16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

NSKA affirms that the facilities located 22 Proctor Hill Road in Hollis comply with all applicable federal and state health and safety laws, rules, and regulations. These include but are not limited to fire safety codes and 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.

17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

NSKA will disclose to parents any insurance that covers Learn Everywhere participants upon a student's enrollment in the program.

Other Information

NSKA uses technology in the form of video to supplement student instruction. Instructional videos covering topics such as discussing the ranking system and basic terminology are accessible to students and can be found here - [Student Videos - Neil Stone's Karate Academy \(neilstoneskarate.com\)](http://neilstoneskarate.com). NSKA also makes use of a YouTube channel.

NSKA Statement of No Program Changes



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www.neilstoneskarate.com
nska@comcast.net

To whomever it may concern:

This document is a renewal of our Learn Everywhere program.

- 1.) We have had no changes to any of our approved Learn Everywhere programs or documentation since being approved in 2021.
- 2.) We have not had any students enrolled in our approved Learn everywhere programs since being approved in 2021. As a result, we do not have any evaluation forms to submit.

Please let us know if there is any other documentation that is required.

Neil Stone- Owner / Headmaster

Neil Stone's Karate Academy Inc.



VIII, A

Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
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EXECUTIVE SUMMARY

Initial Proposal Ed 507.17 ESOL Teacher Expire Date: February 22, 2023

Submitted to the State Board of Education, December 8, 2022:

- A. ACTION NEEDED**
A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 517.07, relative to ESOL teacher licensure.
- B. RATIONALE FOR ACTION**
The changes proposed have been recommended by the Professional Standards Board, based on the national standards, feedback from teachers in the field, and the ESOL consultant from NH Ed.
- C. EFFECTS OF THIS ACTION**
If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on February 9, 2023.
- D. POSSIBLE MOTION**
I move that the State Board of Education approve the initial proposal for Ed 507.17.

Readopt with amendment Ed 507.17, eff 2-22-13 (Document #10276), to read as follows:

Ed 507.17 ESOL Teacher.

(a) In this section, the following definitions shall be used:

(1) “English for Speakers of Other Languages” (ESOL) means a program that teaches students from different home language backgrounds to become proficient in ~~academic and social~~ and to learn in English;

(2) “English language development” (ELD) refers to specifically designed instruction to advance English learners’ knowledge and use of English;

(3) “English learner,” (EL) English language learner (ELL) or Multilingual learner (ML) is an individual who uses language(s) in addition to English; and

(4) “Language domains” include listening, speaking, reading and writing skills.

(b) ~~To be eligible for licensure as~~ The following requirements shall apply to the certification of an ESOL teacher in grades K-12, the candidate shall:

(1) ~~The candidate shall~~ Have at least a bachelor’s degree; ~~and~~

(2) ~~The candidate shall~~ Qualify for certification licensure through an approved program or under one of the alternatives in Ed 505.01 – Ed 505.05;

(3) Demonstrate language proficiency in oral and written English in social and academic settings for ELs; and

(4) Have had the experience of studying a second language, which may include American Sign Language, by one of the following:

a. Successfully completing at least 2 semesters of a second language at the college level;
or

b. Demonstrating evidence of the equivalent of 2 semester of a second language at the college level including, but not limited to, documentation of the acquisition of a second language during residency abroad.

(c) The candidate for ~~licensure~~certification as an ESOL teacher shall have the following skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:

~~(1) In the area of language, the candidate shall know, understand, and use the major theories and research related to the structure and acquisition of language in order to provide English~~

~~Learners (EL)s with the skills to become proficient in language and literacy to achieve in the content areas as follows:~~

(1)a. In the area of language as a system, thea candidate shall:

a. Recognize language as a dynamic system used by particular communities for communication or to make meaning for a particular purpose, including language development as an interactive social process;~~1-~~

b. Demonstrate metalinguistic knowledge of language as a system, including phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics—f and uses that knowledge to support EL~~Or ELs to develop oral, aural, reading, and writing skills in English;~~

c2. Understand the key language features are used across multiple disciplines and emphasizes the way language is used for a particular functional purpose~~Demonstrate knowledge of the historical development of the English language;~~

d3. Communicate with colleagues the ways in which language interference and dialect variations can be misinterpreted as suspected language disabilities; ~~Relate knowledge of English to languages spoken by students in their communities;~~ and~~and~~

e.4. Describe language development as a non-linear process, contingent on complex factors including students' background knowledge, former educational experiences, home literacy practices and other extrinsic factors ~~Build on similarities between English and the student's home language (L1) and to anticipate any difficulties that learners may have with English;~~

(2)b. In the area of language ~~acquisition and~~ development, thea candidate shall:

a.4. Analyze and critically evaluate current theories and evolving research around multilingual teaching and learning to inform instructional methodology to improve student outcomes~~Understand and apply concepts and theories of first and second language acquisition to facilitate ELs' development of social and academic English language;~~

b2. Examine current and historical theories of second language development including developing theories~~Demonstrate understanding of current and historical theories and research related to the structure and acquisition of language to so that ELs can acquire use of language and literacy in the content areas;~~

c3. Recognize that ELs develop content and language simultaneously, with academic content as a context for language learning and language as a means for learning academic content~~Demonstrate language proficiency in oral and written English in social and academic settings for ELs;~~

d.4. Understand the role of personal and affective variables in language learning to establish secure, motivating classrooms in which ELs take risks and use language productively; and

e.5. Apply knowledge of educational theory and policy factors in the education of ELs to support program planning, instruction and advocacy; Understand how to use linguistic scaffolding to facilitate comprehension and production of academic and social English; and

6. Have had the experience of studying a second language which may include American Sign Language, by one of the following:

(i) Successfully completing at least 2 semesters of the study of a second language at the college level; or

(ii) Demonstrating evidence of the equivalent of 2 semesters of the study of a second language at the college level, including, but not limited to, documentation of the acquisition of a second language during foreign residency;

(32) In the area of culture in student learning, the candidate shall recognize variables that affect language as evidenced by know, understand, and use major theories and research related to the nature and role of culture in instruction for the following:

a. Possess cross-cultural awareness and create an inclusive classroom environment through self-awareness of teaching and learning philosophy, understanding that personal experiences as a student and teacher impact their teaching and learning philosophy. The major principles, theories, and research related to the nature and role of culture on language learning, school achievement, and acculturation;

b. Understand the impact of culture on language learning, school achievement, and acculturation theories, research, and principles. The nature and role of culture to construct learning environments to support ELs' cultural identities and academic needs;

c. Encourage students to reflect on the role of language in their lives, their communities and between minority and dominant language use in the U.S. Cultural groups in the community, including the majority group, affect language learning, social adjustment, school achievement and acculturation;

d. Identify cultural and sociolinguistic variables that affect students' English language development, including common myths and misconceptions held about ELs. Use of curriculum and materials to promote an inclusive environment and demonstrates cross-cultural awareness and appreciation; and

e. Use of culturally responsive curriculum and materials to promote an inclusive environment by:

1. Engaging diverse populations; and

2. Including diverse communities as additional legitimate sources of knowledge; resources to maintain up-to-date knowledge of cultural conflicts and world events that might have an impact on student's learning;

~~(43)~~ Using methods informed by current research in curriculum and instruction, the candidate shall: In the area of instruction, the candidate shall understand and use evidence-based practices and strategies to plan, implement and manage standards-based ESOL and content instruction as follows:

a. Use both ELD and content standards to plan and implement instruction;~~For planning for standards-based ESOL and content instruction:~~1. Plan standards-based ESOL and content instruction to meet learning objectives; and~~2. Plan differentiated instruction based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge; and~~

b. Provide ELs with opportunities to engage in content-specific tasks that simultaneously build grade-level knowledge and skills as well as language competence~~For implementing and managing instruction;~~

~~c. 1. Understand different ESOL program models, such as but not limited to push-in, pull-out, and self-contained~~Differentiate instruction to include activities that integrate multiple modalities of communication across all language domains;

~~d.2. Develop instruction based on ongoing assessment and observation of students' linguistic needs and purposefully select materials to expose students to increasingly complex language~~students' listening and speaking skills for a variety of academic and social purposes;

~~3. Use standards-based instruction that builds on students' oral English skills to support reading and writing;~~4. Utilize standards-based reading and writing instruction adapted to ELs;

~~5. Implement activities to integrate listening, speaking, reading, and writing;~~

e. 6. Implement activities and materials that develop authentic uses of language as students learn academic vocabulary and content-area material; and

f. 7. Use a variety of resources including but not limited to, technology, print, and realia;

g. Use instructional practices to encourage the transfer of student's home language(s) and literacy skills as well as their cultural assets and prior knowledge to support English language development;

h. Deliver explicit instruction about the characteristics of oral language to help ELs express themselves accurately in social and academic settings;

i. Deliver explicit instruction about the characteristics of written language structures to help ELs with reading comprehension and written expression; and

j. Employ flexible and fluid group structures to promote language production through a blend of partner work, small group, large group, and whole class activities that include different group configurations for different language goals;

(54) In the area of assessment, the candidate shall demonstrate an understanding of various assessments, including benefits and limitations issues as they affect ELs, such as but not limited to accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations as follows:

a. For standardized educational assessments:

1. Local, state and federal laws, policies and uniform procedures regarding assessment of English learners, including identification, placement, and reclassification requirements~~The purposes of assessment as they relate to ELs;~~

2. Advocate for valid and reliable assessment of students during the special education determination process and ensure that the analysis of assessment results reflects their students' status as English learners~~Key indicators of good assessment instruments;~~

3. Collaborate with colleagues to identify appropriate accommodations when applicable ~~The advantages and limitations of assessments, including accommodations for ELs;~~ and

4. Use assessment results to plan instruction, monitor student progress, and report on student growth~~Language differences, giftedness, and special education needs;~~

b. For formative and summative language proficiency assessments:

1. Possess knowledge of a range of standards-based and performance-based assessment tools that measure ELs' progress~~Know state eligibility and reclassification requirements for ELs;~~

2. Know how to analyze and interpret assessment data, teacher observations, and other information to determine students' level of support within the Language Instruction Educational Program (LIEP)~~Understand the appropriate use of norm-referenced assessments with ELs; and~~

3. Understand key indicators of valid and reliable assessment instruments~~Knowledge of standards-based and performance-based assessment tools that measure EL's progress; and~~

4. Develop and use assessment instruments to measure students' language across all language domains; and

5. Recognize and convey that it is possible to meet the competency of most standards without manifesting native-like control of English conventions and vocabulary;

~~e. Know and use a variety of performance based assessment tools and techniques to inform instruction for classroom assessment; and~~

(65) In the area of professionalism, the candidate shall ~~demonstrate knowledge of history, research and educational public policy as follows:~~

a. Understand the evolution of the laws and policies affecting linguistic minorities in the U.S., including those which govern the educational rights of ELs~~The evolution of the laws and policies affecting linguistic minorities in the U.S., including those which govern the educational rights of ELs;~~

b. Understand the scope, including the benefits and limitations of, LIEP models such as, but not limited to:

1. ESL;

2. Content Classes with iIntegrated ESOL sSupport;

3. Newcomer pPrograms;

4. Bilingual eEducation; and

5. Dual LLanguage;

~~cb. The importance of eCollaborateing with classroom teachers and staff to provide comprehensive, appropriate educational opportunities for ELs in school;and~~

d. Actively promote family involvement through regular outreach and communication to strengthen student outcomes;

~~ee. SupportThe importance of providing EL students and families by sharing with information regarding school and ecommunity resources available within the school and community;~~

f. Recognize that cultural competency is a continuous process and maintains up-to-date knowledge of cultural conflicts and world events that might have an impact on students' learning and acculturation; and

g. Advocate on behalf of students with limited or interrupted formal education (SLIFEs) to address their unique needs for social and emotional supports as well as intensive

[English instruction and alternative pathways to completion for SLIFEs at the secondary level.](#)

Appendix I

Rule	Specific Statute Rule Implements
507.17	RSA 186:11, X(a)



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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EXECUTIVE SUMMARY

Initial Proposal: Ed 612.06 ESOL Teacher Prep Program
Expire Date: February 2023

Submitted to the State Board of Education, December 8, 2022:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 612.06, relative to the ESOL teacher preparation program.
- B. **RATIONALE FOR ACTION**
To eliminate redundancy, the preparation program requirements are being revised to reference the related Ed 500 rule rather than reinstating the same list of competencies.
- C. **EFFECTS OF THIS ACTION**
If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on February 9, 2023.
- D. **POSSIBLE MOTION**
I move that the State Board of Education approve the initial proposal for Ed 612.06.

