



New Hampshire State Board of Education

**Academy for Science and Design
9 Townsend West, Nashua, NH 03063**

Lecture Hall

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

[Register here for the NH State Board of Education Meeting](#)

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

Please note: Due to the time-constraints of the school day, there will be no in-person public comment; however, written commentary is always welcome. Also, due to the change in location, listening and/or viewing the meeting virtually may not be available. The State Board thanks you in advance for your understanding.

Thursday, March 14, 2024

AGENDA

- I. **CALL TO ORDER** ~ **10:00 AM**
- II. **PLEDGE OF ALLEGIANCE** ~ **Led by students at Academy for Science and Design**
- III. **RULEMAKING/LEGISLATIVE UPDATES (part I)** ~ *JULIE SHEA, NHED, Administrative Rules Coordinator*
 - A. **Conditional Approval Response** ~ **Visual Arts Teacher Interim (Ed 507.09)**
- IV. **PRESENTATIONS/REPORTS/UPDATES**
 - A. **2024 Teacher of the Year** ~ Elizabeth Duclos
- V. **BUREAU OF EDUCATIONAL OPPORTUNITIES**
 - A. **Office of Public Charter Schools** ~ *TAL BAYER, NHED, Administrator, Office of Public Charter Schools*
 1. **Arts Academy of New Hampshire** ~ *renewal*
 2. **The Founders Academy Public Charter School** ~ *renewal & charter amendment*
 3. **Academy for Science and Design** ~ *charter amendment*
 4. **Seacoast Classical Academy Charter Public School** ~ *charter amendment*
 - B. **Office of Learn Everywhere Programs** ~ *TIM CARNEY, NHED, Administrator, Educational Pathways*
 1. **UpReach Therapeutic Equestrian Center** ~ *new application*
 2. **Laconia Flight Academy/Sky Bright Aviation** ~ *new application*

12:00-1:30 PM ~ Special Student Presentations and School Building Tour (may not need all this time)

- VI. **HEARINGS ~ 1:30 PM**
 - A. Student/Pittsfield School District (SB-FY-24-11-013) ~ Open Enrollment
- VII. **RULEMAKING/LEGISLATIVE UPDATES (part II) ~ JULIE SHEA, NHED, Administrative Rules Coordinator**
 - A. Initial Proposal ~ School Nurse (Ed 504.08-Ed504.10)
 - B. Final Proposal ~ Criminal History Record Checks (Ed 504.12)
 - C. Final Proposal ~ Investigations and Disciplinary Procedures (Ed 511)
 - D. Final Proposal ~ Computer Science Teacher (Ed 507.54)
 - E. Adopt ~ Visual Arts Teacher Interim (Ed 507.09)
- VIII. **COMMISSIONER'S UPDATE**
- IX. **OPEN BOARD DISCUSSIONS**
- X. **CONSENT AGENDA**
 - A. Meeting Minutes of February 15, 2024
- XI. **TABLE ITEMS**
 - A. Initial Proposal ~ Visual Arts Teacher (Ed 507.09)
- XII. **ADJOURNMENT ~ 3:00 PM (need to leave before 3:30 school dismissal or wait until 4:00 PM)**

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Conditional Approval Response: Proposed Interim Rule Ed 507.009 Visual Arts Teacher

Submitted to the State Board of Education, March 14, 2024:

- A. ACTION NEEDED**
A vote is needed by the state board of education to approve the conditional approval response for Ed 507.09, relative to visual arts teacher credentials.
- B. RATIONALE FOR ACTION**
Because this interim rule is being implemented pursuant to RSA 541-A, I(e), "to minimize the time between expiration [...] and their subsequent readoption," the rule needed to be submitted without any changes, including editorial. The conditional approval request removes these edits and will be made in the regular rulemaking process.
- C. EFFECTS OF THIS ACTION**
If the board votes to approve this conditional approval request, it will be submitted to the Office of Legislative Services (OLS) to be reviewed and accepted and can later voted to adopt the interim rules.
- D. POSSIBLE MOTION**
I vote to approve the conditional approval response for proposed interim rule Ed 507.09, regarding visual arts teacher credentials.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

STATE HOUSE
107 NORTH MAIN STREET, ROOM 109
CONCORD, NEW HAMPSHIRE 03301-4951

February 26, 2024

Board of Education
c/o Department of Education
25 Hall Street
Concord, NH 03301

Re: Conditional Approval of Proposed Interim Rule 2024-1

Dear Board Members:

This letter is being sent to correct the timeline for the conditional approval response in the letter dated February 16, 2024 sent from the Office of Legislative Services. Pursuant to RSA 541-A:19, VIII(b), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the next regularly scheduled Board meeting, which is Thursday, March 14, 2024. In this instance, the 7th day is March 21, 2023. The explanation shall include a letter and the text of the entire proposed interim rule, annotated to show the amendments.

If you have any questions concerning the provisions of RSA 541-A relative to conditional approvals, objections, responses, or adoptions, please contact me at kim.reeve@leg.state.nh.us.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim", with a long horizontal flourish extending to the right.

Kim Reeve
Committee Attorney

cc: Julie Shea – Administrative Rules Coordinator

Adopt Ed 507.09, previously effective 1-17-14 (Document #10506), and expired 1-17-24 to read as follows:

Ed 507.09 Visual Arts Teacher. The following requirements shall apply to the certification of a visual arts teacher in grades K-12:

(a) To be certified as a visual arts teacher, the candidate shall have:

- (1) At least a bachelor's degree; and
- (2) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05; and

(b) A candidate for certification as a visual arts teacher shall have the following skills, competencies and knowledge through a combination of academic and supervised practical experiences in following areas:

(1) In the area of personal artistry and art making:

a. Demonstrating depth of artistic knowledge by compiling a personal portfolio of artwork that shows a synthesis of concept development, personal voice, and technical skill in at least one medium;

b. Demonstrating breadth of artistic knowledge by compiling a personal portfolio of artwork that shows development of technical skills and processes in each of the following art forms:

1. Two-dimensional techniques and processes, including but not limited to:

(i) Observational drawings including objects, environment, and the figure and expressive drawing;

(ii) Painting; and

(iii) Printmaking;

2. Three-dimensional techniques and processes, including but not limited to:

(i) Ceramics; and

(ii) Sculpture;

3. New and emerging digital and electronic technologies; and

4. One or more additional media including:

(i) Fiber arts;

(ii) Photography;

(iii) Mixed media/materials;

(iv) Cultural art forms;

- (v) Jewelry;
- (vi) Installation; and
- (vii) Non-traditional materials;

- c. Applying the creative process to the development of composition, subject matter, ideas, and selection of media as demonstrated through a personal portfolio of artwork;
- d. Developing a personal statement/philosophy to be included in a personal portfolio of artwork that demonstrates an integration of personal iconography and ideas using a breadth of media techniques, styles, and forms of expression; and
- e. Demonstrating a range of artistic methodologies from exploration to mastery for a variety of media, materials, and processes showing related techniques and tools including proper care, safety, and use;

(2) In the area of visual literacy and presentation:

- a. Synthesizing foundational vocabulary to inform and develop a range of subject matter, symbols, and ideas in the creation and analysis of art including:
 - 1. Elements of art including line, space, color, shape, form, value, and texture; and
 - 2. Principles of design organization including balance, proportion, emphasis and contrast, unity and harmony, pattern, movement, and rhythm;
- b. Analyzing the expressive, representational, and symbolic characteristics of the visual language;
- c. Displaying, presenting, and exhibiting artwork in a variety of settings, platforms of technology, and in diverse contexts that are educationally informative to multiple audiences;
- d. Demonstrating proficiency in presentation of written and oral artist statements and/or exhibition statements; and
- e. Applying knowledge and understanding of copyright law and fair use practices to personal art making;

(3) In the area of history, culture, and aesthetic context:

- a. Demonstrating the ability to perceive, interpret, and respond to ideas, experiences, and the environments of the visual arts of various cultures;
- b. Demonstrating an understanding of global art history and how visual art is an integral component of history and the human experience from early cultures to contemporary times;
- c. Identifying, analyzing and applying criteria for making visual aesthetic judgments from cultural, historical and personal perspectives; and

d. Demonstrating the ability to reflect on and assess one’s artwork and the work of others, recognizing and considering a variety of viewpoints and using methods of art criticism; and

(4) In the area of curriculum and assessment:

a. Designing and advocating for a comprehensive K-12 visual art program that:

1. Facilitates the development of artistic skill, creative processes and aesthetic understanding sequentially over time;
2. Is consistent with RSA 193-C: 3, III;
3. Includes art making and other materials appropriate to the diverse needs, interests, and capacities of all students;
4. Includes opportunities and resources available beyond the visual art classroom; for example museums, galleries, artist studios, community artists, and recognition programs;
5. Can be made available to all students by designing and constructing modifications to visual art tools and materials that meet unique student needs;
6. Integrates global art history into the visual art curriculum;
7. Includes planning and implementation of lessons that connect thinking skills, concepts, and themes among the visual arts and other disciplines;
8. Integrates current technologies and multimedia to enhance and develop concepts and skills;
9. Includes introducing students to a variety of career options and assists students in investigating career options, when appropriate; and
10. Guides students in the creation of their personal and professional portfolios, when appropriate; and

b. Developing and applying multiple formal and informal assessment methods specific to visual art to determine students’ attainment of art-based competencies.

Appendix I

| Rule | Statute |
|-------------|-------------------------------------|
| Ed 507.09 | RSA 21-N:9, II(s); RSA 186:11, X(a) |

EXECUTIVE SUMMARY

Office of Chartered Public Schools

**Arts Academy of New Hampshire
Chartered Public School(CPS) Request**

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter renewal request from Arts Academy of New Hampshire 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 charter schools charter renewal.

C. EFFECTS OF THIS ACTION

An approval of this charter will allow Arts Academy of New Hampshire CPS to operate as a chartered public school in the state of New Hampshire beginning with SY 2024/2024 for a 5 year period when they will need to participate in the charter renewal approval process again for SY 2029/2030

D. POSSIBLE MOTION

I move that the State Board of Education approve the charter renewal for Arts Academy of New Hampshire Chartered Public School.

OR:

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



Chartered Public School 5-Year Renewal Summary Report

School Name: *Arts Academy of NH Chartered Public School*

Evaluation Team: *Tal Bayer, Liz Thibeault*

Board Meeting Date: *3/14/2024*

Commissioner Recommendation: Choose an item.