Readopt with amendment Ed 612.06, eff 2-22-13 (Document #10276), to read as follows:

Ed 612.06 English for Speakers of Other Languages (ESOL). The teacher preparation program for an ESOL teacher in grades K-12 shall provide the teaching candidate with the skills, competencies, and knowledge as outlined in Ed 507.17 through a combination of academic and supervised field experiences.

~~(a) In this section, “English for speakers of other languages (ESOL)” means a program that teaches students from different home language backgrounds to become proficient in and to learn in English.~~

~~— (b) The teacher preparation program for an ESOL teacher in grades K-12 shall provide the teaching candidate with skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:~~

~~(1) In the area of language, the candidate shall know, understand, and use the major theories and research related to the structure and acquisition of language in order to provide ELs the skills to become proficient in language and literacy to achieve in the content areas as follows:~~

~~a. In the area of language as a system, a candidate shall:~~

~~1. Demonstrate metalinguistic knowledge of language as a system, including phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics for ELs to develop oral, aural, reading, and writing skills in English;~~

~~2. Demonstrate knowledge of the historical development of the English language;~~

~~3. Relate knowledge of English to languages spoken by students in their communities; and~~

~~4. Build on similarities between English and the student’s home language (L1) and to anticipate any difficulties that learners may have with English;~~

~~b. In the area of language acquisition and development, a candidate shall:~~

~~1. Understand and apply concepts and theories of first and second language acquisition to facilitate ELs’ development of social and academic English language;~~

~~2. Demonstrate understanding of current and historical theories and research related to the structure and acquisition of language to so that ELs can acquire use of language and literacy in the content areas;~~

~~3. Demonstrate language proficiency in oral and written English in social and academic settings for ELs;~~

~~4. Understand the role of personal and affective variables in language learning to establish secure, motivating classrooms in which ELs take risks and use language productively; and~~

~~5. Understand how to use linguistic scaffolding to facilitate comprehension and production of academic and social English; and~~

~~6. Have had the experience of studying a second language which may include American Sign Language, by one of the following:~~

~~(i) Successfully completing at least two semesters of the study of a second language at the college level;~~
~~or~~

~~(ii) Demonstrating evidence of the equivalent of 2 semesters of the study of a second language at the college level, including, but not limited to, documentation of the acquisition of a second language during foreign residency.~~

~~(2) In the area of culture, the candidate knows, understands, and uses major theories and research related to the nature and role of culture in instruction;~~

~~(3) The candidate shall demonstrate how cultural groups and individual cultural identities affect language learning and school achievement as follows:~~

~~a. Understand the major principles, theories, and research related to the nature and role of culture on language learning, school achievement, and acculturation;~~

~~b. Understand the nature and role of culture to construct learning environments to support ELs' cultural identities and academic needs;~~

~~c. Understand how cultural groups in the community, including the majority group, affect language learning, social adjustment, school achievement and acculturation;~~

~~d. Use knowledge of curriculum and materials to promote an inclusive environment and that demonstrates cross-cultural awareness and appreciation; and~~

~~e. Use resources to maintain up-to-date knowledge of cultural conflicts and world events that might have an impact on student's learning;~~

~~(4) In the area of instruction, the candidate shall understand and use evidence-based practices and strategies to plan, implement and manage standards-based ESOL and content instruction as follows:~~

~~a. For planning for standards-based ESOL and content instruction:~~

~~1. Plan standards-based ESOL and content instruction to meet learning objectives; and~~

~~2. Plan differentiated instruction based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge; and~~

~~b. For implementing and managing instruction:~~

~~1. Understand different ESOL program models such as but not limited to push-in, pull-out, and self-contained;~~

~~2. Develop students' listening and speaking skills for a variety of academic and social purposes;~~

~~3. Use standards-based instruction that builds on students' oral English skills to support reading and writing;~~

- ~~4. Utilize standards – based reading and writing instruction adapted to Els;~~
-
 - ~~5. Implement activities to integrate listening, speaking, reading, and writing;~~
-
 - ~~6. Implement activities and materials that develop authentic uses of language as students learn academic vocabulary and content – area material; and~~
-
 - ~~7. Use a variety of resources including but not limited to technology, print, and realia;~~
-
- ~~(5) In the area of assessment, the candidate shall demonstrate an understanding of various assessment issues as they affect Els, such as but not limited to accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations as follows:~~
-
- ~~a. For educational assessment:~~
-
 - ~~1. The purposes of assessment as they relate to Els;~~
-
 - ~~2. Key indicators of good assessment instruments;~~
-
 - ~~3. The advantages and limitations of assessments, including accommodations for Els; and~~
-
 - ~~4. Language differences, giftedness, and special education needs;~~
-
 - ~~b. For language proficiency assessment:~~
-
 - ~~1. Know state eligibility and reclassification requirements for Els;~~
-
 - ~~2. Understand the appropriate use of norm – referenced assessments with Els; and~~
-
 - ~~3. Knowledge of standards based and performance – based assessment tools that measure EL progress; and~~
-
 - ~~e. Know and use a variety of performance based assessment tools and techniques to inform instruction for classroom assessment; and~~
-
- ~~(6) In the area of professionalism the candidate shall demonstrate knowledge of history, research and educational public policy as follows:~~
-
- ~~a. The evolution of the laws and policies affecting linguistic minorities in the U.S., including those which govern the educational rights of Els;~~
-
 - ~~b. The importance of collaborating with teachers and staff to provide comprehensive, appropriate educational opportunities for Els in school; and~~
-
 - ~~c. The importance of providing EL families with information regarding school and community resources.~~

Appendix I

Rule	Specific Statute the Rules Implement
Ed 612.06	RSA 186:11, X(c)



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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EXECUTIVE SUMMARY

Initial Proposal: Ed 610.02 Professional Education Requirements Expire Date: Expired December 2021

Submitted to the State Board of Education, December 8, 2022:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to approve the initial proposal to adopt Ed 610.02, relative to the professional education competencies required by teacher preparation programs.
- B. **RATIONALE FOR ACTION**
This rule, like other rules in Ed 600, is being aligned with its Ed 500 counterpart to avoid redundancy.
- C. **EFFECTS OF THIS ACTION**
If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on February 9, 2023.
- D. **POSSIBLE MOTION**
I move that the State Board of Education approve the initial proposal for Ed 610.02.

Adopt Ed 610.02, previously effective 12-17-11 (Document #10046), and expired 12-17-21, to read as follows:

Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the competencies outlined in Ed 505.03.

Appendix I

Rule	Specific Statute the Rules Implement
Ed 610.02	RSA 21-N:9, II(r); RSA 186:11, X(c)



VIII, D

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

Initial Proposal Ed 1100, Special Education Age Change

Submitted to the State Board of Education, December 8, 2022:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendments numerous sections of Ed 1100, due to legislative changes as outlined below.

B. RATIONALE FOR ACTION

In the last legislative session, RSA 186-C:2 was amended to update the definition of "child with a disability" to be inclusive of the age of 21, which requires many sections of these rules to be updated to reflect this legislative change. Additionally, RSA 186-C:8-a requires IEP teams to discuss voter registration with students over 17 and is addressed in Ed 1109.01(11).

C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on February 9, 2023.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal to readopt with amendments sections of Ed 1100.

Readopt with amendment Ed 1102.01, eff 6-14-18 (Document #12547), to read as follows:

Ed 1102.01 Definitions A-C.

(a) “Academic achievement” means the student’s level of academic performance when measured against the general education curriculum.

(b) “Accommodation” means any change in instruction or evaluation determined necessary by the individualized education program (IEP) team that does not impact the rigor, validity, or both of the subject matter being taught or assessed.

(c) “Act” means the Individuals with Disabilities Education Improvement Act (IDEA), as amended.

(d) “Administrative case management” means the following activities that are not direct instruction but that are necessary to facilitate a student’s special education:

- (1) Scheduling IEP meetings;
- (2) Coordinating evaluations and IEP drafting;
- (3) Visiting potential student placement environments;
- (4) Communicating with a parent; and
- (5) Updating progress reports for meeting IEP goals.

(e) “Administrative due process hearing” means a hearing conducted in compliance with Ed 1123 and in compliance with the provisions of 34 CFR 300.507 – 300.518.

(f) “Adult student” means a child with a disability who is:

- (1) At least 18 years of age ~~or older~~ but less than 22~~21~~ years of age and not adjudicated incompetent; or
- (2) An emancipated minor pursuant to state law.

(g) “Alternate achievement standards” means the expectation of performance established by the New Hampshire department of education consistent with the Elementary and Secondary Education Act of 1965, as amended (ESEA).

(h) “Alternate assessment” means those assessments developed pursuant to the provisions of 34 CFR 300.704(b)(4)(x) and sections 1111(b) and 1201 of ESEA ~~6111 of ESEA~~.

(i) “Alternative dispute resolution” means the following processes that can be used to resolve an issue or issues in dispute:

- (1) Neutral conference; and
- (2) Mediation.

(j) “Approved program” means a program of special education as defined in RSA 186-C:2,II.

(k) “Assistive technology device” means “assistive technology device” as defined in 34 CFR 300.5.

(l) “Assistive technology service” means “assistive technology service” as defined in 34 CFR 300.6.

(m) “Aversive behavioral interventions” means those procedures that subject a child with a disability to physical or psychological harm or unsupervised confinement, or that deprive the child of basic necessities such as nutrition, clothing, communication, or contact with parents, so as to endanger the child’s physical, mental, or emotional health.

(n) “Behavior intervention plan” means the positive behavior interventions and supports incorporated in the student’s IEP.

(o) “Business day” means “business day” as defined in 34 CFR 300.11(b).

(p) “Chartered public school” means “chartered public school” as defined in RSA 194-B:1, III.

(q) “Child find” means the system detailed in Ed 1105.

(r) “Child with acquired brain injury” (ABI) means brain injury that occurs after birth, ~~it~~ ~~including~~ injury sustained by infection, disease, or lack of oxygen resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance and requires special education and or related services.

(s) “Child with a developmental delay” means a child with a developmental delay as defined in RSA-186-C:2 I-a who:

(1) Is experiencing developmental delays in one or more of the following areas:

- a. Physical development;
- b. Cognitive development;
- c. Communication development;
- d. Social or emotional development; or
- e. Adaptive development; and

(2) By reason thereof, needs special education and related services, as measured by appropriate diagnostic instruments and procedures consistent with Ed 1107 and identified in compliance with 34 CFR 300.111(b).

(t) “Child with a disability” means:

(1) A “Child with a disability” as defined in 34 CFR 300.8 who is 3 years of age or older but less than ~~22~~24 years of age and who has not yet received a regular high school diploma as provided in 34 CFR 300.102;

(2) A child with a developmental delay as defined in Ed 1102.01(s) above; and

(3) A child with acquired brain injury as defined in Ed 1102.01(r) above.

(u) “Child eligible for special education but not currently receiving services” means a child who has been evaluated and determined to be a child with a disability who is not currently receiving special education services due to one or more of the following factors:

- (1) The child is at least 2.5 years of age and has been determined to be eligible for special education;
- (2) The child's current condition prevents the delivery of special education services;
- (3) The child's parent, legal guardian, surrogate parent, or adult student has refused services;
- (4) The child has dropped out of school; or
- (5) The child is no longer attending school.

(v) "Collaborative program" means the cooperative agreements that school districts or school administrative units, or both, are able to enter into under RSA 186-C:8.

(w) "Committed juvenile student" means an individual who is committed to the youth development center pursuant to court order and who has been or is determined to be a child with a disability.

(x) "Consent" means "consent" as defined in 34 CFR 300.9.

(y) "Core academic subjects" means "core academic subjects" as defined in 34 CFR 300.10.

(y) "Court" means a court of competent jurisdiction.

(z) "Curriculum" means all of the courses and other educational opportunities offered by the responsible local education agency.

(aa) "Curriculum for preschoolers" means all of the organized educational activities, experiences, or both that are offered within the early childhood program to address all aspects of development and to promote meaningful learning experiences regarding preschoolers, their families and their community.

Readopt with amendments Ed 1105.01 – Ed 1105.03, eff 3-24-17 (Document #12141), to read as follows:

Ed 1105.01 Responsibilities of the Local Education Agency.

(a) The LEA shall comply with 34 CFR 300.111(c), relative to child find procedures.

(b) The LEA shall have policies and procedures to ensure that any child who is potentially a child with a disability attending school and for any child 2.5 years of age up to ~~2221~~ years of age residing within its jurisdiction is referred to the IEP team.

(c) The child find system shall contain specific provisions to meet the particular circumstances pertinent to the following groups of persons:

(1) For children from 2.5 years of age, the LEA shall use the special education process described in Ed 1104, to find, identify, and evaluate all children who are potentially children with disabilities and who are suspected by the LEA of being in need of special education or special education and related services thereby ensuring that an IEP will be developed and implemented for any child who is eligible for special education by age 3; and

(2) The LEA, using the special education process, shall find, identify, and evaluate all children suspected to be children with disabilities who are 2.5 years of age or older but less than ~~21~~22 years of age.

(d) The child find system shall include children who are placed unilaterally in private schools within the geographic boundaries of the local school district by their parents without involving the LEA.

(e) The LEA shall provide the SEA, using NHSEIS, the following information:

- (1) Data concerning children suspected, evaluated, and determined eligible for special education; and
- (2) Data concerning children suspected, evaluated, and determined not eligible for special education.

Ed 1105.02 LEA Child Find Program.

(a) The LEA shall establish referral procedures which ensure that every child who is suspected or known to be a child with a disability shall be referred to the IEP team for further evaluation.

(b) Any person may refer a child under the age of 21-22 years to the IEP team for reasons including, but not limited, to the following:

- (1) Failing to pass a hearing or vision screening;
- (2) Unsatisfactory performance on group achievement tests or accountability measures;
- (3) Receiving multiple academic and behavioral warnings or academic or behavior warnings or suspension or expulsion from a child care or after school program;
- (4) Repeatedly failing one or more subjects;
- (5) Inability to progress or participate in developmentally appropriate preschool activities; and
- (6) Receiving service from family centered early support and services.

(c) The LEA shall coordinate with area agencies and family centered early supports and services to establish a process of LEA notification of children served by family centered early supports and services consistent with the interagency agreement between the LEA and area agencies providing family centered early supports and services.

(d) The LEA, annually, shall consult with representatives of private schools within its jurisdiction and representatives of parents of parentally placed children with disabilities attending private schools within its jurisdiction to advise them of the LEA's responsibility to identify and evaluate all children who are suspected of or known to be children with a disability and who are enrolled in such schools. Schools shall forward referrals to the IEP team for further review.

(e) The LEA shall annually contact all community agencies and programs within its jurisdiction which provide medical, mental health, early intervention, early care and education, welfare, and other human services to advise them of the LEA's responsibility to find, identify and evaluate all children who might be children with disabilities, and referrals from these agencies shall be forwarded to the IEP team for further evaluation.

(f) The LEA, annually, shall disseminate information which describes its child find program and. ~~It~~ shall include a description of the LEA's special education program, including a contact person in the school system for further information or referral.

(g) The LEA, annually, shall provide all parents of children with disabilities with information regarding the parents' rights and responsibilities under federal and state law as provided in 34 CFR 300.504 regarding special education.

(h) The LEA shall ensure that all referrals from parents and others who suspect or know a child to be a child with a disability shall be referred to the IEP team.

(i) The LEA shall provide the parents with a written notice of any referral other than one initiated by the parent, in accordance with Ed 1106.01(c).

(j) The LEA shall ensure that child find activities are completed within the applicable timelines.

Ed 1105.03 Child Find For Children Placed in Homes for Children, Health Care Facilities, or State Institutions. In order to ensure that all relevant agencies and groups within the boundaries of each local school district are aware of the LEA's child find efforts and of the process for referring a child who is or might be involved with the court and for whom a special education program might be appropriate, the LEA shall:

(a) Appoint an LEA employee to direct the child find effort;

(b) Publicize the name of the employee's functions, and the manner by which the employee might be contacted within the LEA;

(c) Correspond with, or contact at least once a year, agencies or groups within the area served by the LEA which might have knowledge of children with disabilities who are not being served, explaining the referral process and requesting that they refer to the LEA children under the age of ~~21~~22 who might have educational disabilities; and

(d) Contact the following agencies:

(1) Local DCYF offices;

(2) Local public defenders;

(3) Local district courts;

(4) Local residential educational and treatment programs; and

(5) Social service agencies which provide medical, mental health, welfare, and other human services.

Readopt with amendment Ed 1106.01, eff 3-24-17 (Document #12141), to read as follows:

Ed 1106.01 Process; Provision of FAPE. In order to provide a FAPE for children 2.5 years of age to ~~21~~22 years of age there shall be a referral process in which:

(a) The LEA shall comply with 34 CFR 300.124 when accepting referrals and transitioning children from Part C of the IDEA to preschool programs;

(b) The LEA shall establish a process for referral and evaluation which includes individual participants responsible for decision-making and implementation;

(c) The LEA shall, upon receipt of a referral from any source, immediately notify the parent, in writing, of the referral;

(d) The IEP team shall, within 15 business days of the referral, determine whether the concerns raised by the referral can be:

(1) ~~a~~ Addressed utilizing existing pupil support services available to all children;

(2) ~~;~~ ~~w~~Whether additional information is required; and

(3) ~~w~~What evaluations, if any, are needed to address any remaining concerns raised by the referral;

(e) The IEP team shall, within 15 business days of the referral, give the parent written notice of its disposition of the referral;

(f) ~~The~~is notice to parents shall conform to the requirements of 34 CFR 300.503 through 300.504 and include a description of the LEA's special education procedures;

(g) ~~-~~When additional testing has been determined to be necessary, the notice shall also include a request for written consent to conduct any individual evaluations needed to determine the child's disabilities;

(h) ~~f~~ The parent may, if the child's parent disagrees with the IEP team's disposition of the referral, request alternative dispute resolution as described in Ed 1122 or a due process hearing as described in Ed 1123;

(i) ~~g~~ The LEA may take action consistent with 34 CFR 300.300 if parental consent for evaluation is not granted, or if a parent fails to respond to a request for evaluation;

(j) ~~h~~ Written parental consent shall be required for individual evaluations to further diagnose the needs of a child already determined to be a child with a disability; and

(k) ~~i~~ The provision of FAPE by the LEA shall comply with 34 CFR 300.101(a), ~~through (b), and~~ (c), and 34 CFR 300.530(d).

Readopt with amendment Ed 1109.01, eff 3-24-17 (Document #12141), to read as follows:

Ed 1109.01 Elements of an Individualized Education Program.

(a) Each IEP shall include:

(1) The elements listed in 34 CFR 300.320;

(2) The length of the school year and the school day required to implement the IEP;

(3) The types of service providers who would be responsible for implementing the IEP or the names of those providers;

(4) A statement identifying the party or parties assuming the financial responsibility for the implementation of the IEP;

(5) The signature of the parent or, where appropriate, student, and representative of the LEA stating approval of the provisions in the IEP;

(6) Short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child's annual goals;

(7) Short-term objectives or benchmarks for all children who take alternate assessment based on alternate achievement standards;

(8) A statement of how the child's progress toward meeting the annual goals shall be provided to the parents;

(9) A statement of how the child's progress toward meeting the annual goals will be measured and whether progress is sufficient to achieve the annual goals by the end of the school year; ~~and~~

(10) A statement of transition services that meets the requirements of 34 CFR 300.43 and 34 CFR 300.320(b), with the exception that a plan for each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses, vocational education, or career and technical education; ~~and-~~

~~(11) For a student who is 17 years of age or older, or will be during the academic year, A statement that meets the requirements of RSA 186-C:8-a, for a student who is 17 years of age or older, or will be during the academic year, of whether accommodations for voter registration is an appropriate training goal for community living/citizenship or competency, and, if appropriate, when and how voter registration shall be accomplished.~~

(b) All of the requirements for the IEP specified in Ed 1109.01(a) shall apply to the development, approval, and implementation of any vocational, career or technical education component.

Readopt with amendments Ed 1111.02 – Ed 1111.04, eff 3-24-17 (Document #12141), to read as follows:

Ed 1111.02 Continuum of Alternative Educational Environments.

(a) The LEA shall comply with the requirements of 34 CFR 300.115, relative to continuum of alternative educational environments as set forth in Table 1100.2 and table 1100.3.

(b) School districts shall, at a minimum, give evidence that the continuum of alternative educational environments from least restrictive to most restrictive set forth in Table 1100.2, "Continuum of Alternative Educational Environments for Children Ages 3-5." and as set forth in Table 1100.2, "Continuum of Alternative Educational Environments for Children Ages 6-~~21-22~~" and as set forth in Table 1100.4, "Continuum of Alternative Educational Environments –Ages 6-~~21-22~~" is available or would be made available as placements for children with disabilities, including children of preschool age.

Ed 1111.03 Placement Decisions.

(a) The IEP team shall make placement decisions in accordance with 34 CFR 300.116.

(b) Preschool children with disabilities shall be educated in an educational environment that is appropriate to implement the IEP or IFSP and is the least restrictive environment consistent with 34 CFR 300.116, placements.

(c) Preschool children with disabilities may receive their special education program in any of the environments listed in Table 1100.2 as follows:

Table 1100.2 Continuum of Alternative Educational Environments—Ages 3-5

<u>Preschool Educational Environments</u>	<u>Description</u>
Early childhood program	A preschool child with a disability attends an early childhood program that includes at least 50% nondisabled children.
Home	A preschool child with a disability receives some or all of his/her supports and services in the child's home.
Early childhood special education program	A preschool child with a disability attends an early childhood special education program which can include any of the classrooms described in Ed 1113.10(c)(5).
Service provider location	A preschool child with a disability receives supports and services from a service provider.
Separate school	A preschool child with a disability attends a publicly or privately operated separate day school facility designed specifically for children with disabilities.
Residential facility	A preschool child with a disability attends a publicly or privately operated residential school or residential medical facility on an inpatient basis.