Commissioner Notes: Click or tap here to enter text.
(optional)

Part 1: Renewal Application Review

A review of the renewal application package prepared in accordance with the requirements of Ed 318.13 and Ed 318.14 was performed by the evaluation team. The findings of this review are summarized in this report. The application package is attached to this summary report.

| Evaluation Team Rating: | Meeting Expectations |
|---|----------------------|
| Areas of strength in application: | |
| <ul style="list-style-type: none"> • Arts Academy of NH has been in operation for 10 years now serving approximately 125+ students from across NH • NHSAS Assessment Data-ELA consistently above state average (77% proficient to 52%) • NHSAS Assessment Data-Math continuously improved from 2021-present score(almost double) this was done through addition of pre-alg and pre- calc classes, “honors” math, hiring additional math teacher and the addition of a 4 day a week homework club. • School exceeded 2023 state average combined SAT scores (1029 to 995) and PSAT (999 to 937) • NHSAS Data- Science above state average (50% to 37%) and has trended upwards since 2021 • School exceeded state average in PSAT and SAT for the 2022-2023 SY • 4yr graduation rate for 2023 exceeds state average (94.29% to 87.74%) • School has active chapter of National Honor Society • 80% instructors experienced educators • As part of an effort to attract and retain staff, school is offering teachers health, dental and 401k in Jan 2024. • School has developed a Master Plan for Professional Development • School has demonstrated fiscal responsibility and is operating on a projected surplus for FY 24/25 of \$274,705 and a cash reserve fund of \$400,000+ • Positive school culture results in a school environment that sees little to no suspensions(in or out of school) or expulsions. • Strong fundraising efforts- \$490,747 total since 2020 | |
| Areas for school improvement: | |



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| |
|--|
| <ul style="list-style-type: none"> • Continue to build on improving Math proficiency with students. Shown great improvement to date, maintain that momentum • Review drop out rate which is twice state average(2.34% to 1.34%). Percentages can be misleading with a school this size as 2.34% of 130 students is 3 students. |
| Areas of concern: |
| None noted |

Part 2: On-Site Visit

An on-site visit was conducted per Ed 318.14(a)(1), which is summarized below. The on-site visit includes a review of facilities, discussion of compliance items, review of application evidence, and discussion of iReport data.

| Evaluation Team Rating: | Meeting Expectations |
|--|-----------------------------|
| Visit Highlights: | |
| <ul style="list-style-type: none"> • Student artwork and pride in their work is evident throughout the building. The art that is being produced is exceptional • Students were clear in their ability to express schools integrated mission and focus of arts and academics • Students felt strong connection to the school and felt strong support and commitment to their education and development from school staff. • Parents expressed a deep commitment to the school and recognized the positive impact on their children • Parents felt their was strong leadership and administration backed up with clear and consistent communication from the school. • Parents felt their voice was heard • Staff feel supported and empowered by school admin • Class sizes average 16-18 students • Students were active and engaged in work • School culture is evident throughout the school and student led. It demonstrates the strength and commitment to that culture. • Board of Trustees possess a diverse range of skill sets (Banking/Finance, Music, small business, education, school administration, engineering, arts, engineering, development. • Board of Trustees understand their role in governance and oversight as opposed to administration. • Board has has had low turnover long term board membership • Board is currently undergoing training to further develop and strengthen its its understanding of its governance role | |
| Areas for school improvement: | |
| Recruiting new Board membership as board turnover is imminent based on length of service by current board members. Provide onboarding and training for new Board members | |
| Areas of concern: | |
| None noted | |



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Part 3: Compliance and Reporting

This section provides an overview of the school's level of compliance with NHEd reporting, statutory, and regulatory requirements. Areas reviewed include policies, procedures, website/marketing materials, submission records for budgets, annual reports, DOE-25, fiscal audits, etc.

| Level of Compliance: | Meeting Expectations |
|--|----------------------|
| Consistency/Timeliness of Reporting: | Meeting Expectations |
| Compliance and Reporting Overview: | |
| School submission of DOE 25's, APAR, Audit, budget etc have been submitted on time | |
| Areas for school improvement: | |
| Updating website with current bylaws and charter as link is not working Most best practices seem to be received versus projected outward. As a school that is doing something innovative and unique steps should be taken to share best practices with things like arts integration and how improvement of Math test scores has occurred. | |
| Areas of concern: | |
| None noted | |

Part 4: Evaluation Team Impressions

The evaluation team has provided this overall summary of their findings for the Commissioner and State Board of Education's review and consideration.

Overall evaluation team was impressed with the warmth and welcoming the school exudes. Students are proud of their school and engaged in the learning process. School Administration, Board and staff are working diligently to maintain alignment to school mission and vision. Parents and students are engaged and invested in the learning process and school culture. There is a palpable sense of pride and respect throughout the school. Student art is prominently on display throughout the building. Integration of multiple-disciplines in that art is evident. School appears on sound financial footing as evidenced by cash reserves, submitted budget and most recent audit. The Arts Academy of New Hampshire is "Meeting Expectations" with regard to growth, development and education of students and compliance and reporting with the NH Department of Education.

Evaluation Team Ratings Explained:

Meeting Expectations

All sections and requirements were completed and addressed. Evidence provided supports compliance and positive trends in growth and development of school and students. School has plans developed for continued development and is cooperative and timely in submissions.



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Partially Meeting Expectations

All sections and requirements were completed and addressed. Evidence provided suggests some negative trends in growth and/or development of school and students. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.

Not Meeting Expectations

Evidence provided suggests a number of consistent, negative trends in growth and/or development of school and students. Other areas of concern may exist with school environment, budget, etc. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.



Chartered

Public

School 5 Year Renewal Report

A chartered public school may be renewed for a period of 5 years in accordance with RSA 193-B:3, X. The board of trustees of a charter school shall make an application for renewal to the state board no earlier than one year before the original charter is set to expire.

Name of Chartered Public School: Arts Academy of New Hampshire Chartered Public High School

Name of School Director: Christine Caron

Street Address: 19 Keewaydin Drive

Town: Salem

Email: c.caron@artsacademynh.org

Phone Number: 603-912-4944

This Renewal Report is hereby filed with the New Hampshire Department of Education, Bureau of Educational Opportunities, Office of Chartered Public Schools. This report is a representation of the chartered public schools current academic and programmatic progress, fiscal stability, and future growth projections in fulfillment of the requirements of Ed 318.13. In addition to the information submitted within this template, the state board shall receive a copy of the school's current iReport state report card which is publicly available on the iPlatform system¹ as well as a copy of the chartered public schools most recent Annual Report filed with the Department.

As a component of the renewal process, the chartered public school must post an invitation for written comment. Please submit a copy of the invitation as well as any written comments received by the school during the invitation period.

By signing below, I certify that the information contained within this template is true and accurate to the best of my knowledge, and request that the State Board of Education renew the chartered public school's charter for a period of 5 years.

Frank Sharrow
Print Name and Signature of person submitting:

12/8/23
Date:

Donald Frobrink
Print Name and Signature of the Chairman of the Board of Trustees

¹ <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform>.



Chartered Public School Renewal Template

The boxes below will expand with content. Please keep responses between 1-3 paragraphs and attach additional documentation in the form of graphs, charts, letters, etc. as appendices if necessary.

What is the primary mission and vision of your chartered public school?

Mission:

Arts Academy of New Hampshire nurtures creative thinkers, active citizens and independent learners with a curriculum that integrates the arts and academics.

Vision:

Our Vision is a high school that is dedicated to the arts. It appeals to a broad cross section of students who look to discover the joy and transformational power of the arts and are interested in pursuing the arts in a professional setting. Our academic courses instill a sincere lifelong desire to learn.

In the following box, please describe the progress your school has made towards its academic goals:

Our academic goals include exceeding the state average in SAT and PSAT test scores for both English and Math. As an arts based school, our students tend to come to us less inclined to succeed in Math. Over the past two academic years we have been able to meet this goal.

The SAT scores for 2022 and 2023 are as follows:

- **In 2022 the mean state average was 1006 and our school score was 1010**
- In 2022 the state average for reading was 512, our school average was 538
- In 2022 the state average for math was 494, our school average 472
- **In 2023 the mean state average was 995 and our school score was 1029**
- In 2023 the state average for reading was 506, our school average was 540
- In 2023 the state average for math was 489, our school average was 489

The PSAT scores for 2023 are as follows:

- **Im 2023 the mean state average was 937, and our school score was 999**
- In 2023 the state average for reading was 478, our school average was 532
- In 2023 the state average for math was 459, and our school average was 467



We believe our success is due to the addition of a Pre-Algebra class for struggling math students, the addition of Precalculus and honors level Math for those students who excel in Math. We have also initiated an afterschool homework club to provide students a time to meet with teachers for extra help on a daily basis. Additionally, we provide students with SAT prep classes prior to testing. We have also initiated a policy that our teachers reach out to parents if a student's grade falls below 70% to ensure parents are aware of a student's progress.

We have also supported meeting these goals by maintaining a faculty of highly qualified teachers through the application of a strong professional development plan that encourages best practices for all teachers. This is a result of the efforts we have made to provide faculty with a stronger benefits package which includes health insurance, dental and a 401k plan. We have built a successful school model that includes a rigorous, arts integrated curriculum that translates into student achievement.

Efforts to attract highly qualified teachers will include:

- Promulgating the academic and artistic successes of the school in the public domain.
- Providing competitive salaries and benefits (health insurance & retirement).
- Collaboration with area charter schools on teacher recruitment

Efforts to retain highly qualified teachers will include:

- Provide teachers with leadership opportunities within the school community above their regular classroom responsibilities.
- Ensure that the faculty have a voice in the direction of the school as a whole.
- Weekly staff meeting to collaborate on academic planning, school needs, student needs.

In the following box, please describe the progress your school has made towards its programmatic goals:

Our goals as an arts academy include providing our students with enriching arts programs with a strong curriculum that they would otherwise not have in a traditional high school experience.

We have established successful arts programs in dance, theater, music and visual arts. Students are able to progress through the curriculum from the introductory level to advanced classes in each of the arts. All of our arts programs provide students with opportunities to showcase their accomplishments in multiple public events throughout each school year. Each of the four arts has started honor society chapters within their given disciplines and we have an active chapter of the National Honor Society and a local student government as well. The student leaders from each of the organizations meet on a weekly basis to collaborate and plan. We have achieved a high level of arts integration into each of our academic areas within the school as well.



Exhibition of Learning

We have also added a program that will showcase the success of our student’s achievements in the academic areas as well through a program we call Exhibition of Learning. This is an annual event that is highly student driven. A theme is chosen for the event (this year’s theme is *Why is Community Important?*) Students work on projects in each of their classes focused on this theme and students host a one night event, open to parents and community members, that showcases student work.

Name Change

We changed the name of our school in 2022 from Granite State Arts Academy to Arts Academy of New Hampshire. We did this so that our name properly communicated the identity of the school as an arts academy. We found that the public were referring to us as GSAA and this caused confusion as to who we were. As Arts Academy of New Hampshire, we believe we are communicating who/what the school is more clearly to potential students.

In the following box, please describe the progress your school has made towards its organizational goals:

Our organizational goals were based on strengthening the overall effectiveness of our administration and board of trustees. This has resulted in us going from one head of school to having Co-Directors. We have also hired a new Business Manager with solid experience working in an educational setting. We have sought out training for both our administration and our board of Trustees which to date has been extremely valuable.

The relationship between our administration and board is highly collaborative. Maintaining and meeting the goals of our school mission is a motivating and guiding factor in all decision making.

What is the anticipated enrollment for the school over the next 3 school years:

| Year 1 | Year 2 | Year 3 |
|--------|--------|--------|
| 135 | 140 | 150 |

Are there any changes to the curriculum and/or instruction of the school as a result of anticipated growth?



We have added a full time teaching position to teach half time science and halftime math. to prepare for increased enrollment as well as the addition of honors classes in both English and Math to meet the wide range of academic needs in our student population.

Describe the current state of the school's curricular program:

Currently our curriculum is strong and complete with the recent addition of Philosophy, Astronomy, Anatomy, Environmental Science and Physics.

We recognized that 2 years ago although our English scores were above state average, our math scores were below state average. In an effort to address this issue, we added a pre-algebra class and pre-Calculus class as well as honors classes in math. In addition we started a homework club after school 4 days a week to provide a time for students to meet with teachers for extra help. This resulted in both our English and math scores being above the state average last year. Each school year we assess the current students body's needs in Math and make adjustments to the curriculum to address those needs while maintaining alignment with state standards.

Describe the current state of the school's technology and digital infrastructure:

All of our teachers use technology as a support to the curriculum on a regular basis. All of our faculty and staff have been provided with school laptops. Students all have access to Chromebooks and iPads during the school day. We recently contracted an IT company to assist with tech support and to ensure that we stay current with technology with appropriate security measures in place.. to suit the needs of our students. In addition, we utilize Discovery Education and Tutor.com.

Describe the efforts the school has made to disseminate best practices, including working with other local schools and districts:

We have contracted training for our faculty on best practices in pedagogy and Special Education as well as supporting staff to access area specific professional development on a regular basis. We recently completed our Master Plan for Professional Development.



Our administration attends monthly meetings regularly to include: NHDOESuperintendent Meetings, NH Alliance Meetings, NHDOE Charter School Meetings.

We have a large number of students with learning plans in relation to the overall size of our student population with 63% of identified students. We currently have 18 IEP's and 60 504's. In response to this we have added a faculty position to provide academic support and to coordinate with sending districts to meet the needs of identified students. We have worked hard to form good working relationships with our sending districts and have been very successful in doing so.

Describe current parent involvement efforts and future plans for increased parent involvement:

During our back to school night, we take time to explain to parents the unique needs of charter schools related to the reduced adequacy. We send out a weekly newsletter to parents to keep them informed about all of our school events, our fundraising efforts and school needs. Each of our arts departments teachers communicate with parents regarding needs related to performances and parents are good at helping out. We include parents as part of our stakeholder meetings as well.

Future:

During our recent strategic planning, we made the goal of instituting a Parent Ambassador Club. This would be a small group of parents assigned to each grade level to help coordinate meeting the needs for classes for that grade.

Describe past fundraising efforts since the last renewal and results of fundraising to date:

The Arts Academy will continue to strengthen fundraising infrastructure to expand and diversify sources of funding with a goal of 15% non public funding and a reserve fund to weather funding drops. Current fundraising efforts are producing 10.7% based on the 2022-2023 calendar year.

Our fundraising efforts include:

Annual fundraising gala including the sale of student artwork.

Hosting craft fairs at the school

Amazon Smile

Games of Chance

Summer camp for visual arts and dance

Wreaths and kissing balls

Braided breads and cake rolls

Pies and cookies

Chairman's Challenge
Lottery calendar
Arts Calendar
Bake sales
Donors Choose

Since our last renewal (January 1, 2020 - November 30, 2023) we have been able to raise **\$490,747.11**

What are the school's plans for future fundraising efforts and goals?

Varied fundraising efforts with increased parent and student involvement

-Gaming, organizing a fundraising show during gaming.

-Music bingo

-Murder mystery dinner

-Talent shows

**Investment of fundraising money

Grants

-Continue to take advantage of funds from Title 1, 2, 4.

-Researching available private grants.

-Work with teachers to address specific classroom/program needs.

-Investigate the possibility and viability of a grant writer.

-Naming the goal(s) of each fundraiser to attract more donations.

What specific plans does the school have in place to ensure continued sustainability?

Community outreach

-How can we get our internal community out there?

-Ads in programs/playbills

-Flyers at area businesses.

-Ambassadors club to represent the school made up of student leaders.

-Student performances in surrounding communities.

Marketing



-playbills, bumper stickers, flyers, online advertising.

Open Houses

We hold several open house events throughout the school year to attract potential new students. We advertise these on social media and encourage existing students to reach out to peers they think would be interested in enrolling in our school. These events are continually successful and they always result in new students enrolling.

We have a staff member who is dedicated to guiding potential students through the enrollment process and tracking the progress of potential students throughout the process.

Social media initiatives

We have formed a committee of board members, parent volunteers and faculty members to address the need of growing a social media presence to improve recruitment efforts and enhance

the visibility of the Arts Academy of New Hampshire. With social media being a frequently used tool among middle and high school students, as well as parents, we believe that social media can be a positive way to showcase the work this school does and the value it can bring to families across the state.

Charter Schools are required to submit to the Department of Education a completed budget for the upcoming fiscal year. When submitting this renewal report, the school must attach and include a copy of the budget for the upcoming fiscal year. Please use the Department chartered public school budget template.

2024-2025 Charter School Budget

| Charter School Name | Arts Academy of New Hampshire | District # | 702 | | |
|---------------------------------|-------------------------------|------------|------------|--------|------------|
| Budgeted Expenditures | | | | | |
| | Acct No | Total | Elementary | Middle | High |
| Instruction | 1000-1999 | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| Regular Programs | 1100-1199 | 597,486.05 | 0.00 | 0.00 | 597,486.05 |
| Special Programs | 1200-1299 | 0.00 | 0.00 | 0.00 | 0.00 |
| Vocational Programs | 1300-1399 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Programs | 1400-1499 | 0.00 | 0.00 | 0.00 | 0.00 |
| Non-Public Programs | 1500-1599 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Adult & Community Programs | 1600-1699 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Community/Jr Coll Ed. Programs | 1700-1799 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Community Service Programs | 1800-1899 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| | | | | | |
| Support Services | 2000-2999 | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| Student Support Services | 2000-2199 | 7,207.11 | 0.00 | 0.00 | 7,207.11 |
| Instructional Staff Services | 2200-2299 | 8,049.60 | 0.00 | 0.00 | 8,049.60 |
| | | | | | |
| General Administration | | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| Collective Bargaining | 0000-0000 | 0.00 | 0.00 | 0.00 | 0.00 |
| School Board Contingency | 2310 / 840 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Other School Board | 2310-2319 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | | | |
| Execuive Administration | | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| Management Services | 2320 / 310 | 408,061.40 | 0.00 | 0.00 | 408,061.40 |
| All Other Administration | 2320-2399 | 0.00 | 0.00 | 0.00 | 0.00 |
| School Admin Services | 2400-2499 | 0.00 | 0.00 | 0.00 | 0.00 |
| Business | 2500-2599 | 17,395.93 | 0.00 | 0.00 | 17,395.93 |
| Operation & Maint. Of Plant | 2600-2699 | 328,959.85 | 0.00 | 0.00 | 328,959.85 |
| Student Transport | 2700-2799 | 0.00 | 0.00 | 0.00 | 0.00 |
| Support Services Central/ Other | 2800-2999 | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | | | |

| | | | | | |
|---|----------------|---------------------|-------------|-------------|---------------------|
| Non-Instructional Services | | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| Food Service Operations | 3100 | 0.00 | 0.00 | 0.00 | 0.00 |
| Enterprise Operations | 3200 | 0.00 | 0.00 | 0.00 | 0.00 |
| Facilities, Acquisitions, Construction | | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| Site Acquisition | 4100 | 0.00 | 0.00 | 0.00 | 0.00 |
| Site Improvement | 4200 | 0.00 | 0.00 | 0.00 | 0.00 |
| Architectural/Engineering | 4300 | 0.00 | 0.00 | 0.00 | 0.00 |
| Educational Specification Develop | 4400 | 0.00 | 0.00 | 0.00 | 0.00 |
| Building Acquisition/Constr. | 4500 | 0.00 | 0.00 | 0.00 | 0.00 |
| Building Improvement Services | 4600 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Facilities Acq. And Serv. | 4900 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Outlays | 5000-5999 | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| Debt Service - Principal | 5110 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Debt Service - Interest | 5120 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Food Service | 5220-5221 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Other Special Revenue | 5222-5229 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Capital Projects | 5230-5239 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Capital Reserve | 5251 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Expendable Trust | 5252 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Non-expendable Trust | 5253 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Fiduciary Funds | 5254 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Charter Schools | 5310 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| To Other Agencies | 5390 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Supplemntal Appropriation | ----- | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Deficit Appropriation | ----- | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| | | | | | |
| Total Budgeted Expenses | | 1,367,159.94 | 0.00 | 0.00 | 1,367,159.94 |
| | | | | | |
| | | | | | |
| Budgeted Revenue | | | | | |
| | Acct No | Total | | | |
| Revenue | XXXXXX | XXXXXX | XXXXXX | XXXXXX | XXXXXX |
| Local Revenue | 1111-1990 | 293,400.00 | XXXXXX | XXXXXX | XXXXXX |
| Tuition from NH LEA (Regular Program) | 1321 | 0.00 | XXXXXX | XXXXXX | XXXXXX |

| | | | | | |
|--|--------------------|---------------------|--------|--------|--------|
| Tuition From NH LEA (Special Program) | 1322 | 55,000.00 | | | |
| Tuition From NH LEA (Vocational Progr | 1323 | 0.00 | | | |
| Other Tuition (Individuals/Outside LEAs/ | 1310/1330/1340 | 58,400.00 | XXXXXX | XXXXXX | XXXXXX |
| Transportation Fees | 1400 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Other Local Revenue (e.g. contributions) | 1500-1990 | 180,000.00 | XXXXXX | XXXXXX | XXXXXX |
| | | | | | |
| <u>State Revenue</u> | <u>3111-3900</u> | 1,301,395.29 | XXXXXX | XXXXXX | XXXXXX |
| Adequacy State Revenue | 3111 | 1,215,000.00 | XXXXXX | XXXXXX | XXXXXX |
| Lease Aid State Revenue | 3190 | 50,000.00 | | | |
| Other State Revenue | 3112-3900 | 36,395.29 | XXXXXX | XXXXXX | XXXXXX |
| | | | | | |
| <u>Federal Revenue</u> | <u>4100 - 4595</u> | 47,070.00 | XXXXXX | XXXXXX | XXXXXX |
| Title 1 | 4520 | 30,000.00 | XXXXXX | XXXXXX | XXXXXX |
| All Other Title Grants Excluding Title 1 | 4530 | 17,070.00 | XXXXXX | XXXXXX | XXXXXX |
| Federal CSP Start-up Grant | 4590 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| ESSER | 4595 | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| Other Federal Revenue | | 0.00 | | | |
| | | | | | |
| <u>Other Revenue</u> | <u>5110 - 5600</u> | 0.00 | XXXXXX | XXXXXX | XXXXXX |
| | | | | | |
| Total Budgeted Revenue | | 1,641,865.29 | | | |

| Surplus Statement | |
|---|-------------------|
| Starting Balance | |
| | |
| Estimated Revenue | 1,641,865.29 |
| Estimated Expenditures | -1,367,159.94 |
| Operational Balance Surplus/ (Deficit) | 274,705.35 |
| | |
| Ending Balance | 274,705.35 |
| | |

| |
|--|
| |
|--|

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Add A Narrative Below Explaining Your Budget - If Desired (Optional)

[Yellow highlighted area for narrative input]

Arts Academy of New Hampshire Charter

19 Keewaydin Drive Salem, NH 03079-4891 | 603-912-4944

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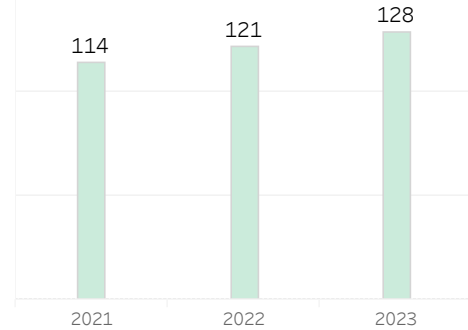
Report Card Year: **2023**

District ID
702

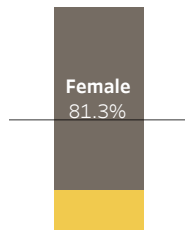
Head of School
Christine Caron

Email Address
c.caron@artsacademynh.org

Total Student Enrollment
128



Population by Gender



Student Population Breakdown

| | |
|----------------------------|--------|
| Economically Disadvantaged | 15.63% |
| English Language Learners | N/A |
| Homeless | *N |
| Migrant | N/A |
| Military Connected | *N |
| Students in Foster Care | N/A |
| Students with Disabilities | 10.94% |

Population by Race / Ethnicity

| | |
|----------------------------|--------|
| American Indian or Alaskan | N/A |
| Asian or Pacific Islander | *N |
| Black or African American | *N |
| Hispanic or Latino | 10.16% |
| Multiple Races | N/A |
| White | 86.72% |