(d) Children age 6-~~21~~22 may receive their special education program at any of the environments listed in Table 1100.3 as follows:

Table 1100.3 Continuum of Alternative Educational Environments—Ages 6-~~22~~21

<u>Educational Environments</u>	<u>Description</u>
Regular Education Setting	A child with a disability attends regular class with supports and services required in the IEP.
Resource room	A child with a disability attends a regular class and receives assistance at or through the special education resource room for no more than 60% of the child's school day.
Self-contained Special Education Class	A child with a disability attends a self-contained special class for more than 60% of their school day.
Separate Approved Special Education Program/School	A child with a disability attends a publicly or privately operated special education program/school.
Residential placement	A child with a disability attends a publicly or privately operated residential program.
Home Instruction	A child with a disability receives all or a portion of his or her special education program at home.
Hospital or institution	A child with a disability receives special education while in a hospital or institution.

Ed 1111.04 Home Instruction for School-Aged Children with Disabilities.

(a) Home instruction is an alternative placement for children at least 6 years of age but less than ~~21~~22 years of age in accordance with CFR 300.115.

(b) This section shall not apply to children with disabilities who have been removed from school for violations of a code of student conduct or removals to an interim alternative educational setting as authorized in 34 CFR 300.530(b) through (d) and 300.532(b). Such children shall receive services consistent with Ed 1124.~~5~~ provided that such services, if provided at the child's home, shall consist of:

(1~~a~~) a minimum of 10 hours/week of instruction, including special education as specified in the child's IEP; and

(2~~b~~) related services as specified in the child's IEP.

(c) Home instruction for children at least 6 years of age but less than ~~21~~22 years of age shall not include parent-designed home instruction programs as authorized in Ed 315.

(d) Pursuant to CFR 300.116, a child's placement is determined at ~~a~~ least annually and is based on the child's IEP.

(e) Children who are placed in home instruction should be allowed to participate with nondisabled children to the maximum extent appropriate to the needs of the child, as required by 34 CFR 300.114(a)(2)(i).

(f) Length of the school year and school day for a home instruction placement shall be consistent with RSA 186-C: 15 except as follows:

(1) When the superintendent has excused a student from full-time attendance in accordance with RSA 193:1, I(c) or RSA 193:5, in which case the superintendent and parent shall agree on the number of hours per week of instruction, including special education and related services that the student shall receive; ~~or-~~

(2) For children with disabilities ages 18-~~21~~22, the procedures in ~~Ed 1111.04(e)-(1)~~ above shall apply as if the child with a disability were under 18 years of age.

Readopt with amendments Ed 1113.13 and Ed 1113.14, eff 3-24-17 (Document #12141), to read as follows:

Ed 1113.13 Diplomas.

(a) LEAs shall provide all children with disabilities an equal opportunity to complete a course of studies leading to a regular high school diploma, ~~and-~~ ~~in~~ accordance with 34 CFR 300.102(a)(3), the awarding of ~~a~~ document other than a regular high school diploma shall not terminate the child's eligibility for FAPE.

(b) Children with disabilities shall be entitled to continue in an approved program until such time as the child has acquired a regular high school diploma or has attained the age of ~~21~~22, whichever occurs first, or until the IEP team responsible for evaluating the child and determining whether the child has a disability determines that the child no longer has a disability in accordance with Ed 1107.

Ed 1113.14 The Length of the School Year.

(a) The length of the school year for preschool children with disabilities shall be determined by the IEP team and included in the IEP or IFSP as required by Ed 1109.01(a).

(b) The LEA shall provide a standard school year for children ages 6 – ~~21~~22 as required by RSA 186-C:15, I, RSA 189:1 and RSA 189:24 and Ed 306.18-Ed 306.21.

(c) Children with disabilities ages 3 ~~-to~~ ~~21~~22 in need of extended school year services shall receive extended school year services in accordance with Ed 1110.

Readopt with amendment Ed 1115.05, eff 3-24-17 (Document #12141), to read as follows:

Ed 1115.05 Appointment.

(a) If the commissioner of education or the commissioner's designee finds that the materials submitted by the superintendent of schools or the superintendent's designee are complete, and document that the child is in need of a surrogate parent, the commissioner shall appoint a surrogate parent who shall represent the child in the educational decision-making process pursuant to 34 CFR 300.519(h).

(b) The current residence of the surrogate parent shall be of no relevance in determining the child's LEA of residence or liability.

(c) Appointment of surrogate parents shall be effective until the child reaches 18 years of age unless:

(1) The child requests in writing that the commissioner of education or his/her designee extend the original appointment until the child is awarded a regular high school diploma or reaches ~~21~~ 22 years of age, whichever occurs first;

(2) The child is determined to be incapacitated under RSA 464-A, ~~Guardians and Conservators~~, and the guardian is determined to be unknown under Ed 1115.03; or

(3) The surrogate parent resigns, dies, or is removed pursuant to ~~Ed paragraph 1115.05(d)~~ below.

(d) The commissioner of education or the commissioner's designee, within 30 days of the receipt of a written complaint requesting the removal of a surrogate parent shall:

(1) Investigate the allegation(s) made in the written complaint; and

(2) Render a decision that shall indicate whether:

a. The surrogate is meeting the requirements for being a surrogate parent;

b. The surrogate parent shall receive additional training;

c. The surrogate parent has not fulfilled the responsibilities of a surrogate parent and is removed;

d. The surrogate parent has a conflict of interest with the child's interests and is removed; or

e. The surrogate parent resigned, died, or has been removed.

(e) Any party to a decision rendered under ~~paragraph Ed 1115.05(d)~~ above within 10 days of receipt of the commissioner's written decision under ~~Ed 1115.05(d)~~, may make a written request to the commissioner for reconsideration of the decision.

(f) Within 20 days of the receipt of the written request for reconsideration, the commissioner shall:

(1) Review the evidence presented in the investigation;

(2) If necessary, gather additional evidence;

(3) Review the decision; and

(4) Issue a final written decision.

(g) Any party who is aggrieved by the final written decision of the commissioner under [paragraph Ed 1115.05\(f\) above](#) may appeal to a court of competent jurisdiction.

(h) The commissioner of education or the commissioner’s designee shall terminate the appointment of a surrogate parent when:

- (1) A parent becomes known, is located, or rescinds his or her request or consent to have a surrogate parent appointed and will assume educational decision-making;
- (2) The child ceases to be under legal custody of DCYF or guardianship of DCYF per RSA 463; or
- (3) The adult student rescinds his or her request for the appointment of a surrogate parent and will assume educational decision-making for him or herself.

(i) The commissioner of education or the commissioner’s designee shall appoint a successor surrogate parent in the same manner and for the same period of time as previously provided when:

- (1) The surrogate parent resigns; or
- (2) When a surrogate parent has been removed pursuant to Ed [paragraph 1115.05\(d\) above](#).

Readopt with amendment 1118.01, eff 3-24-17 (Document #12141), to read as follows:

Ed 1118.01 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 1118:

(a) “Eligible offender with a disability” means an incarcerated person age 18 through [24-22](#) who:

- (1) Had been identified as a child with a disability prior to incarceration; and
- (2) Had an IEP prior to incarceration.

(b) “State correctional facility” means the New Hampshire state prison for men or the New Hampshire state prison for women.

APPENDIX

Rule	Specific State or Federal Statute the Rule Implements
Ed 1102	RSA 541-A:7
Ed 1102.01(r)	RSA 186-C:2,I
Ed 1102.01(s)	RSA 186-C:2,I-a
Ed 1102.01(t)	RSA 186-C:2,I
Ed 1102.01, (y), (z), (aa)	RSA 186-C:16, 20 U.S.C 6301 [ESEA as amended by ESSA P.L. 114-95]
Ed 1105	34 CFR 300.111
Ed 1106.01	34 CFR 300.101(a) and (b), 300(a), 124, and 530(d)
Ed 1109.01	34 CFR 300.320
Ed 1109.02	RSA 263:29, RSA 266:7

Ed 1111.02	34 CFR 300.115
Ed 1111.03	34 CFR 300.116
Ed 1111.03(c)	RSA 186-C:11
Ed 1113.01 - 1113.02(e)	34 CFR 300.320
Ed 1113.02(f)-(g)	34 CFR 300.320(a)(4), 34 CFR 300.107-108, 34 CFR 300.110 and 34 CFR 300.117
Ed 1113.13	34 CFR 300.102
Ed 1113.14	RSA 189:1 and RSA 189:24
Ed 1114.13	34 CFR 300.501
Ed 1115	RSA 186-C:14
Ed 1118	RSA 194:60

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
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EXECUTIVE SUMMARY

**Initial Proposal: Ed 612.02 and Ed 507.52, Reading and Writing Program
and Teacher Licensure**

**Expire Date: Ed 612.02 expired 10/15/18; paragraph (b) of Ed 507.52
expired 10/15/18**

Submitted to the State Board of Education, December 8, 2022:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal to adopt Ed 612.02, and readopt with amendment Ed 507.52, relative to the preparation program and licensure requirements for reading and writing teacher.

B. RATIONALE FOR ACTION

To eliminate redundancy, the rules for subject-specific teacher preparation program requirements are being readopted to reference the related rule in the 500's rather than restating the same list of competencies.

C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held on February 9, 2023.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 612.02 and Ed 507.52.

Readopt with amendment Ed 507.52, eff 1-17-14 (Document #10506, renumbered by #12603), to read as follows:

Ed 507.52 Reading and Writing Teacher. The following requirements shall apply to the ~~licensure~~certification of a reading and writing teacher:

(a) The candidate shall:

- (1) Qualify for ~~licensure~~certification under one of the alternatives in Ed 505.01 - Ed 505.05; and
- (2) Have completed at least 2 years of successful classroom teaching experience while holding an educator credential; and
- (3) Meet the requirements of (b) below.