Performance Indicators by Subgroupings

*Achievement Metrics Compared vs. Targets

| | | | | 2021 | 2022 | 2023 |
|----------------------------|------------------------------|----------------|----------------------------|--------------|--------|--------|
| Profile | Population By Gender | Sex | Female | 82.46% | 85.95% | 81.25% |
| | | | Male | 17.54% | 14.05% | 18.75% |
| | Population By Race/Ethnicity | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | | Asian or Pacific Islander | N/A | N/A | *N |
| | | | Black or African American | N/A | *N | *N |
| | | | Hispanic or Latino | *N | *N | 10.16% |
| | | | Multiple Races | *N | *N | N/A |
| | | | White | >90% | >90% | 86.72% |
| | Population By Subgroup | Student Group | Economically Disadvantaged | 20.18% | 17.36% | 15.63% |
| | | | English Language Learners | N/A | N/A | N/A |
| | | | Homeless | *N | *N | *N |
| | | | Migrant | N/A | N/A | N/A |
| | | | Military Connected | N/A | *N | *N |
| | | | Students in Foster Care | N/A | N/A | N/A |
| | | | Students with Disabilities | 11.40% | 12.40% | 10.94% |
| | | | Total Student Enrollment | All Students | 114 | 121 |
| | DLM Participation - ELA | All Students | N/A | N/A | N/A | |
| | DLM Participation - Math | All Students | N/A | N/A | N/A | |
| | ELA Participation Rate | Race/Ethnicity | All Students | 86% | 100% | 97% |
| American Indian or Alaskan | | | N/A | N/A | N/A | |
| Asian or Pacific Islander | | | N/A | N/A | N/A | |
| Black or African American | | | N/A | N/A | *N | |
| Hispanic or Latino | | | N/A | *N | *N | |
| Multiple Races | | | N/A | *N | N/A | |
| White | | | 86% | 100% | 97% | |
| Sex | | | Female | 83% | 100% | 97% |
| | | | Male | *N | *N | *N |
| Student Group | | | Economically Disadvantaged | *N | *N | *N |
| | | | English Language Learners | N/A | N/A | N/A |
| | | | Homeless | N/A | *N | N/A |

Achievement

| | | | | |
|------------------------------------|----------------------------|----------------|----------------|----------------|
| | Migrant | N/A | N/A | N/A |
| | Military Connected | N/A | N/A | *N |
| | Students in Foster Care | N/A | N/A | N/A |
| | Students with Disabilities | *N | *N | *N |
| ELA Proficiency | All Students | 61%(vs 60.45) | 73%(vs 62.54) | 77%(vs 64.40) |
| Achievement Level | Level 1 (lowest) | 17% | 10% | <10% |
| | Level 2 | 22% | 17% | 14% |
| | Level 3 | 50% | 57% | 60% |
| | Level 4 (highest) | 11% | 17% | 17% |
| Grade | Grade 3 | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A |
| | Grade 11 | 61% | 73% | 77% |
| Race/Ethnicity | American Indian or Alaskan | N/A (vs 52.68) | N/A (vs 56.69) | N/A (vs 60.25) |
| | Asian or Pacific Islander | N/A (vs 72.00) | N/A (vs 72.00) | N/A (vs 72.00) |
| | Black or African American | N/A (vs 37.31) | N/A (vs 41.01) | *N (vs 44.29) |
| | Hispanic or Latino | N/A (vs 42.44) | *N (vs 46.23) | *N (vs 49.61) |
| | Multiple Races | N/A (vs 62.93) | *N (vs 67.14) | N/A (vs 70.61) |
| | White | 61%(vs 63.95) | 71%(vs 68.18) | 78%(vs 70.61) |
| Sex | Female | 53% | 68% | 76% |
| | Male | *N | *N | *N |
| Student Group | Economically Disadvantaged | *N (vs 40.39) | *N (vs 44.14) | *N (vs 47.49) |
| | English Language Learners | N/A | N/A (vs 35.78) | N/A (vs 38.97) |
| | Homeless | N/A | *N | N/A |
| | Migrant | N/A | N/A | N/A |
| | Military Connected | N/A | N/A | *N |
| | Students in Foster Care | N/A | N/A | N/A |
| | Students with Disabilities | *N (vs 21.95) | *N (vs 25.32) | *N (vs 28.33) |
| English Language Proficiency (AC.. | All Students | N/A (vs 42.83) | N/A (vs 46.56) | N/A (vs 50.29) |
| First Year Exemption - ELA | All Students | N/A | N/A | N/A |
| First Year Exemption - Math | All Students | N/A | N/A | N/A |
| Math Participation Rate | All Students | 86% | 100% | 97% |
| Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | Asian or Pacific Islander | N/A | N/A | N/A |
| | Black or African American | N/A | N/A | *N |
| | Hispanic or Latino | N/A | *N | *N |
| | Multiple Races | N/A | *N | N/A |
| | White | 86% | 100% | 97% |
| Sex | Female | 83% | 100% | 97% |
| | Male | *N | *N | *N |
| Student Group | Economically Disadvantaged | *N | *N | *N |
| | English Language Learners | N/A | N/A | N/A |
| | Homeless | N/A | *N | N/A |
| | Migrant | N/A | N/A | N/A |
| | Military Connected | N/A | N/A | *N |
| | Students in Foster Care | N/A | N/A | N/A |
| | Students with Disabilities | *N | *N | *N |
| Math Proficiency | All Students | 17%(vs 49.14) | 20%(vs 50.14) | 37%(vs 51.05) |
| Achievement Level | Level 1 (lowest) | 17% | 27% | 23% |
| | Level 2 | 67% | 53% | 40% |
| | Level 3 | 17% | 17% | 34% |
| | Level 4 (highest) | <10% | <10% | <10% |
| Grade | Grade 3 | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A |
| | Grade 11 | 17% | 20% | 37% |
| Race/Ethnicity | American Indian or Alaskan | N/A (vs 37.14) | N/A (vs 39.01) | N/A (vs 40.72) |
| | Asian or Pacific Islander | N/A (vs 67.00) | N/A (vs 67.00) | N/A (vs 67.00) |
| | Black or African American | N/A (vs 25.00) | N/A (vs 26.76) | *N (vs 28.36) |
| | Hispanic or Latino | N/A (vs 31.07) | *N (vs 32.88) | *N (vs 34.54) |
| | Multiple Races | N/A (vs 48.26) | *N (vs 50.25) | N/A (vs 52.06) |
| | White | 17%(vs 51.30) | 18%(vs 53.31) | 38%(vs 54.21) |
| Sex | Female | 13% | 20% | 41% |
| | Male | *N | *N | *N |
| Student Group | Economically Disadvantaged | *N (vs 29.05) | *N (vs 30.84) | *N (vs 32.48) |
| | English Language Learners | N/A | N/A (vs 23.69) | N/A (vs 25.26) |
| | Homeless | N/A | *N | N/A |
| | Migrant | N/A | N/A | N/A |
| | Military Connected | N/A | N/A | *N |
| | Students in Foster Care | N/A | N/A | N/A |
| | Students with Disabilities | *N (vs 15.90) | *N (vs 17.56) | *N (vs 19.08) |

| | | | | | | |
|-------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------|-------|
| Student Environment | Null | All Students | N/A | N/A | N/A | |
| | Science Participation Rate | All Students | 86% | 93% | 94% | |
| | | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | | Asian or Pacific Islander | N/A | N/A | N/A |
| | | | Black or African American | N/A | N/A | *N |
| | | | Hispanic or Latino | N/A | *N | *N |
| | | | Multiple Races | N/A | *N | N/A |
| | | | White | 86% | 93% | 94% |
| | | Sex | Female | 83% | 96% | 97% |
| | | | Male | *N | *N | *N |
| | | | Student Group | Economically Disadvantaged | *N | *N |
| | | | English Language Learners | N/A | N/A | N/A |
| | | | Homeless | N/A | *N | N/A |
| | | | Migrant | N/A | N/A | N/A |
| | | | Military Connected | N/A | N/A | *N |
| | | | Students in Foster Care | N/A | N/A | N/A |
| | | Students with Disabilities | *N | *N | *N | |
| | Science Proficiency | All Students | 28% | 36% | 50% | |
| | | Achievement Level | Level 1 (lowest) | 28% | 39% | 32% |
| | | | Level 2 | 44% | 25% | 18% |
| | | | Level 3 | 28% | 32% | 44% |
| | | | Level 4 (highest) | <10% | <10% | <10% |
| | | Grade | Grade 3 | N/A | N/A | N/A |
| | | | Grade 4 | N/A | N/A | N/A |
| | | | Grade 5 | N/A | N/A | N/A |
| | | | Grade 6 | N/A | N/A | N/A |
| | | | Grade 7 | N/A | N/A | N/A |
| | | | Grade 8 | N/A | N/A | N/A |
| | | | Grade 11 | 28% | 36% | 50% |
| | | | Race/Ethnicity | American Indian or Alaskan | N/A | N/A |
| | | Asian or Pacific Islander | | N/A | N/A | N/A |
| | | Black or African American | | N/A | N/A | *N |
| | | Hispanic or Latino | | N/A | *N | *N |
| | | Multiple Races | | N/A | *N | N/A |
| | | White | | 28% | 35% | 52% |
| | | Sex | Female | 27% | 29% | 48% |
| | | | Male | *N | *N | *N |
| | | Student Group | Economically Disadvantaged | *N | *N | *N |
| | | | English Language Learners | N/A | N/A | N/A |
| | | | Homeless | N/A | *N | N/A |
| | | | Migrant | N/A | N/A | N/A |
| | | | Military Connected | N/A | N/A | *N |
| | | | Students in Foster Care | N/A | N/A | N/A |
| | | | Students with Disabilities | *N | *N | *N |
| | Average Class Size | | All Students | N/A | N/A | N/A |
| | Expulsion Rate | All Students | 0.00% | 0.00% | 0.00% | |
| | | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | | Asian or Pacific Islander | N/A | N/A | *N |
| | | | Black or African American | N/A | N/A | *N |
| | | | Hispanic or Latino | *N | *N | *N |
| | | | Multiple Races | *N | *N | N/A |
| | | | White | 0.00% | 0.00% | 0.00% |
| | | Student Group | Economically Disadvantaged | 0.00% | 0.00% | 0.00% |
| | | | English Language Learners | N/A | N/A | N/A |
| | | | Homeless | *N | *N | *N |
| | | | Migrant | N/A | N/A | N/A |
| | | | Military Connected | N/A | *N | *N |
| Students in Foster Care | | | N/A | N/A | N/A | |
| Students with Disabilities | | | 0.00% | 0.00% | *N | |
| In School Suspension Rate | | | All Students | 0.00% | 0.00% | 0.00% |
| | By Day | 1-5 Days | 0.00% | 0.00% | 0.00% | |
| | | 6 -10 Days | 0.00% | 0.00% | 0.00% | |
| | | 11+ days | 0.00% | 0.00% | 0.00% | |
| | | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | Asian or Pacific Islander | N/A | N/A | *N | |
| | | Black or African American | N/A | N/A | *N | |
| | | Hispanic or Latino | *N | *N | *N | |
| | | Multiple Races | *N | *N | N/A | |
| | | White | 0.00% | 0.00% | 0.00% | |
| | Student Group | Economically Disadvantaged | 0.00% | 0.00% | 0.00% | |
| | | English Language Learners | N/A | N/A | N/A | |
| Homeless | | *N | *N | *N | | |
| Migrant | | N/A | N/A | N/A | | |
| Military Connected | | N/A | *N | *N | | |
| Students in Foster Care | | N/A | N/A | N/A | | |
| Students with Disabilities | | 0.00% | 0.00% | *N | | |
| Incidents of Violence | | All Students | 0 | 2 | 0 | |
| Out of School Suspension Rate | All Students | 0.00% | 0.00% | 0.00% | | |

| | | | | | | |
|----------------------------|-------------------------------|----------------------------|----------------------------|------------|--------|-------|
| College & Career Readiness | Out of School Suspension Rate | By Day | All Students | 0.00% | 0.00% | 0.00% |
| | | | 1-5 Days | 0.00% | 0.00% | 0.00% |
| | | | 6 -10 Days | 0.00% | 0.00% | 0.00% |
| | | Race/Ethnicity | 11+ days | 0.00% | 0.00% | 0.00% |
| | | | American Indian or Alaskan | N/A | N/A | N/A |
| | | | Asian or Pacific Islander | N/A | N/A | *N |
| | | | Black or African American | N/A | N/A | *N |
| | | | Hispanic or Latino | *N | *N | *N |
| | | Student Group | Multiple Races | *N | *N | N/A |
| | | | White | 0.00% | 0.00% | 0.00% |
| | | | Economically Disadvantaged | 0.00% | 0.00% | 0.00% |
| | | | English Language Learners | N/A | N/A | N/A |
| | | | Homeless | *N | *N | *N |
| | | | Migrant | N/A | N/A | N/A |
| | Military Connected | | N/A | *N | *N | |
| | Students in Foster Care | N/A | N/A | N/A | | |
| | | Students with Disabilities | 0.00% | 0.00% | *N | |
| | Dropout Rate | Race/Ethnicity | All Students | 1.75% | 2.48% | 2.34% |
| | | | American Indian or Alaskan | N/A | N/A | N/A |
| | | | Asian or Pacific Islander | N/A | N/A | *N |
| | | | Black or African American | N/A | *N | *N |
| | | | Hispanic or Latino | *N | *N | 7.69% |
| | | | Multiple Races | *N | *N | N/A |
| White | | | 1.94% | 2.68% | 1.80% | |
| Student Group | | Economically Disadvantaged | 4.35% | 0.00% | 0.00% | |
| | | English Language Learners | N/A | N/A | N/A | |
| | | Homeless | *N | *N | *N | |
| | | Migrant | N/A | N/A | N/A | |
| | | Military Connected | N/A | *N | *N | |
| | | Students in Foster Care | N/A | N/A | N/A | |
| | | Students with Disabilities | 0.00% | 6.67% | 0.00% | |
| Five-Year Graduation Rate | Race/Ethnicity | All Students | 96.30% | 83.33% | 85.00% | |
| | | American Indian or Alaskan | N/A | N/A | N/A | |
| | | Asian or Pacific Islander | *N | N/A | N/A | |
| | | Black or African American | N/A | N/A | N/A | |
| | | Hispanic or Latino | *N | *N | N/A | |
| | | Multiple Races | N/A | N/A | N/A | |
| | | White | 95.65% | 78.95% | 85.00% | |
| | Student Group | Economically Disadvantaged | *N | *N | *N | |
| | | English Language Learners | N/A | N/A | N/A | |
| | | Homeless | N/A | N/A | N/A | |
| | | Migrant | N/A | N/A | N/A | |
| | | Military Connected | N/A | N/A | N/A | |
| | | Students in Foster Care | N/A | N/A | N/A | |
| | | Students with Disabilities | *N | *N | *N | |
| Four-Year Graduation Rate | Race/Ethnicity | All Students | 75.00% | 85.00% | 94.29% | |
| | | American Indian or Alaskan | N/A | N/A | N/A | |
| | | Asian or Pacific Islander | N/A | N/A | *N | |
| | | Black or African American | N/A | N/A | *N | |
| | | Hispanic or Latino | *N | N/A | *N | |
| | | Multiple Races | N/A | N/A | *N | |
| | | White | 68.42% | 85.00% | 93.33% | |
| | Student Group | Economically Disadvantaged | *N | *N | *N | |
| | | English Language Learners | N/A | N/A | N/A | |
| | | Homeless | N/A | N/A | *N | |
| | | Migrant | N/A | N/A | N/A | |
| | | Military Connected | N/A | N/A | *N | |
| | | Students in Foster Care | N/A | N/A | N/A | |
| | | Students with Disabilities | *N | *N | *N | |
| Post Secondary Enrollment | Institution Location | In-State | *N | N/A | *CS | |
| | | Out-of-State | *N | N/A | *CS | |
| | Institution Type | Private | *N | N/A | *CS | |
| | | Public | *N | N/A | *CS | |
| | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | *CS | |
| | | Asian or Pacific Islander | N/A | N/A | *CS | |
| | | Black or African American | N/A | N/A | *CS | |
| | | Hispanic or Latino | *N | N/A | *CS | |
| | | Multiple Races | N/A | *N | *CS | |
| | Student Group | White | 35.71% | 0.00% | *CS | |
| | | Economically Disadvantaged | *N | *N | *CS | |
| | | English Language Learners | N/A | N/A | *CS | |
| | | Homeless | N/A | N/A | *CS | |
| | | Migrant | N/A | N/A | *CS | |
| Military Connected | | N/A | N/A | *CS | | |
| Students in Foster Care | | N/A | N/A | *CS | | |
| Students with Disabilities | *N | *N | *CS | | | |
| Postsecondary Enrollment | All Students | 36.84% | 0.00% | *CS | | |
| Average Teacher Salary | All Students | \$40500.00 | \$40893.00 | \$42408.00 | | |

| Educator Profile | | | | | | |
|------------------|---------------------------------------|----------------------------|----------------------------------|-----------|-----------|-----|
| Educator Profile | Classes by Educators Certified in .. | All Students | 84.62% | 60.81% | 57.33% | |
| | Classes by Educators on an Inter.. | All Students | 15.56% | 0.00% | 0.00% | |
| | Classes by Experienced Educators | All Students | 66.67% | 53.19% | 74.47% | |
| Finance | Cost Per Pupil | All Students | \$9470 | \$10191 | *CS | |
| | School Type | Elementary School | N/A | N/A | *CS | |
| | | High School | \$9470 | \$10191 | *CS | |
| | | Middle School | N/A | N/A | *CS | |
| | Null | Cost Per Pupil Type | Federal Cost Per Pupil | \$520.85 | \$529.93 | *CS |
| | | | Local & State Cost Per Pupil | \$8949.15 | \$9661.07 | *CS |
| | Total Expenditures | Non-recurring Expenditures | All Students | \$1055656 | \$1213898 | *CS |
| | | | Bond and Note Payment | \$0 | \$0 | *CS |
| | | | Facility Construction | \$0 | \$0 | *CS |
| | | | Bond & Note Interest | 0 | 0 | *CS |
| | | | Business Services | 2 | 1 | *CS |
| | | | Charter Schools / Other Agencies | 0 | 0 | *CS |
| | | | Community Programs | 0 | 0 | *CS |
| | | | Food Service | 0 | 0 | *CS |
| | | | General Administration | 23 | 26 | *CS |
| | | | Instructional Staff Support | 0 | 0 | *CS |
| | | | Non-Public Programs | 0 | 0 | *CS |
| | | | Other Instructional Programs | 0 | 0 | *CS |
| | | | Plant Operations | 24 | 22 | *CS |
| | | | Pupil Transportation | 0 | 0 | *CS |
| | | | Regular Instruction | 48 | 50 | *CS |
| | | | School Administration | 0 | 0 | *CS |
| | | | Special Programs | 0 | 0 | *CS |
| | Student Support Services | 0 | 0 | *CS | | |
| | Vocational Programs | 0 | 0 | *CS | | |
| | Total Revenues | Additional Revenues | All Students | \$1226206 | \$1199114 | *CS |
| | | | Sale of Bonds and Notes | \$0 | \$0 | *CS |
| Revenue Type | | | Equitable Education Aid | 61.10% | 65.80% | *CS |
| | | | Federal Sources | 5.50% | 5.20% | *CS |
| | | | Local Revenue | 27.40% | 25.30% | *CS |
| | | | Local Taxation | 0.00% | 0.00% | *CS |
| | | | Other State Sources | 6.00% | 3.70% | *CS |
| Total Revenues | Other (includes insurance settlemen.. | 0.00% | 0.00% | *CS | | |

Printed on: 1/2/2024

| | | | |
|----------------|--|----------------|---|
| *COVID | Data is not available due to COVID restrictions. | *CS | Data will be available soon |
| *CS | Data will be available soon | >90% | Value is above 90% and is blurred to protect student privacy. |
| *N | Data is suppressed due to student population being less than 11. | N/A | Data is not applicable |
| <10% | Value is below 10% and is blurred to protect student privacy. | NA | Data is not available |

ARTS ACADEMY OF NEW HAMPSHIRE

Financial Statements

June 30, 2022

and

Independent Auditor's Report

**ARTS ACADEMY OF NEW HAMPSHIRE
FINANCIAL STATEMENTS
June 30, 2022**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Arts Academy of New Hampshire

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of the Arts Academy of New Hampshire, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Arts Academy of New Hampshire's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the Arts Academy of New Hampshire, as of June 30, 2022, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Arts Academy of New Hampshire, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Arts Academy of New Hampshire's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and

therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Arts Academy of New Hampshire's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Arts Academy of New Hampshire's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other

knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Vachon Clukay & Company PC

Manchester, New Hampshire

April 11, 2023

**ARTS ACADEMY OF NEW HAMPSHIRE
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2022**

Presented herewith, please find the Management Discussion and Analysis Report for the Arts Academy of New Hampshire (the Academy) for the fiscal year ending June 30, 2022. Responsibility for both the accuracy of the data, and the completeness and fairness of this presentation (including all disclosures) rests with management. To the best of our knowledge and belief, the data contained herein is accurate in all material respects. This data is reported in a manner designed to fairly present the Academy's financial position, and the results of operations of the various funds of the Academy. All disclosures necessary to enable the reader to gain an accurate understanding of the Academy's financial activities have been included.

Academy management is responsible for establishing an accounting and internal control structure designed to ensure that the physical, data, informational, intellectual, and human resource assets of the Academy are protected from loss, theft, and misuse, and to ensure that adequate accounting information is maintained and reported in conformity with generally accepted accounting principles (GAAP). Management also strives to ensure that these assets are put to good and effective use. The internal control structure is designed to provide reasonable assurances that these objectives are attained.

Overview of the Financial Statements

The financial statements presented herein include all of the activities of the Arts Academy of New Hampshire using the integrated approach as prescribed by GASB Statement 34.

This discussion and analysis is intended to serve as an introduction to the Arts Academy of New Hampshire's financial statements. The basic financial statements are comprised of three components:

1. Government-wide financial statements
2. Fund financial statements
3. Notes to the basic financial statements

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the Academy's finances, in a manner similar to most private-sector companies.

The Statement of Net Position presents information on all of the Academy's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the remaining difference reported as net position. Over time, increases and decreases in net position may serve as a useful indicator of whether the financial position of the Academy is improving or deteriorating.

The Statement of Activities presents information showing how the Academy's net position changed during the most recent fiscal year. All of the current year's revenue and expenses are taken into account regardless of when cash is received or paid.

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Academy uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The Academy solely employs the use of governmental funds.

**ARTS ACADEMY OF NEW HAMPSHIRE
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2022**

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the Academy's near-term financial requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances provide a reconciliation to facilitate this comparison between the governmental activities Statement of Net Position and Statement of Activities.

The Academy maintains one individual governmental fund. Information is presented separately in the governmental fund Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances for the General Fund, which is the Academy's sole major fund.

Notes to the Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other Information

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America.