(b) The candidate shall have the following skills, competencies, and knowledge, gained through a combination of academic and supervised field-based experience in the following areas:

(1) In the area knowledge of the foundations of reading and writing processes and instruction, the ability to demonstrate knowledge of:

a. Social and cognitive development of children and adolescents;

b. Psychological, cultural, and linguistic foundations of reading and writing processes and instruction, as shown by the ability to explain, compare, contrast, and critique major theories in the foundational areas as they are related to reading and writing;

c. Current practices, research, and historical developments in teaching reading and writing;

d. The diverse languages, cultures, histories, and experiences of English language learners;

e. Language development as it relates to acquisition of reading and writing, and the variations related to cultural and linguistic diversity, including the ability to:

1. Identify, explain, compare, and contrast the theories and research in the areas of language development in relation to the process of learning to read and write; and

2. Describe development of a child's reading and writing in relation to cultural and linguistic context;

f. The major components of reading curriculum, including the ability to:

1. Understand the relationship between print and sounds, including phonemic awareness, phonics and other identification strategies, and their role in fluent reading;

-
2. Explain how background knowledge, vocabulary, comprehension strategies, meaning, and motivation are integrated in reading; and

-
3. Describe how reading strategies are taught in curricular areas, including science, English, social studies, and mathematics;

-
g. The major components of writing instruction, including the ability to:

-
1. Understand the writing process and appropriate strategies for planning, drafting, revision, editing, and sharing writing;

-
2. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;

-
3. Recognize and identify stages of student progress in spelling from early strategies that map letters to sounds to more sophisticated processes that draw on semantic relationships in spelling;

-
4. Describe age- and grade-appropriate uses of punctuation and text organization and how such conventions serve communication;

-
5. Describe models for integrating writing across the curriculum; and

-
6. Demonstrate knowledge of how students learn to encode their ideas in manuscript and cursive as well as through technology; and

-
h. Electronic and technology-based literacies that serve academic, personal, and professional purposes, including, but not limited to:

-
1. Blogs;

-
2. Ezines;

-
3. Websites;

-
4. Ebooks;

-
5. Hypertexts;

-
6. Simulations; and

-
7. Social networking forums;

-
(2) In the area of instructional strategies and curriculum materials in reading and writing, the ability to:

-
a. Use flexible instructional options to address individual differences through grouping and individual instruction;

b. Select appropriate instructional practices, approaches, and methods, including but not limited to, technology-based practices for addressing the needs of students;

c. Provide and employ effective reading and writing instruction for learners at different stages of literacy and from different cultural and linguistic backgrounds, including the ability to:

1. Select appropriate reading materials, including literature for children and adolescents, basal and core programs, trade books, digital media, and content area textbooks;

2. Organize classrooms to support reading and writing instruction;

3. Engage students in reading for personal, academic, and professional reasons, and in writing to communicate content, including feelings, ideas, and knowledge, for a purpose to an audience;

4. Develop students' writing from planning through drafting, editing, revision, and sharing with peers, teachers, and others;

5. Engage students in using genres appropriate to personal, social, academic, and vocational or professional content, purposes, and audience; and

6. Frame focused lessons to:

(i) Address skill needs, including spelling and punctuation; and

(ii) Further competence in cognitive aspects of writing, including text and sentence organization, word choice, and voice; and

d. Use instructional strategies that support, challenge, and develop language and literacy of English language learners;

(3) In the area of assessment, diagnosis, and evaluation or reading and writing, the ability to:

a. Understand the terminology, processes, and procedures used in formal and informal assessments;

b. Compare, contrast, use, and interpret a wide range of assessment tools and practices, including standardized instructions and informal measures including informal inventories, curriculum-based measures, and observational schemes, complemented by analyses of artifacts, portfolios, and work samples that provide the ability to:

1. Evaluate students' development in literacy using holistic, analytical, and diagnostic schemes; and

2. Understand and apply principles of response-to-instruction paradigms;

c. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds, by:

1. Using in-depth assessment information to plan individual instruction for those struggling with reading and writing;

2. Selecting and administering developmentally appropriate formal and informal assessments;

3. Engaging students appropriately in using assistive technology to address their needs in learning and communicating; and

4. Collaborating with other education professionals to implement appropriate reading and writing instruction for individual students;

(4) In the area of creating a literate environment that fosters reading and writing, the ability to:

a. Use students' interests, abilities in reading and writing, and backgrounds as a foundation for developing their abilities in reading and writing, including the ability to:

1. Inventory and assess students' interests, reading abilities, and backgrounds;

2. Select literature, materials, and activities that match the reading levels, writing development, and cultural and linguistic backgrounds of students;

3. Use instructional practices that allow for explicit instruction, provide authentic purposes for reading and writing, and incorporate cooperative learning and problem solving; and

4. Establish forums for students to write in a variety of genres, and to share and to respond to one another's writing;

b. Model reading and writing as valued lifelong activities, including the ability to demonstrate:

1. Personal commitment to reading and writing; and

2. Model reading and writing for real purposes in daily interactions with students and education professionals;

c. Motivate learners to be lifelong readers and to write for personal, social, academic, and vocational or professional purposes; and

d. Demonstrate how students' abilities to read and to write support academic achievement, personal inquiry, identity, and self expression by:

1. Providing students with the opportunities to use reading of text and electronic media to explore areas of interest and intellectual curiosity; and

2. Developing students’ abilities to express themselves as they write about their own experiences, describe insights and opinions, and see to persuade others; and

(5) In the area of viewing professional development as a career-long effort and responsibility, the ability to:

a. Display professional and collaborative dispositions related to the teaching of reading and writing, including the ability to:

1. Enlist public support for high quality programs in literacy by working with families, colleagues, study groups, and communities;

2. Develop the literacy of each and every student through his or her instruction;

3. Respect the importance of confidentiality in protecting students’ privacy; and

4. Develop relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging cooperative effort, and making known the obligations and services rendered by professionals in reading;

b. Broaden and extend their understanding of teaching reading and writing, including the ability to:

1. Research specific aspects of reading/writing instruction, including:

(i) Identification of those areas of knowledge, skills, or dispositions related to their teaching of reading and writing;

(ii) Planning of strategies to address the identified areas of knowledge, skills, or dispositions related to the teaching of reading and writing;

(iii) Implementation of the planned strategies; and

(iv) Articulation and showing of evidence of the results;

2. Stay informed about professional issues; and

3. Provide educational opportunities, information, and support for families and the community; and

c. Collaborate with colleagues to observe, analyze, and provide feedback on each other’s practice, including ability to:

1. Engage in collaboration and dialogue with teachers and reading specialists to gain recommendations and advice on teaching practices and ideas;

2. Articulate the research base related to these recommendations; and

3. Conduct action research as a means of addressing instructional issues

Adopt Ed 612.02, previously effective 10-15-10 (Document #9799), and expired 10-15-18, to read as follows:

Ed 612.02 Reading and Writing Program. The reading and writing program shall provide the teaching candidate with the skills, competencies, and knowledge, gained through a combination of academic and supervised field-based experience as outlined in Ed 507.52(b).

Appendix I

Rule	Specific Statute Rule Implements
Ed 507.52	RSA 21-N:9, II(s); RSA 186:11, X
Ed 612.02	RSA 186:11, X(c)



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

Final Proposal Ed 1500 Innovation Schools

Submitted to the State Board of Education, December 8, 2022:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to approve the final proposal to adopt Ed 1500, Innovation Schools.
- B. **RATIONALE FOR ACTION**
Edits and additions were made to the initial proposal based on feedback from the Board. Additionally, commentary by OLS relative to the criteria for determining an innovation plan's success and the criteria the state board would use to revoke innovation status has been addressed.
- C. **EFFECTS OF THIS ACTION**
If the Board approves this final proposal, it will be submitted to OLS to be presented to JLCAR at the meeting scheduled for January 20, 2023.
- D. **POSSIBLE MOTION**
I move that the State Board of Education approve the final proposal for Ed 1500 Innovation Schools.

Adopt Ed 1500 to read as follows:

CHAPTER Ed 1500 INNOVATION SCHOOLS

PART 1501 INNOVATION SCHOOLS

Ed 1501.01 Definitions.

(a) "~~Department Bureau~~" means the department of education, bureau of educational opportunities.

(b) "Innovation school" means a school in which a local school board implements an innovation plan pursuant to RSA 194-E:2 with the approval of the state board.

(c) "Innovation school zone" means a group of schools of a school district or multiple school districts that share common interests, such as geographical location or educational focus, or that sequentially serve classes of students as they progress through elementary and secondary education and in which a local school board implements a plan for creating an innovation school zone pursuant to RSA 194-E:2 with the approval of the state board.

(d) "State board" means the state board of education established in RSA 21-N:10.

Ed 1501.02 Innovation Plan.

(a) In order to be designated an innovation school, a school shall submit an innovation plan to the local school board addressing each relevant component of RSA 194-E:2, ~~(III)~~.

(b) In order to be designated an innovation zone, a collection of schools within a single district, or a collection of schools across multiple districts, shall submit an innovation plan to each local school board, as applicable, addressing each relevant component of RSA 194-E:2, ~~(III)~~ and RSA 194-E:2, ~~(IV)~~.

Ed 1501.03 Local Planning and Approval.

(a) Upon receipt of an innovation plan, the local school board shall hold a public hearing on the plan.

(b) Within 60 days of receipt of the plan, the local board shall either:

(1) Approve the plan and seek designation from the state board under Ed 1501.04; or

(2) Reject the plan and provide to the school(s) a written explanation for the basis of the decision as described under RSA 194-E:2, ~~(I)(d)~~, a copy of which shall be sent to the state board.

Ed 1501.04 State Approval.

(a) Upon approval of an innovation plan, the local school board(s) shall submit the innovation plan to the ~~department bureau~~ for review and comment.

(b) Within 45 days, the ~~department bureau~~ shall issue written feedback to the local school board(s) using the criteria identified in RSA 194-E:3, ~~(III)~~, at which point the local school board(s) may elect to withdraw and resubmit the innovation plan.

(c) After review by the ~~d~~Department, the local school board(s) shall submit the ~~i~~Innovation ~~p~~Plan to the ~~s~~State board for review.

(d) The state board shall hold a public hearing on the innovation plan, during which a representative from the ~~department~~bureau and a representative from the local school board shall be present.

(e) Within 60 days of receipt of the innovation plan, the state board shall either approve or reject the innovation plan based on the elements set forth in RSA 194-E:~~2~~, III-IV, and shall provide written explanation of the decision to the local board.

(f) If the state board rejects the innovation plan, the local board may resubmit an amended innovation plan to the department at any time after rejection.

Ed 1501.05 Performance Review.

(a) Two years after state board approval, and every ~~two~~2 years after that, the local board shall conduct a review of the innovation plan, which shall include:

- (1) A review of the progress towards the plan objectives;
- (2) Improvements in academic performance of students attending the innovation school; and
- (3) Any cost savings or increased efficiencies, or both.

(b) Within 30 days of completing the review of the innovation plan, the local board shall submit the review to the department, which shall analyze the results based upon data available to the department.

(c) If the department finds the innovation plan performance is not satisfactory, they shall notify the local board and state board, at which time the local board may respond or provide a revised innovation plan.

(d) Upon completion of the department review, the school board chair or designee shall provide a presentation to the state board at the next regularly scheduled state board meeting.

~~(e)~~ The state board may revoke the innovation status at any time with notification to the local board and department, pursuant to RSA 194-E:6, ~~(IV)~~, if the innovation plan has: ~~demonstrate~~

- (1) Failed to progress toward objectives as laid out in the plan; ~~has failed to~~
- (2) Failed to result in improvements to student academic performance; ~~and has failed to~~
- (3) Failed to result in cost savings or increased efficiencies; ~~or is~~
- (4) Been determined to pose a risk to student health and safety.

Ed 1501.06 Reporting. By January 1 of each year, the department shall provide an annual report on innovation schools and school zones to the entities identified in RSA 194-E:7, ~~(I)~~, which shall include each of the elements identified in RSA 194-E:7, ~~(II)~~.

Appendix I

Rule	Statute
Ed 1501.01	RSA 194-E:1; RSA 194-E:8

Ed 1501.02	RSA 194-E:8
Ed 1501.03	RSA 194-E:2; RSA 194-E:8
Ed 1501.04	RSA 194-E:3; RSA 194-E:6; RSA 194-E:8
Ed 1501.05	RSA 194-E:5; RSA 194-E:8
Ed 1501.06	RSA 194-E:7; RSA 194-E:8

Adopt Ed 1500 to read as follows:

CHAPTER Ed 1500 INNOVATION SCHOOLS

PART 1501 INNOVATION SCHOOLS

Ed 1501.01 Definitions.

Edit: period

- (a) "Bureau" means the department of education, bureau of educational opportunities,
- (b) "Innovation school" means a school in which a local school board implements an innovation plan pursuant to RSA 194-E:2 with the approval of the state board.

(c) "Innovation school zone" means a group of schools of a school district or multiple school districts that share common interests, such as geographical location or educational focus, or that sequentially serve classes of students as they progress through elementary and secondary education and in which a local school board implements a plan for creating an innovation school zone pursuant to RSA 194-E:2 with the approval of the state board.