Government-Wide Financial Analysis

Statement of Net Position

Net Position of the Arts Academy of New Hampshire as of June 30, 2022 and 2021 is as follows:

| | <u>2022</u> | <u>2021</u> |
|--------------------------------------|------------------|----------------|
| Capital and Other Assets: | | |
| Capital assets, net | \$ 1,093,886 | \$ 54,230 |
| Other assets | <u>409,678</u> | <u>392,442</u> |
| Total Assets | <u>1,503,564</u> | <u>446,672</u> |
| Deferred Outflows of Resources: | | |
| Total Deferred Outflows of Resources | <u>-</u> | <u>-</u> |

**ARTS ACADEMY OF NEW HAMPSHIRE
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2022**

| | | |
|-------------------------------------|-------------------|-------------------|
| Long-term and Other Liabilities: | | |
| Long-term liabilities | 1,003,230 | - |
| Other liabilities | <u>171,958</u> | <u>124,891</u> |
| Total Liabilities | <u>1,175,188</u> | <u>124,891</u> |
| Deferred Inflows of Resources: | | |
| Total Deferred Inflows of Resources | <u>-</u> | <u>-</u> |
| Net Position: | | |
| Net investment in capital assets | 11,995 | 54,230 |
| Unrestricted | <u>316,381</u> | <u>267,551</u> |
| Total Net Position | <u>\$ 328,376</u> | <u>\$ 321,781</u> |

Statement of Activities

The changes in net position for the fiscal years ending June 30, 2022 and 2021 are as follows:

| | <u>2022</u> | <u>2021</u> |
|---|-------------------|-------------------|
| Program revenues: | | |
| Charges for services | \$ 69,277 | \$ 66,119 |
| Operating grants and contributions | <u>139,588</u> | <u>129,409</u> |
| Total program revenues | <u>208,865</u> | <u>195,528</u> |
| General revenues: | | |
| State adequacy education and differentiated aid | 852,787 | 792,476 |
| Interest and investment earnings | 234 | 161 |
| Miscellaneous | 155,150 | 177,615 |
| PPP loan forgiveness | | 86,909 |
| Total general revenues | <u>1,008,171</u> | <u>1,057,161</u> |
| Total revenues | <u>1,217,036</u> | <u>1,252,689</u> |
| Program expenses: | | |
| Instruction | 545,807 | 509,838 |
| General administration | 325,696 | 366,547 |
| Operation and maintenance of plant | 248,940 | 246,096 |
| Food service | 252 | 640 |
| Interest and fiscal charges | <u>89,746</u> | <u>1,648</u> |
| Total program expenses | <u>1,210,441</u> | <u>1,124,769</u> |
| Change in net position | 6,595 | 127,920 |
| Net position - beginning of year | <u>321,781</u> | <u>193,861</u> |
| Net position - ending of year | <u>\$ 328,376</u> | <u>\$ 321,781</u> |

GRANITE STATE ARTS ACADEMY ACTIVITIES

Governmental Activities

**ARTS ACADEMY OF NEW HAMPSHIRE
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2022**

As shown in the above statement, the Academy experienced an increase in net position of \$6,595 on the full accrual basis of accounting. The change is mainly driven by the Academy's revenues in excess of the expenses, which is mainly the result of the Academy receiving an increase in adequacy aid and lease aid, which helped to offset the PPP that was no longer applicable.

General Fund

The General Fund ended the fiscal year with a total fund balance of \$316,381, an increase of \$48,830 from the prior year. As noted above in the governmental activities analysis, the Academy received additional funding from grants to offset the PPP which is no longer applicable.

CAPITAL ASSETS

The Academy does not maintain a capitalization threshold regarding the dollar value or estimated useful lives of capital assets. Assets are depreciated using the straight-line method over the course of their estimated useful life. Current year capital asset activity included depreciation on existing assets. See Note 3 in the notes to the basic financial statements for additional information on the capital assets activity.

ECONOMIC FACTORS

As of this date the school is still receiving \$7,388 per student for adequacy, a slight increase of \$200 after a four year period of no increases. While this a welcomed increase, it is woefully insufficient to make any real impact on the schools financial situation. There are currently bills in the NH Legislature that could potentially increase adequacy by \$1000 per student and possibly an additional \$500 for a total of \$1500 increase. This will be voted on in June so as of this writing it is still undetermined but if passed would allow for more financial security which in turn would allow the Academy to offer more competitive salaries and benefits, among other things.

The Academy has an aggressive fundraising strategy that bolsters income including gaining access to The Brook, a gaming room that donates money to non profits. The first year proved to be very successful and we are scheduled again for the fall of 2023. The Academy is diligent in utilizing as much grant money as possible including ESSER, Title 1 and Title 4 to supplement income streams. Currently there is a reserve fund of approximately \$372,000, which increased in this fiscal year and is a cushion against unforeseen expenses or drop in enrollment. It is a goal of the Academy to continue to grow this fund and perhaps invest it, something the Board will be discussing in the near future. Toward that goal, the Board of Trustees recently adopted an investment policy. No investments have been made to date but the plan is to evaluate the reserve funds at the end of the fiscal year and make a decision on investing at that time. The Board is currently looking into various investment advisors for that future probability. The reserve also helps to avoid tapping the line of credit held at Enterprise Bank which brings added costs. Overall, the Academy is in a better financial situation than it has been since its inception, but unless adequacy is increased by the state, future financial realities may prove challenging.

CONTACTING GRANITE STATE ARTS ACADEMY

This financial report is intended to provide a general overview of the Arts Academy of New Hampshire's finances and to show accountability for the money it receives. If you have questions about this report or need additional information, contact Arts Academy of New Hampshire, 19 Keewaydin Drive Unit #4 Salem NH 03079 or by telephone at (603) 912-4944.

EXHIBIT A
ARTS ACADEMY OF NEW HAMPSHIRE
Statement of Net Position
June 30, 2022

| | Governmental Activities |
|---------------------------------------|----------------------------|
| ASSETS | |
| Current Assets: | |
| Cash and cash equivalents | \$ 365,710 |
| Accounts receivable | 10,792 |
| Due from State of New Hampshire | 3,176 |
| Deposits held by others | <u>30,000</u> |
| Total Current Assets | <u>409,678</u> |
| Noncurrent Assets: | |
| Capital assets: | |
| Depreciable capital assets, net | <u>1,093,886</u> |
| Total Noncurrent Assets | <u>1,093,886</u> |
| Total Assets | <u>1,503,564</u> |
| DEFERRED OUTFLOWS OF RESOURCES | |
| Total Deferred Outflows of Resources | <u>-</u> |
| LIABILITIES | |
| Current Liabilities: | |
| Accrued liabilities | 93,297 |
| Current portion of lease liability | <u>78,661</u> |
| Total Current Liabilities | <u>171,958</u> |
| Noncurrent liabilities: | |
| Lease liability | <u>1,003,230</u> |
| Total Noncurrent Liabilities | <u>1,003,230</u> |
| Total Liabilities | <u>1,175,188</u> |
| DEFERRED INFLOWS OF RESOURCES | |
| Total Deferred Inflows of Resources | <u>-</u> |
| NET POSITION | |
| Net investment in capital assets | 11,995 |
| Unrestricted | <u>316,381</u> |
| Total Net Position | <u>\$ 328,376</u> |

See accompanying notes to the basic financial statements

EXHIBIT B
ARTS ACADEMY OF NEW HAMPSHIRE
Statement of Activities
For the Year Ended June 30, 2022

| Functions/Programs | <u>Expenses</u> | <u>Program Revenues</u> | | <u>Net (Expense) Revenue and Changes in Net Position</u> |
|------------------------------------|---------------------|-----------------------------|---|--|
| | | <u>Charges for Services</u> | <u>Operating Grants and Contributions</u> | <u>Governmental Activities</u> |
| Governmental Activities: | | | | |
| Instruction | \$ 545,807 | \$ 69,277 | \$ 60,020 | \$ (416,510) |
| General administration | 325,696 | | 36,360 | (289,336) |
| Operation and maintenance of plant | 248,940 | | 43,208 | (205,732) |
| Food service | 252 | | | (252) |
| Interest and fiscal charges | 89,746 | | | (89,746) |
| Total governmental activities | <u>\$ 1,210,441</u> | <u>\$ 69,277</u> | <u>\$ 139,588</u> | <u>(1,001,576)</u> |
| General revenues: | | | | |
| State adequacy education grant | | | | 808,135 |
| State differentiated aid | | | | 44,652 |
| Interest and investment earnings | | | | 234 |
| Miscellaneous | | | | 155,150 |
| Total general revenues | | | | <u>1,008,171</u> |
| Change in net position | | | | 6,595 |
| Net Position at beginning of year | | | | <u>321,781</u> |
| Net Position at end of year | | | | <u>\$ 328,376</u> |

See accompanying notes to the basic financial statements

EXHIBIT C
ARTS ACADEMY OF NEW HAMPSHIRE
Balance Sheet
Governmental Funds
June 30, 2022

| | General <u>Fund</u> | Total Governmental <u>Funds</u> |
|--|------------------------|---------------------------------------|
| ASSETS | | |
| Cash and cash equivalents | \$ 365,710 | \$ 365,710 |
| Accounts receivable | 10,792 | 10,792 |
| Due from State of New Hampshire | 3,176 | 3,176 |
| Deposits held by others | <u>30,000</u> | <u>30,000</u> |
| Total Assets | <u>409,678</u> | <u>409,678</u> |
| DEFERRED OUTFLOWS OF RESOURCES | | |
| Total Deferred Outflows of Resources | <u>-</u> | <u>-</u> |
| Total Assets and Deferred Outflows of Resources | <u>\$ 409,678</u> | <u>\$ 409,678</u> |
| LIABILITIES | | |
| Accrued liabilities | <u>\$ 93,297</u> | <u>\$ 93,297</u> |
| Total Liabilities | <u>93,297</u> | <u>93,297</u> |
| DEFERRED INFLOWS OF RESOURCES | | |
| Total Deferred Inflows of Resources | <u>-</u> | <u>-</u> |
| FUND BALANCES | | |
| <i>Nonspendable:</i> | | |
| Deposits held by others | 30,000 | 30,000 |
| <i>Unassigned:</i> | | |
| Unassigned - General operations | <u>286,381</u> | <u>286,381</u> |
| Total Fund Balances | <u>316,381</u> | <u>316,381</u> |
| Total Liabilities, Deferred Inflows of Resources, and Fund Balances | <u>\$ 409,678</u> | <u>\$ 409,678</u> |

See accompanying notes to the basic financial statements

EXHIBIT C-1
ARTS ACADEMY OF NEW HAMPSHIRE
Reconciliation of the Balance Sheet of Governmental Funds
to the Statement of Net Position
June 30, 2022

| | |
|--|--------------------|
| Total Fund Balances - Governmental Funds (Exhibit C) | \$ 316,381 |
| Amounts reported for governmental activities in the statement of net position are different because: | |
| Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. | 1,093,886 |
| Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Long-term liabilities at year end consist of the following: | |
| Lease liability | <u>(1,081,891)</u> |
| Net Position of Governmental Activities (Exhibit A) | <u>\$ 328,376</u> |

See accompanying notes to the basic financial statements

EXHIBIT D
ARTS ACADEMY OF NEW HAMPSHIRE
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2022

| | General <u>Fund</u> | Total Governmental <u>Funds</u> |
|------------------------------------|------------------------|---------------------------------------|
| Revenues: | | |
| Intergovernmental | \$ 992,375 | \$ 992,375 |
| Charges for services | 69,277 | 69,277 |
| Interest income | 234 | 234 |
| Miscellaneous | <u>155,150</u> | <u>155,150</u> |
| Total Revenues | <u>1,217,036</u> | <u>1,217,036</u> |
| Expenditures: | | |
| Current operations: | | |
| Instruction | 542,266 | 542,266 |
| General administration | 364,100 | 364,100 |
| Operation and maintenance of plant | 261,250 | 261,250 |
| Food service | 220 | 220 |
| Debt service: | | |
| Interest and fiscal charges | <u>370</u> | <u>370</u> |
| Total Expenditures | <u>1,168,206</u> | <u>1,168,206</u> |
| Net change in fund balances | 48,830 | 48,830 |
| Fund Balances at beginning of year | <u>267,551</u> | <u>267,551</u> |
| Fund Balances at end of year | <u>\$ 316,381</u> | <u>\$ 316,381</u> |

See accompanying notes to the basic financial statements

EXHIBIT D-1
ARTS ACADEMY OF NEW HAMPSHIRE
Reconciliation of the Statement of Revenues, Expenditures
and Changes in Fund Balances of Governmental Funds
to the Statement of Activities
For the Year Ended June 30, 2022

Net Change in Fund Balances - Governmental Funds (Exhibit D) \$ 48,830

Amounts reported for governmental activities in the statement
of activities are different because:

Governmental funds report capital outlays as expenditures. However, in
the statement of activities, the cost of those assets is allocated over their
estimated useful lives as depreciation and amortization expense. Capital
outlays and depreciation and amortization expense in the current period
are as follows:

| | |
|----------------------|-----------|
| Capital outlays | 42,662 |
| Depreciation expense | (12,114) |
| Amortization expense | (144,158) |

Repayment of lease principal on lease liabilities is an expenditure in the
governmental funds, but the repayment reduces long-term liabilities
in the statement of net position. Repayments in the current year
are as follows:

| | |
|----------------------|---------------|
| Lease principal paid | <u>71,375</u> |
|----------------------|---------------|

Change in Net Position of Governmental Activities (Exhibit B) \$ 6,595

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2022

NOTE 1—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Arts Academy of New Hampshire conform to accounting principles generally accepted in the United States of America for local educational units of government, except as indicated hereinafter. The Arts Academy of New Hampshire is organized as a nonprofit organization to provide public charter school educational services as authorized by the State of New Hampshire Department of Education. The provisions of the State of New Hampshire RSA 194-B:10 requires public charter schools to comply with the same financial reporting requirements imposed upon a traditional public school district, on a governmental basis of presentation. Accordingly, the Arts Academy of New Hampshire’s basis of presentation follows the governmental reporting model. The following is a summary of significant accounting policies.

Financial Reporting Entity

The Arts Academy of New Hampshire (the “Academy”) is a public charter school as defined by the provisions of the State of New Hampshire RSA 194-B Chartered Public School. The Academy is organized as a 501(c)(3) nonprofit public charity granted status under section 170(b)(1)(A)(ii) of the Internal Revenue Code. The Academy is governed by a Board of Trustees and operates under a charter approved by the State of New Hampshire on August 19, 2013. The mission of the Academy is to nurture creative thinkers, active citizens, and independent learners with a curriculum that integrates the arts and academics. The Academy’s vision is a high school that is dedicated to the arts.

Basis of Presentation

The Academy’s basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements, which provide a more detailed level of financial information.

1. Government-Wide Financial Statements:

The statement of net position and the statement of activities display information about the Academy as a whole. These statements include the financial activities of the primary government.

The statement of net position presents the financial condition of the governmental activities of the Academy at year end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the Academy’s governmental activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that are required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the Academy. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the Academy.

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2022

2. Fund Financial Statements:

During the year, the Academy may segregate transactions related to certain functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the Academy at this more detailed level. The focus of governmental fund financial statements is on major funds. Each major fund is presented in a separate column.

Fund Accounting

The Academy uses funds to maintain its financial records during the fiscal year. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. The Academy solely employs the use of governmental funds.

1. Governmental Funds:

Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and deferred outflows of resources, and liabilities and deferred inflows of resources, is reported as fund balance. The following is the Academy's sole major governmental fund:

The *General Fund* is the main operating fund of the Academy and is used to account for all financial resources except those required to be accounted for in another fund.

Measurement Focus

1. Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus. All assets, deferred outflows of resources, liabilities, and deferred inflows of resources associated with the operation of the Academy are included on the Statement of Net Position.

2. Fund Financial Statements:

All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities and deferred inflows of resources generally are included on the balance sheet. The statement of revenues, expenditures and changes in fund balances reports on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements therefore include reconciliations with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2022

Basis of Accounting

Basis of accounting determines when transactions are recorded in the financial records and reported on the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Differences in the accrual and the modified accrual basis of accounting arise in the recognition of revenue and in the presentation of expenses versus expenditures.

1. Revenues – Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the Academy, available means expected to be received within sixty days of fiscal year end.

Non-exchange transactions, in which the Academy receives value without directly giving equal value in return, include grants, entitlements and donations. Revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted; matching requirements, in which the Academy must provide local resources to be used for a specified purpose; and expenditure requirements, in which the resources are provided to the Academy on a reimbursement basis. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Under the modified accrual basis, the following revenue sources are considered to be both measurable and available at fiscal year end: State adequacy funding, grants, and student fees.

Grants and entitlements received before the eligibility requirements are met are recorded as advances from grantors. Unearned revenue arises when assets are recognized before revenue recognition criteria has been satisfied.

2. Expenses/Expenditures:

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation and amortization are not recognized in governmental funds.

Budgetary Data

The Academy's budget represents functional appropriations as authorized by the Board of Trustees. The Board of Trustees may transfer funds between operating categories as they deem necessary.

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2022

Due from State of New Hampshire

Receivables due from the State of New Hampshire (Department of Education) at June 30, 2022 consists of reimbursable grant projects.

Deposits held by Others

Deposits held by others at June 30, 2022 consists of a security deposit paid to the Academy’s landlord in accordance with the existing lease agreement.

Capital Assets

General capital assets result from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets are recorded at their acquisition value as of the date received. The Academy does not maintain a capitalization threshold regarding the dollar value or estimated useful lives of the assets. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset’s life are not.

All reported capital assets are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the following useful lives:

| | <u>Description</u> | <u>Years</u> |
|--|------------------------|--------------|
| | Equipment | 5-20 |
| | Furniture and Fixtures | 5-10 |
| | Leasehold improvements | 12 |

Lease Liabilities and Leased Assets

Lease liabilities are measured at present value or payments expected to be made during the lease term. Leased assets are measured at the initial measurement of the lease liability, plus any payments made to the lessor at or before the commencement of the lease term and certain direct costs and are amortized on a straight-line basis over the life of the related lease.

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current resources are reported as obligations of the funds. Long-term obligations that will be paid from governmental funds are recognized as a liability in the fund financial statements when due.

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2022

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances on any borrowings used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the Academy or through external restrictions imposed by creditors, grantors or laws or regulations of other governments. Unrestricted net position is the residual amount of the assets, deferred outflows of resources, liabilities and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

The Academy's policy is to first apply restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Fund Balance Policy

As of June 30, 2022, the Academy has not adopted a formal fund balance policy. Under GASB Statement 54, the Academy has segregated fund balance into five classifications: Nonspendable, Restricted, Committed, Assigned, and Unassigned. These components of fund balance are defined as follows:

- *Nonspendable Fund Balance*: Amounts that are not in a spendable form or are required to be maintained intact.
- *Restricted Fund Balance*: Amounts constrained to specific purposes stipulated by external resource providers or through enabling legislation. Restrictions may be changed or lifted only with the consent of the resource providers or by the enabling legislation.
- *Committed Fund Balance*: Amounts constrained to specific purposes by the entity itself using its highest level of decision-making authority. To be reported as committed, amounts cannot be used for any other purpose unless the entity takes the same highest-level action to remove or change the constraint.
- *Assigned Fund Balance*: Amounts an entity intends to use for a specific purpose; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority.
- *Unassigned Fund Balance*: Amounts that are available for any purpose; these amounts are reported only in the General Fund, except for any deficit fund balance of another governmental fund.

In circumstances where expenditures are incurred for purposes for which both restricted and unrestricted fund balance is available, restricted fund balance is considered to have been spent first. When expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications can be used, committed amounts should be reduced first, followed by assigned amounts then unassigned amounts.

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2022

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results may differ from those estimates.

NOTE 2—DEPOSITS

Deposits as of June 30, 2022, are classified in the accompanying financial statements as follows:

| | |
|---------------------------|-------------------|
| Cash and cash equivalents | <u>\$ 365,710</u> |
|---------------------------|-------------------|

Deposits at June 30, 2022 consist of the following:

| | |
|--------------------------------------|-------------------|
| Cash on hand | \$ 231 |
| Deposits with financial institutions | <u>365,479</u> |
| | <u>\$ 365,710</u> |

As of June 30, 2022, the Academy has not formally adopted an investment policy that limits allowable deposits of the Academy. The Academy's deposits with financial institutions consist solely of demand deposits at year end.

Custodial Credit Risk

Custodial credit risk for deposits is the risk that in the event of a bank failure, the Academy's deposits may not be returned. Currently, the Academy has no investment policy for assurance against custodial credit risk. Of the Academy's deposits with financial institutions at year end, \$120,326 was uncollateralized and uninsured.

NOTE 3—CAPITAL ASSETS

The following is a summary of changes in capital assets of the governmental activities:

| | (As Restated) | | | |
|---|---------------------|------------------|-------------------|----------------------|
| | Balance | | | Balance |
| | <u>July 1, 2021</u> | <u>Additions</u> | <u>Reductions</u> | <u>June 30, 2022</u> |
| Capital assets: | | | | |
| Equipment | \$ 63,147 | \$ 42,662 | | \$ 105,809 |
| Furniture and fixtures | 51,229 | | | 51,229 |
| Leasehold improvements | 51,393 | | | 51,393 |
| Leased building | <u>1,153,266</u> | | | <u>1,153,266</u> |
| Total capital assets at historical cost | <u>1,319,035</u> | <u>42,662</u> | <u>\$ -</u> | <u>1,361,697</u> |

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2022

| | | | | |
|---|---------------------|---------------------|-------------|---------------------|
| Less accumulated depreciation for: | | | | |
| Equipment | (61,094) | (4,369) | | (65,463) |
| Furniture and fixtures | (33,313) | (3,462) | | (36,775) |
| Leasehold improvements | (17,132) | (4,283) | | (21,415) |
| Less accumulated amortization for: | | | | |
| Leased building | | (144,158) | | (144,158) |
| Total accumulated depreciation and amortization | <u>(111,539)</u> | <u>(156,272)</u> | <u>-</u> | <u>(267,811)</u> |
| Total Capital assets, net | <u>\$ 1,207,496</u> | <u>\$ (113,610)</u> | <u>\$ -</u> | <u>\$ 1,093,886</u> |

Depreciation and amortization expense was charged to governmental functions as follows:

| | |
|------------------------------------|-------------------|
| Instruction | \$ 3,541 |
| General administration | 4,258 |
| Operation and maintenance of plant | 148,441 |
| Food service | 32 |
| | <u>\$ 156,272</u> |

The balance of assets acquired through leases as of June 30, 2022 are as follows:

| | |
|--------------------------------|---------------------|
| Leased building | \$ 1,153,266 |
| Less: Accumulated amortization | <u>(144,158)</u> |
| | <u>\$ 1,009,108</u> |

NOTE 4—SHORT-TERM OBLIGATIONS

In June 2017, the Academy entered into an agreement with its primary financial institution for a working line of credit. The terms of the agreement state a \$50,000 available credit limit. The interest rate on the line of credit is 5.75% at June 30, 2022. The line of credit is secured by all of the Academy's business assets. At June 30, 2022, the Academy had no outstanding balance on its line of credit.