(d) "State board" means the state board of education established in RSA 21-N:10.

Ed 1501.02 Innovation Plan.

Edit: RSA 194-E:2, III.

(a) In order to be designated an innovation school, a school shall submit an innovation plan to the local school board addressing each relevant component of RSA 194-E:2 (III).

(b) In order to be designated an innovation zone, a collection of schools within a single district, or a collection of schools across multiple districts, shall submit an innovation plan to each local school board, as applicable, addressing each relevant component of RSA 194-E:2(III) and RSA 194-E:2(IV).

Ed 1501.03 Local Planning and Approval.

Edit: RSA 194-E:2, III

Edit: RSA 194-E:2, IV.

(a) Upon receipt of an innovation plan, the local school board shall hold a public hearing on the plan.

(b) Within 60 days of receipt of the plan, the local board shall either:

Edit: Fix formatting by indenting subparagraphs (1) and (2) properly.

(1) Approve the plan and seek designation from the state board under Ed 1501.04; or

(2) Reject the plan and provide to the school(s) a written explanation for the basis of the decision as described under RSA 194-E:2(I)(d).

Ed 1501.04 State Approval.

Edit: RSA 194-E:2, I(d).

(a) Upon approval of an innovation plan, the local school board(s) shall submit the innovation plan to the bureau for review and comment.

(b) Within 45 days, the bureau shall issue written feedback to the local school board(s) using the criteria identified in RSA 194-E:3(III), at which point the local school board(s) may elect to withdraw and resubmit the innovation plan.

Edit: RSA 194-E:3, III,

(c) After review by the Department, the local school board(s) shall submit the Innovation Plan to the State board for review.

Edit: lowercase

(d) The state board shall hold a public hearing on the innovation plan, during which a representative from the bureau and a representative from the local school board shall be present.

Edit: lowercase

Unclear:
Incorrect citation.
Please correct.

(e) Within 60 days of receipt of the innovation plan, the state board shall either approve or reject the innovation plan based on the elements set forth in RSA 194-E, III-IV, and shall provide written explanation of the decision to the local board.

(f) If the state board rejects the innovation plan, the local board may resubmit an amended innovation plan to the department at any time after rejection.

Ed 1501.05 Performance Review.

Edit: "2"

(a) Two years after state board approval, and every two years after that, the local board shall conduct a review of the innovation plan, which shall include:

Unclear: What are the criteria for determining if the performance is not satisfactory?

- (1) A review of the progress towards the plan objectives;
- (2) Improvements in academic performance of students attending the innovation school; and
- (3) Any cost savings or increased efficiencies, or both.

(b) Within 30 days of completing the review of the innovation plan, the local board shall submit the review to the department, which shall analyze the results based upon data available to the department.

(c) If the department finds the innovation plan performance is not satisfactory, they shall notify the local board and state board, at which time the local board may respond or provide a revised innovation plan.

Edit: RSA 194-E:6, IV.

(d) The state board may revoke the innovation status at any time with notification to the local board and department, pursuant to RSA 194-E:6, (IV).

Ed 1501.06 Reporting. By January 1 of each year, the department shall provide an annual report on innovation schools and school zones to the entities identified in RSA 194-E:7, (I), which shall include each of the elements identified in RSA 194-E:7, (II).

Edit: RSA 194-E:7, II.

Edit: RSA 194-E:7, I,

Appendix I

Rule	Statute
Ed 1501.01	RSA 194-E:1; RSA 194-E:8
Ed 1501.02	RSA 194-E:8
Ed 1501.03	RSA 194-E:2; RSA 194-E:8
Ed 1501.04	RSA 194-E:3; RSA 194-E:6; RSA 194-E:8
Ed 1501.05	RSA 194-E:5; RSA 194-E:8
Ed 1501.06	RSA 194-E:7; RSA 194-E:8

Unclear/Legis. Intent: While the cited statute says that the Board may take this action, it does not include criteria for the decision. Lack of criteria for the determination makes the rule unclear and allows requirements to be set outside the rulemaking process (oral rulemaking). Also, see Sections 3.2 and 3.8 of Ch. 4 of the *Manual*.

New Hampshire
State Board of Education
Minutes of the November 10, 2022, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:12 a.m. Drew Cline presided as Chair.

Members present: Kate Cassady, Phil Nazzaro (remote), Ann Lane, Drew Cline (chair), and Richard Sala. Sally Griffin and Ryan Terrell were not able to attend due to prior commitments. Also in attendance was Commissioner Frank Edelblut.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Kate Cassady led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Mario Andrade, Superintendent of Nashua Public Schools, welcomed the Board to Pennichuck Middle School. The middle school was part of a \$150 million worth of school construction in Nashua, including a brand-new middle school. The Chamber of Commerce, Greater Nashua United Way, Nashua Soup Kitchen and Shelter, YMCA, Boys & Girls Club, and companies have partnered with Nashua Public Schools. The district has been working to create real world learning opportunities.

Bob Thompson, Superintendent of Hamstead School District, shared Veterans Day activities that have been taking place in schools around New Hampshire. They recently celebrated National Red Ribbon Week, an anti-substance abuse program. A Hamstead 8th grader brought his drone to school to take a photo of the students wearing red in the shape of a red ribbon. Hamstead is a sending school for Pinkerton Academy.

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They meet regularly to support each other. The Happiness Project gets students out into the community through community service. The partnership with N68 looks to address food insecurity in the local community.

Mark MacLean, Superintendent of Merrimack Valley School District and Andover School District, was accompanied by Steve Tucker, Superintendent of Laconia School District to represent the Lake Region. Merrimack Valley showed a 44% increase in math and 21% in ELA on the SAS Statewide Assessment. Merrimack Valley School Board is finishing up their community listening session, working with each town served to allow feedback. The goal is to engage parents and students. Student opportunities, choice and pathways are in abundance in the Lakes Region. Freedom, Madison, and Tamworth educators partnered with the New England Ski Museum to create a day of learning and exploration. A STEM project used skiing as a medium to teach Newton's Laws of Motion.

Steve Tucker, Superintendent of Laconia School District, shared Franklin High School Robotics Team received the gracious professionalism award for the second year in a row for their mental health awareness campaign. The Gilford School District has used ESSER funds for 4th, 8th, and 9th grade outdoor adventure learning education program. On November 15, high schools across New Hampshire have an I Am College Bound event to help kids apply for college. Laconia, Hewitt Technical Center has just finished a tiny house purchased by a homeowner in Meredith. The project makes affordable housing for people while giving students construction experience. Laconia High School has a diploma with distinction project, which allows seniors to pursue a project they are passionate about. Students are recognized for his/her projects.

David Ryan, representative of Southeast Regional Superintendents Association, shared SAU 5, and SAU 16's middle and high schools' robotics teams have 300 students actively building robots and entering competitions. SAU 90's 6th graders at Hampton Academy participated in experiential learning and leadership development activities while attending environmental camp. SAU 21's Seabrook Middle School is in year 2 of hosting the Mission Kid to Kid project, a mentor program. Themes include middle school

experience, meeting new people, individuality, using your voice, and self-confidence. In SAU 54, on October 25, the Portsmouth Naval Shipyard STEM Engagement trailer visited the RW Regional Technology Center to provide students with a pop-up style event that provided demonstrations of 24 types of technology and skills used in production shops at the shipyard. SAU 74 continues to develop their social emotional muscles with individual and group activities using the Choose Love enrichment program. SAU 11's Dover High School Future Farmers of America chapter volunteered at Deerfield Fair in the children's mini petting barn. They were awarded the State of New Hampshire Agricultural Commissioner's Award for their efforts in educating the public.

Laurie Melanson, Superintendent of SAU 23, represents the North Country. She shared Kate Segal from SAU 35 wanted to congratulate New Hampshire schools for being one of 4 states to score above average in both reading and math on the NAEP. Dr. Hasbrook in SAU 58 reports courses were developed over the summer based on student interest. Dr. Marion in SAU 36 reported pre-K program was expanded to nearly full day, five days a week, for both 3- and 4-year-old children. Challenges in North Country include filling special ed positions, math, and world language positions. Dr. Hart in SAU 84 is working with Plymouth State University on an innovative program to fill special ed positions. Candidates for the three-semester program get a housing stipend and a job coteaching with experienced teachers in the district. SAU 7 is working on a new school model that would be a comprehensive CTE program in collaboration with local industries to include accessibility for students to attend early college. North Country Charter Academy reports 21 new courses created. SAU 23 is starting the Tutor.com program to help address the learning gaps in addition to professional development and new math and reading materials. Interventions are in place with monthly coaching. In the piloted artificial intelligence reading program, d teachers are reporting increases in fluency and comprehension.

AGENDA ITEM IV. PRESENTATIONS/REPORTS

November 10, 2022

A. New Hampshire School Building Authority's (NHSBA) Recommendation of Prioritized School District Proposals in Descending Rank Order

Gregory Hill, Chair, NHSBA, submitted school building aid ranked list in accordance with RSA 198:15-c. Projects have been reviewed and ranked by Homeland Security and the Department of Education (NHED) and were subsequently approved by the School Building Authority on October 17, 2022. He noted deficiencies in the process. They have requests totaling \$564 million. The state's share is \$228 million. There is roughly \$70 million to spend. Only 3 of the 17 projects can be fully funded. The process currently does not require any indication of community support. There is a possibility that projects will be evaluated and then not approved by the community. Items in the scoring matrix used by the NHED and the Authority need to be reevaluated, revised, and/or supplemented.

Drew Cline, clarified that the process and explained that projects are ranked by Homeland Security and NHED, approved by the NHSBA, brought to State Board, who are unable to change it. He asked if the Board of Education has any ability to change criteria for the ranking system. Gregory Hill responded there are two sections of the process. One is filing letters of intent and then filing the applications. There are sections in the existing law that allow for any other items required by the NHED. That suggests allowance for adding required information to the applications. He requested asking for student demographic projections and future use of the building.

Ann Lane asked about the timeline of the report and if it is an option for the State Board to wait to review the rankings until communities have had a referendum on whether they will support a project. Amy Clark stated the timeline is in statutory language. It is difficult for communities to approve projects prior to receiving funding. Due to budget constraints, not all projects receive funding. Gregory Hill added the timeline does not allow for the NHSBA staff to visit the schools. They do not have the opportunity to adjust the scores provided by Homeland Security and the NHED.

Drew Cline clarified the projects are ranked as a whole and cannot separate parts of the project based on funding. Gregory Hill confirmed they cannot approve part of a project.

Phil Nazzaro asked what happens if a school is granted funds for a project and do not use it. Amy Clark responded the money will go to the next project if a community does not approve the project.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve and publish the FY24-FY25 School Building Aid Application Descending Rank Order listed October 14, 2022.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Fall 2022 Every Student Succeeds Act (ESSA) Designations

Kyu-Ryung Hwang, NHED, Administrator, State and Federal Accountability, presented packets from fall 2022 school identification process. Every Student Succeeds Act (ESSA) requires all states to develop an accountability system to identify schools in need of support. Components of the accountability system and schools identified were shared with the board. ESSA requires schools to be identified and publish the name and number of all the schools identified.

The accountability is required to include various requirements, including developing long-term measurement of progress. Indicators required include proficiency on state assessments, graduation rate, and student success. The state is required to identify schools needing the most support and publicly report accountability data.

In 2018, the federal accountability was implemented in New Hampshire. In 2020 and 2021, school designations were halted due to the pandemic and received an accountability waiver from the U.S. Department of Education. The system resumed in 2022.

The statewide goal is 71% of students will be proficient in reading, 54% of students will be proficient in math, and 65% of English learners progressing towards English language proficiency by 2027. There is a graduation goal of 94% of students graduating within 4 years by 2025.

There are 3 schools identified under ESSA as Comprehensive Support and Improvement (CSI) schools. These schools must be in the lowest performing 5% of all Title I schools in the state or a high school with a 4-year graduation rate at or below 67% or a Targeted Support and Improvement (TSI) school for 6 years. TSI of ATSI schools look at subgroups: English learners, economically disadvantaged, racial, and ethnic groups, and students with disabilities. A school with a subgroup in the lowest performing 5% of all schools for that subgroup for 2 consecutive years are identified as TSI. A school with a subgroup that performed below the CSI cut scores is identified as ATSI. CSI and ATSI schools are identified every 3 years. TSI schools are identified every year.

Indicators for elementary and middle schools are academic achievement, growth, English language proficiency, and equity. Academic achievement is the student performance on the NH SAS or alternate assessment for students in grades 3-8. Growth is a measure of how students are improving annually in comparison to other students with similar achievement history. English learner proficiency is an English learner's growth on language proficiency assessment. Equity is a measure that indicates how the lowest achieving students are improving.

Indicators for high schools are academic achievement and English language proficiency indicators are the same, except academic achievement looks at SAT scores. Graduation rate as an indicator is an average of the school's 4- and 5-year average cohort

graduation rate. They also look at a college and career readiness (CCR) indicator, which is a percentage of 12th graders that are meeting at least two CCR indicators.

Modifications to the federal accountability system were approved by USED for 2022. The timeline is shifted for certain long-term goals by two years. The timeline for school identification and exit criteria has been modified for CSI and ATSI schools. There will be a one-time consecutive identification in 2022 and 2023 rather than the regular 3-year cycle.

CSI and ATSI schools must meet 3 exit criteria. They need to exceed the indicator cut scores, which are set statewide. They need to demonstrate growth from previous scores. They must not be in the lowest performing 5% of Title I schools. Forty-nine schools identified in 2018 have exited their status as of fall 2022. Nine CSI schools have exited and 40 ATSI schools have exited.

A total of 95 schools were identified as CSI, ATSI, and TSI schools in fall 2022. There were 13 elementary schools and 10 high schools identified as CSI. There were 47 elementary and middle schools and 16 high schools identified as ATSI schools. There were 6 elementary schools and 3 high schools identified as TSI.

Accountability 101 training will be provided to educate districts. Office hours have been held with identified schools. A newsletter was launched in fall 2022 to ensure districts receive updates on state and federal accountability requirements.

State report cards will be updated with 2022 accountability data. Districts are required to post the report card link on their website. NHED must conduct a small school review. Identified schools will be contacted by NHED with available resources and next steps. It was noted that all the affected schools have been contacted. After schools have developed their improvement plans, they can present to the State Board.

Kate Cassady asked about the steps to increase graduation rate from 90% to 94%. Nate Greene, NHED, Administrator, responded there are students who complete high school after the 4 years, making the current graduation rate higher. The Graduation Alliance Program is a one-on-one mentoring program for students who are at risk of not graduating.

C. School Restraint and Seclusion Reports for School Year 2021-2022 per RSA 126U

Rich Farrell, NHED, Governance Unit, presented the school restraint and seclusion reports. They are broken down into public and nonpublic schools. Every school responded appropriately and with perfect timing.

For public schools in 18/19 school year, there were 2,860 reported restraints. This past year it was 1,433. Student injuries this past school year were 10; and all were investigated. Seven involved staff members and three involved students. All incidents were investigated with satisfying results in how restraint was mediated.

Braun Street Elementary School had 169 restraints and 72 seclusions. The school has a specialized, self-contained program for students with Autism and other behavioral problems. This effects their restraint and seclusion numbers.

Some of the reported restraints and seclusions from schools are not restraints as defined by the statute. This is sometimes caused by policies in districts and schools that do not line up with the statute definition.

Dover Middle School reported over 200 restraints. They were not restraints. There was a building policy in a self-enclosed program that every time there was hands on, it was reported as a restraint. They did not meet the statute criteria. After this year's report, Dover has changed their reporting structure.

Seclusion and restraint training is unique to each school district. The statute does not mandate a specific training. Ann Lane suggested a standardized training throughout the state based upon the statute definitions to alleviate some inconsistencies.

Every nonpublic school reported in a timely and appropriate manner. The numbers are higher than public schools due to the population. Many nonpublic schools are out of district placement with specialized populations. In 2018/2019, there were 3,000 restraints. In 2021/2022, there were 893. There were 18 personal injury instances in 2018/2019. That number was down to 10 in 2021/2022. There were 3 that were questionable to whether they were staff members or students.

There are several criminal prosecutions involving staff members that are night licensed educators related to some injuries.

Kate Cassady asked when there is a report, is it investigated right away. Richard Ferrell responded the biggest source of reporting is self-reporting from entities. The second source is DCYF. If it is not criminal, it comes to the NHED. If it is criminal, it goes to NHED and law enforcement. The third source is through law enforcement, usually from a parent reporting a crime. Reports are responded to within 1 business day.

D. School Bullying Report for School Year 2021-2022 per RSA 193-F:6,11

Rich Farrell, NHED, Governance Unit, shared the school bullying report. The NHED collects the bullying data, analyzes it, and brings it to the Board. They look at limited investigative approaches, such as, does the school have a bullying policy, is the policy consistent with the statute, was an investigation done, are their findings, are the parents and/or other participants available to appeal those decisions. The NHED does not reinvestigate bullying.

The graph in the report shows bullying and reporting bullying were down during the pandemic; however, it is going back up. The 2021/2022 report is consistent with non-

pandemic years. The elementary schools have the least bullying. Middle school has the greatest amount of bullying.

AGENDA ITEM V. COUNCIL FOR TEACHER EDUCATION (CTE)

A. Plymouth State University (PSU) – Substantive Change Request

Laura Stoneking, NHED, Administrator, introduced Pat Cantor, Associate VP, and Brian Walker, Director of Ed Prep Programs. They previously eliminated some programs. Plymouth State is currently the only institution that has both Council for the Accreditation of Educator Preparation (CAEP) accreditation and Association for Advancing Quality in Educator Preparation (AAQEP) accreditation. Under Ed 602.12; Plymouth State requests an alignment of programs to allow for one review and give them the opportunity to work on how to expand the programs.

Drew Cline asked about enrollment knowing there has been a decline in enrollment across New Hampshire. Brian Walker responded there is a decrease in undergraduate students. The school tries to support the students who do enroll. One area of challenge is in Praxis/Core and Plymouth State tries to support them. They also try to get students into clinical experiences earlier. At the graduate level, they look at partnerships and professional development to support K-12 local school districts. There has been a decline in enrollment in the direct teacher licensure programs. School counseling, school psychology, and special education programs have seen increased enrollment.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve Plymouth State University extension of the listed 10 PEPPs through 3/31/2026.

Professional Educator Preparation Programs- Content Area(s)			Current Approval		Recommendation for Substantive Change(s)	
508.08	Digital Learning Specialist	M.ED, Licensure	Full	12/31/2024	extension	3/31/2026
507.11	Elementary Education Teacher (K-6) (K-8)	BS, Licensure	Full	12/31/2024	extension	3/31/2026

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507.17	English for Speakers of Other Languages (ESOL) Teacher	M.ED, Licensure	Full	12/31/2024	extension	3/31/2026
507.24	English Language Arts Teacher For Grades 5-12	BA, M.ED, Licensure	Full	12/31/2024	extension	3/31/2026
507.15	Health Educator	BS, M.ED, Licensure	Full	12/31/2024	extension	3/31/2026
508.07	Library Media Specialist	M.ED, Licensure	Full	12/31/2024	extension	3/31/2026
507.16	Physical Education Teacher	BS	Full	12/31/2024	extension	3/31/2026
508.02	School Psychologist	Ed.S	Full	12/31/2024	extension	3/31/2026
507.28	Social Studies Teacher for Grades 5-12	BS, Licensure	Full	12/31/2024	extension	3/31/2026
507.40	Special Education Teacher (age 5-21)	M.ED, Licensure	Full	12/31/2024	extension	3/31/2026
507.39	Music Teacher	BS	Full	5/31/2026	moving up	3/31/2026
508.01	School Counselor	M.ED	Full	5/31/2026	moving up	3/31/2026
507.09	Visual Arts Teacher	BS, MAT, Licensure	Full	5/31/2026	moving up	3/31/2026
Current Full SBE Approval: 12/31/2024 (10); 5/31/2026 (3)						Proposed Expiry: 3/31/2026
FULL CAEP Accreditation 12/31/2024						

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VI. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Learn Everywhere Programs

1. EnCube Labs, LLC – Application

Tim Carney, NHED Administrator, stated he is requesting approval of a Learn Everywhere initial application for EnCube Labs represented by Rajesh Nair, Founder and CEO.

Rajesh Nair shared his work is primarily on how you change the mindset and skill set of children to build confidence, self-learning skills, introduction to STEM, design, and technology. He has done more than 100 workshops all over the world. There are two course options. One is called Zero to Maker, which is an online program on key components. In the 8 sessions students learn design of mechanical products and coding. The Zero to Entrepreneur program talks about how to find and solve problems and create companies. It focuses on building qualities and confidence in students.

Ann Lane asked if there is an age limit. Rajesh Nair responded he has taught 8- to 60-year-old students. Ann Lane asked if there are any prerequisites. Rajesh Nair responded there are no prior requirements. Ann Lane asked about the application process. Rajesh Nair responded there is an online application. If they are approved, there is an enrollment fee. Students create a portfolio of their completed progress that can be used when applying for college or jobs. Ann Lane asked about opportunities for students with limited means. Rajesh Nair responded they would look into giving scholarships.

Drew Cline stated he was impressed with the programs. Some of the work is similar to college level business courses. Rajesh Nair responded typical entrepreneurship courses teach the process of starting a company. His program focuses on building skillsets to bring students to a place of having confidence to start a business.

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the EnCube Labs Learn Everywhere application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

2. Fit Money – Application

Tim Carney asked the Board to consider approval of the new application for Fit Money under the Learn Everywhere program.

Jessica Pelletier, Executive Director, shared they are a curriculum provider of financial literacy for K-12 students. They were founded in Massachusetts. Their vision is for all K-12 classrooms to teach financial literacy. They created an online certificate course for students that takes about 5 hours of rigorous education. It covers taxes,

budgeting, smart saving, smart spending, credit scores, and insurance. They offer the curriculum free as a nonprofit that is philanthropically funded.

Drew Cline stated it is a .25 credit program and asked if they have thoughts about adding to it to make it a half credit. Jessica Pelletier stated they would love to add lessons in digital currency and more on investing. As a nonprofit, it would require additional funding. There is a 25-hour full semester course that is instructor led and is meant to interact with students through their classroom teachers.

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the Fit Money Learn Everywhere application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Office of Charter Schools

1. River View Public Charter School – Application

Tal Bayer, NHED Administrator, introduced Heather Shephard with River View Public Charter School and Kathy Pellman.

Kathy Pellman stated they have been working on the charter application over the last 5 months and meeting with other charter schools. They have also met with Tal Bayer multiple times. The letter of intent outlines revisions that have been put in place to modify the original application in answer to feedback from the State Board.

The school layout is in the application appendix. While the charter school is in a larger building, it has 2 secure entrances that lead only into the charter school. They are meeting with a security officer in January. They took recommendations and modified their

board. They increased from 5 board members to 7. They revised the application process to be on the board to include characteristics of board members to include experience in marketing, law, and accounting.

River View will be under the umbrella of Claremont Learning Partnership, which is a 501(c)(3). They clearly define in the application how they will be sharing resources. River View will be its own school but share resources. Claremont Learning Partnership will cover things like payroll, HR, and property maintenance. River View will be paying rent for the space and for the share of resources. Some programs that will be shared include a teen center that offers showers and a food pantry. A behavior health program comes on site and a youth recovery program that students will have access to. There is a childcare center on property that students who are parents can access.

They changed curriculum delivery from the previous application. They will be offering enriched virtual learning. It will be a hybrid program utilizing Edmentum. Edmentum has state certified teachers who will teach the core classes. They will also have 2 state certified teachers onsite for higher level grading, alternative lesson plans, and provide individualize learning programs.

Ann Lane asked about teacher/student ratio. Kathy Pellman responded 1:9 is the ratio. It is intentionally small because the anticipated enrolled students will have significant needs. There will be 2 certified teachers and a paraprofessional. The schedule is split into two 3-hour blocks. They can come to one or both sessions to allow for students who must work as well.

Drew Cline asked about discrepancies in language regarding teacher requirements throughout the application. If the approved application stated there will be 2 state certified teachers, there is no flexibility if they struggle to fill the positions. He stated an amendment can be made at the meeting to line up with state compliance of 50% of teachers having a state certification or 3 years of experience. Kathy Pellman stated they would like to make that amendment.

Kate Cassady asked for Kathy Pellman's and Heather Shepherd's background. Kathy Pellman responded she has a degree in education and social work. Heather Shepherd responded she does not have a traditional degree but has many years of experience. She worked for a private special education program.

Kate Cassady asked about the accounting piece under the umbrella. Kathy Pellman responded the accounting piece is a shared resource done by a person with an accounting degree. Kate Cassady asked about the board. Kathy Pellman responded they do not have a complete board yet.

Kate Cassady asked about the money from the state. Kathy Pellman responded they have been working with Tal as well as other charter schools. The budget is sustainable with 32 students and noted that she has taken business courses.

Kate Cassady stated the approved proposal for the board will be required. She expressed concern over the makeup requirements without a current board with those members. Kathy Pellman stated they have a lot of interest in the area and positive feedback from local businesses. Kate Cassady stated charter schools should have a board chair prior to submitting the application to present to the State Board.

Drew Cline stated the legislature does not currently require a board of directors as part of the application. Ann Lane stated indicators of success are a solid budget and a strong board structure. Kate Cassady added one of the biggest indicators is the community.

Richard Sala questioned the requirement for a board prior to application approval. Drew Cline responded he believes schools need a board of trustees, which River View does under Claremont Learning Group. However, a board of directors is required before opening, but not at the time of the application. The Board reviewed the statute. Kathy

Pellman responded the Claremont Learning Center's board is the interim board for the school.

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the charter application for River View Charter Public School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

2. Seacoast Classical Academy Public Charter School – Application

Tim Galitski, Chairman of Seacoast Classical Education Foundation, introduced board members: Robert Chase, Catherine Salterio, Rebecca Bates, Michael Gendre, and Linda Allard. Caitlin Blundell was also in attendance. She collaborated on the development of the budget. She will continue to work with the school on the budget.

The goal is to advance education in the community through classical education. The application states the classical philosophy for education; a well-established, classical curriculum that is strong in literacy, numeracy, and the liberal arts; and approaches to teaching and learning that are well established.

Tim Galitski described the background of the board members. Two members have experience in governance as elected school board members. Two PhDs among board members with experience teaching at the college and university levels. There is experience in science and engineering, business leadership experience in both nonprofit and for-profit sectors. There is experience with budget management. They have varied experience as parents in public, private, and homeschool.

Caitlin Blundell is a CPA with an undergraduate degree in accounting finance and a graduate degree in accounting. She has experience with audits of nonprofits. She specializes in providing advisory services to charter schools and private schools.

Kate Cassady asked how long the board has been meeting. Tim Galitski responded they've been meeting for about a year.

Ann Lane asked about building location and expected student areas. Tim Galitski responded students will come from the Seacoast area. They are focusing the search on Exeter and surrounding towns. Robert Chase added they are currently involved in process planning. They need a building that is 30,000 square feet and looking for something that can be scaled up. They are starting with K-8 but would like to eventually be K-12. They have a broker that has worked with other charter schools. There are three locations they are pursuing. They would like to have a facility identified as early as January. Ann Lane asked if there is a school with a declining population they could share with. Robert Chase responded there was one potential option; however, it was not viable.

Ann Lane asked about the marketing plan. Tim Galitski responded they have been using personal networks to interact with families. They have about 100 families express interest. They launched a website that has had about 1,000 views. If the charter is granted, they will scale up marketing efforts by advertising in newspaper, launch a road show, visit districts in the area with at risk families.

Ann Lane asked about transportation. Tim Galitski responded the facility candidates are in various towns. Without knowing where they will be, they are unable to begin negotiating a transportation plan. There are dedicated resources for the office manager to coordinate transportation of students outside of the home district.

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the charter application for Seacoast Classical Academy Public Charter School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

C. Nonpublic School Approval Office

1. Commissioner's Nonpublic School Approval Designation Report – renewal

Tim Carney, NHED, Administrator, shared a renewal request for Oliverian School. They are accredited by NEASC.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education accept and approve the renewal of the Oliverian School for attendance and program approval status for the period of November 10, 2022, through June 30, 2027.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VII. LEGISLATIVE UPDATES

Julie Shea, NHED, Administrative Rules Coordinator, stated there are four proposals. One is the conditional approval response for early childhood education teacher. There are three others that were on the Joint Legislative Committee on Administrative Rules (JLCAR)'s consent agenda: adopt music teacher, adopt theater teacher, and adopt classical language.

Chair Cline stated they could vote on agenda items VII, A, and H-K all together. They were supposed to come to the State Board before going to JLCAR in October. It did not happen due to staff changes. They were approved by JLCAR without being approved by the State Board. They will be retroactively approved.

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Motion: Ann Lane motioned, seconded by Kate Cassady that the State Board of Education approve the rules below retroactively.

- A. Conditional Approval Response ~ Early Childhood Education Teacher (Ed 507.18)
- H. Adopt ~ Classical Languages Teacher (Ed 507.37)
- I. Adopt ~ Music Teacher (Ed 507.39)
- J. Adopt ~ Theatre Teacher (Ed 507.35)
- K. Adopt ~ Early Childhood Education Teacher (Ed 507.18)

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Initial Proposal – (repeal) Comprehensive Marketing Educator (Ed 507.48) & (readopt with amend) Comprehensive Business Educator (Ed 507.49)

Steve Appleby stated the endorsements are non-CTE teacher endorsements. There are 38 individuals that hold the Comprehensive Marketing Educator credential, 28 are employed. There are 220 individuals that hold Comprehensive Business Educator credential, 158 are employed. Most of the time the individuals also hold other endorsements. The Professional Standards Board (PSB) formed a committee last year. The recommendation from PSB is to collapse the two endorsements into one. There was a lot of overlap in the two endorsements.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the initial proposal for Ed 507.48 and Ed 507.49.

Vote: The motion was approved by unanimous vote by the State Board of Education.

C. Initial Proposal – (repeal) Comprehensive Agriculture Educator (Ed 507.04)

Steve Appleby stated the PSB formed a committee to look at Ed 507.04. It is a non-CTE teaching endorsement. There are currently 18 individuals that hold the endorsement, with 11 employed.

Motion: Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education approve the initial proposal to repeal Ed 507.04.

Vote: The motion was approved by unanimous vote by the State Board of Education.

D. Initial Proposal – (repeal) Speech Language Specialist (Ed 614.09) & (repeal) Business Administrator Preparation Programs (Ed 614.12)

Steve Appleby stated due to legislative activity, Speech Language Specialist and Business Administrator endorsements were repealed. These are the matching 600s for educator preparation.

Motion: Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education approve the initial proposal to repeal Ed 614.09 and Ed 614.12.

Vote: The motion was approved by unanimous vote by the State Board of Education.

E. Initial Proposal – (readopt with amend) Administrator Prep Programs (Ed 614.04 & Ed 614.05)

Steve Appleby stated the 500s for administrator endorsements were previously approved. These are the matching 600s, which are also being collapsed to point back to the 500s.

Motion: Richard Sala made the motion, seconded by Kate Cassady, that the State Board of Education approve the initial proposal for Ed 614.04 and Ed 614.05.

Vote: The motion was approved by unanimous vote by the State Board of Education.

F. Initial Proposal – (expired, adopt) Undergrad Prep Program Standards (Ed 612.03, Ed 612.15, Ed 612.20, Ed 612.30)

Steve Appleby stated these 600 rules did not come with the 500 rules.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the initial proposal for Ed 612.03, Ed 612.15, Ed 612.20, and Ed 612.30.

Vote: The motion was approved by unanimous vote by the State Board of Education.

G. Initial Proposal – (readopt with amend) Interpreter/Transliterater (Ed 504.11)

Steve Appleby stated the rule came to the State Board two years ago. The PSB was tasked to look at the rules due to disagreement around what the requirements should be. As of last year, 15 individuals hold the endorsement, 12 are employed. PSB left the original proposal intact with additional testing pieces.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the initial proposal for Ed 504.11.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VII. COMMISSIONER'S UPDATE

Commissioner Frank Edelblut noted that on November 15, the beginning of year enrollment numbers will be released, including Education Freedom Account (EFA) enrollment. The NHED budget has been submitted. He will provide an overview of the budget at a future meeting.

A couple years ago Crotched Mountain came into financial difficulties and was taken over by an organization, Gersh. Gersh had regulatory issues that resulted in potential license revocation. Another organization was being sought to take over and placement for students is being found in the meantime. There were 15-day students and 5 residential students in the program. An organization called Seven Hills is in the process of negotiating the deal of taking over the program. The students may stay in the current placement until November 19.

Fifteen hundred New Hampshire educators entered the Lexia Reading Program. This program helps teach educators the best approaches to teach students to read.

The tutor.com program has 38 districts participating with other districts coming online. A weekly performance dashboard is provided. After each tutoring session, students receive a questionnaire, and the feedback has been positive. A report shows the times tutoring is taking place as well as subjects students are choosing for tutoring and the grades of students. It is paid for by Elementary and Secondary School Emergency Relief Fund (ESSER).

AGENDA ITEM IX. OPEN BOARD DISCUSSIONS**A. New Castle Waiver Request per RSA 189:11a – Food and Nutrition Programs**

About 4 years ago, New Castle had opted out of the school lunch program. They recently requested a waiver under RSA 189:11a. The Commissioner granted it in

September. Pursuant to the statute, the State Board must do an investigation and determine how long to leave the waiver in place. The school only has 26 kids. It is too small to contract something. There are no children who are not eating lunch.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education authorize the Commissioner to direct a study of New Castle's lunch program waiver and to report back to the State Board on the findings.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM X. TABLED ITEMS

A. River View Public Charter School – Application

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education remove this from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Student/Raymond School Board – SB-FY-23-07-000

C. Adoption of Alternate Standards for English language arts, mathematics, and science

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education to remove adoption of alternate standards

for English language arts, mathematics, and science from the tabled items.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education remove adoption of alternate standards for English language arts, mathematics, and science from the agenda.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM XI. CONSENT AGENDA

A. Meeting Minutes of October 13, 2022

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education accept the meeting minutes as presented.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM XII. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XIII. ADJOURNMENT

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education adjourn at 2:33 p.m.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Secretary

DRAFT