Changes in the Academy's short-term obligations for the year ended June 30, 2022 are as follows:

| | | | | |
|----------------|---------------------|------------------|--------------------|----------------------|
| | Balance | | | Balance |
| | <u>July 1, 2021</u> | <u>Additions</u> | <u>Reductions</u> | <u>June 30, 2022</u> |
| Line of credit | <u>\$ 32,500</u> | <u>\$ -</u> | <u>\$ (32,500)</u> | <u>\$ -</u> |

NOTE 5—LONG-TERM OBLIGATIONS

Changes in the long-term obligations of the governmental activities for the year ended June 30, 2022 are as follows:

| | | | | | |
|-----------------|---------------------|------------------|--------------------|----------------------|------------------|
| | (As Restated) | | | | |
| | Balance | | | Balance | Due Within |
| | <u>July 1, 2021</u> | <u>Additions</u> | <u>Reductions</u> | <u>June 30, 2022</u> | <u>One Year</u> |
| Lease liability | <u>\$ 1,153,266</u> | <u>\$ -</u> | <u>\$ (71,375)</u> | <u>\$ 1,081,891</u> | <u>\$ 78,661</u> |

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2022

Lease Liability

Lease liabilities represent contracts that convey control of the right to use another entities nonfinancial assets for a specified period of time. The following is the sole individual lease liability outstanding at June 30, 2022:

| <u>Description of Asset</u> | <u>Date</u> | <u>Payment Terms</u> | <u>Payment Amount</u> | <u>Interest Rate</u> | <u>Total Lease Liability</u> | <u>Balance at June 30, 2022</u> |
|-----------------------------|-------------|----------------------|-----------------------|----------------------|------------------------------|---------------------------------|
| Building lease | May 2016 | Monthly | \$ 71,375 | 8.75% | \$ 1,153,266 | \$ 1,081,891 |

Annual requirements to amortize the lease liability and related interest at June 30, 2022 are as follows:

| <u>Year Ending June 30,</u> | <u>Principal</u> | <u>Interest</u> | <u>Totals</u> |
|-----------------------------|---------------------|-------------------|---------------------|
| 2023 | \$ 78,661 | \$ 91,593 | \$ 170,254 |
| 2024 | 100,237 | 83,874 | 184,111 |
| 2025 | 124,208 | 74,157 | 198,365 |
| 2026 | 150,362 | 62,257 | 212,619 |
| 2027 | 178,899 | 47,973 | 226,872 |
| 2028-2029 | 449,524 | 42,625 | 492,149 |
| | <u>\$ 1,081,891</u> | <u>\$ 402,479</u> | <u>\$ 1,484,370</u> |

On May 24, 2016, the Academy entered into a long-term lease agreement for its operating facility which commenced on September 1, 2016 and continues for a period of twelve years and ten months, expiring on June 30, 2029.

NOTE 6—RISK MANAGEMENT

The Academy is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. For the fiscal year ended June 30, 2022, the Academy purchased commercial insurance to manage risks related to property and liability and worker’s compensation claims.

NOTE 7—SIGNIFICANT CONCENTRATION OF REVENUE RISK

As a public charter school, the Academy annually receives adequacy and differentiated aid funding from the State of New Hampshire Department of Education on a per pupil basis of average daily membership attendance at a rate determined by the State. Total adequacy and differentiated aid funding received for the year ended June 30, 2022 was \$852,787 which is approximately 70% of total Governmental Activities and General Fund revenues.

ARTS ACADEMY OF NEW HAMPSHIRE
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2022

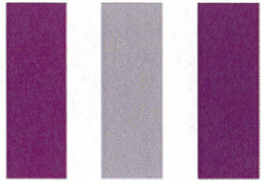
NOTE 8—CONTINGENCIES

Litigation

In the opinion of Academy management, any potential claims against the Academy, which are not covered by insurance or included as a liability in these financial statements are immaterial and would not affect the financial position of the Academy.

NOTE 9—CHANGE IN ACCOUNTING PRINCIPLE

During the year ended June 30, 2022, the Academy implemented GASB Statement No. 87, *Lease*. Under Statement No. 87, the Academy is required to record a lease liability and an intangible right to use asset for its leasing arrangements as a lessee. The Academy recognized a lease liability of \$1,153,266 as of July 1, 2021, due to implementation of GASB Statement No. 87. However, this entire amount was offset by recognition of an intangible right to use asset for the related lease.



CHARTER RENEWAL

It's time for the renewal of our school charter for the next 5 years

We are accepting public comment regarding the upcoming renewal

Use the link below to provide feedback



EXECUTIVE SUMMARY

**Office of Chartered Public Schools
Founders Academy Chartered Public School
Charter Renewal Request**

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter renewal for Founders Academy Chartered Public School (CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny the renewal of a charter schools charter.

C. EFFECTS OF THIS ACTION

An renewal of the charter will allow Founders Academy CPS to continue to meet the needs of their students as a chartered public school in the state of New Hampshire until their next five year renewal in 2029.

D. POSSIBLE MOTION

I move that the State Board of Education approve the renewal of Founders Academy Chartered Public School's charter OR:

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

EXECUTIVE SUMMARY

Office of Chartered Public Schools

**The Founders Academy Chartered Public
School**

Charter Amendment Request

*(See Appendix C- Proposed charter
amendments)*

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter amendment for The Founders Academy Chartered Public School (CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny the amendment of a charter schools charter.

C. EFFECTS OF THIS ACTION

An amendment of the charter will allow The Founders Academy CPS to better meet the needs of their students as a chartered public school in the state of New Hampshire until their next five year renewal in 2029.

D. POSSIBLE MOTION

I move that the State Board of Education approve the amendment of The Founders Academy Chartered Public School's charter OR:

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



Chartered Public School 5-Year Renewal Summary Report

School Name: *Founders Academy Chartered Public School*

Evaluation Team: *Tal Bayer, Liz Thibeault*

Board Meeting Date: *3/14/2024*

Commissioner Recommendation: Choose an item.

Commissioner Notes: Click or tap here to enter text.
(optional)

Part 1: Renewal Application Review

A review of the renewal application package prepared in accordance with the requirements of Ed 318.13 and Ed 318.14 was performed by the evaluation team. The findings of this review are summarized in this report. The application package is attached to this summary report.

| Evaluation Team Rating: | Meeting Expectations |
|---|----------------------|
| Areas of strength in application: | |
| <ul style="list-style-type: none"> • Enrollment demand is strong with consistent growth- 432 students in 2023 Cap at 475 • SAT/PSAT scores are above both the state and national average by about 80-90 pts since 2020 • School has demonstrated sound fiscal management and has a projected surplus for FY 24 • NHSAS ELA Scores exceed state average • School has focused on developing Math/Science curriculum to better align to state standards • Strong support and engagement with parents and families at Founders • The school owns their building/facility • FY 2023 Fundraising and raffle raised approximately \$40,000 • Teachers provided with robust professional development time • School leadership has been active and involved in the charter school community by being an evaluator for aspiring charter schools, charter renewals and CSP grant applicants. • School administration has worked proactively to: <ul style="list-style-type: none"> • Identify and address school staffing needs • Provide adequate training and support of staff | |
| Areas for school improvement: | |
| <ul style="list-style-type: none"> • NHSAS Math and Science Scores- trended downward and are currently below the state average * School identified that participation in state assessments was less than 50% of students, school has changed testing schedules and is working to better inform students and families about the importance of state assessments | |
| Areas of concern: | |
| None noted | |



New Hampshire Department of Education

Office of Charter Schools

Part 2: On-Site Visit

An on-site visit was conducted per Ed 318.14(a)(1), which is summarized below. The on-site visit includes a review of facilities, discussion of compliance items, review of application evidence, and discussion of iReport data.

| | |
|--|-----------|
| Evaluation Team Rating: | Sc |
| Visit Highlights: | |
| <ul style="list-style-type: none"> • School culture is clearly evident through student work on display throughout the building and how students and staff interact and engage throughout the day • Student tour group was very informed and aware of both the school culture and mission but also had strong sense of self awareness and responsibility to working towards their • Strong parent contingent present for site visit. Parents very much support school leadership and administration • Parents felt there was ample opportunity to engage and be involved in child's education • School facilities and grounds are clean and well kept and represent school vision • The Board of Trustees is active and engaged in the governance and oversight of the school. • Board of Trustees possesses diverse skills sets ranging from Legal, financial, public sector, business • Board is stable and strong • School leadership has been diligently working to address challenges of property expansion, roof costs, staff retainment and improving student test scores. • School has demonstrated financial stability with projected budget showing a surplus and cash reserves | |
| Areas for school improvement: | |
| None noted | |
| Areas of concern: | |
| None noted | |

Part 3: Compliance and Reporting

This section provides an overview of the school's level of compliance with NHEd reporting, statutory, and regulatory requirements. Areas reviewed include policies, procedures, website/marketing materials, submission records for budgets, annual reports, DOE-25, fiscal audits, etc.

| | |
|--|-----------------------------|
| Level of Compliance: | Meeting Expectations |
| Consistency/Timeliness of Reporting: | Meeting Expectations |
| Compliance and Reporting Overview: | |
| The school has met the various reporting requirements in a timely and adequate manner. | |
| Areas for school improvement: | |
| None noted | |
| Areas of concern: | |



New Hampshire Department of Education

Office of Charter Schools

None noted

Part 4: Evaluation Team Impressions

The evaluation team has provided this overall summary of their findings for the Commissioner and State Board of Education’s review and consideration.

Founders families believe in the Founders mission and its positive impact on their children as evidenced by their strong enrollment. Founders prudent financial management, ownership of their facilities and proactive mindset has created a sustainable educational model. While the eval team had some concerns with Founders Academy’s Math and Science scores, it is believed that Founders is taking the necessary steps to address concerns. These proactive adjustments and changes to staffing structure indicate that Founders is working strategically to provide the optimum learning environment for their students. It is overall felt that Founders is “Meeting Expectations”

Evaluation Team Ratings Explained:

Meeting Expectations

All sections and requirements were completed and addressed. Evidence provided supports compliance and positive trends in growth and development of school and students. School has plans developed for continued development and is cooperative and timely in submissions.

Partially Meeting Expectations

All sections and requirements were completed and addressed. Evidence provided suggests some negative trends in growth and/or development of school and students. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.

Not Meeting Expectations

Evidence provided suggests a number of consistent, negative trends in growth and/or development of school and students. Other areas of concern may exist with school environment, budget, etc. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.



Chartered Public School 5 Year Renewal Report

A chartered public school may be renewed for a period of 5 years in accordance with RSA 193-B:3, X. The board of trustees of a charter school shall make an application for renewal to the state board no earlier than one year before the original charter is set to expire.

Name of Chartered Public School: The Founders Academy

Name of School Director: Cassie Hayes

Street Address: 5 Perimeter Rd

Town: Manchester

Email: cassie.hayes@tfanh.org

Phone Number: 603-952-4705

This Renewal Report is hereby filed with the New Hampshire Department of Education, Bureau of Educational Opportunities, Office of Chartered Public Schools. This report is a representation of the chartered public schools current academic and programmatic progress, fiscal stability, and future growth projections in fulfillment of the requirements of Ed 318.13. In addition to the information submitted within this template, the state board shall receive a copy of the school’s current iReport state report card which is publicly available on the iPlatform system¹ as well as a copy of the chartered public schools most recent Annual Report filed with the Department.

As a component of the renewal process, the chartered public school must post an invitation for written comment. Please submit a copy of the invitation as well as any written comments received by the school during the invitation period.

By signing below, I certify that the information contained within this template is true and accurate to the best of my knowledge, and request that the State Board of Education renew the chartered public school’s charter for a period of 5 years.

Print Name & Signature of person submitting:

Date:

Cassie Hayes
DocuSigned by:

7742D83B5082485...

Dean of School

12/29/2023

Print Name & Signature of the Chairman of the Board of Trustees:

Date:

Robert Best
DocuSigned by:

952C60792604408...

Robert Best

12/29/2023

¹ <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform>.



Chartered Public School Renewal Template

The boxes below will expand with content. Please keep responses between 1-3 paragraphs and attach additional documentation in the form of graphs, charts, letters, etc. as appendices if necessary.

What is the primary mission and vision of your chartered public school?

The Mission Statement

The Founders Academy is a public chartered school encompassing grades 5-12 that is free and open to all New Hampshire students. The Academy develops leaders who understand and apply the lessons of the past, demonstrate exceptional character and lead by example. The Academy recognizes the importance of balance in the development of the whole person, and respects each student's journey.

Principled leadership is fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

The Vision

The Founders Academy prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Throughout this past year, The Founders Academy Board of Trustees has worked on a list of core values. Those core values will be used to explain the mission in a concise and transparent way to the public. A list of the core values and their explanation is provided in Appendix A. This is a working document that will be continuously revised as need by the Board of Trustees and other stakeholders. Founders Academy students are developing character and leadership skills to be the leaders of the future by studying the leaders of the past. The five pillars of The Founders Academy are character, leadership, history, liberty, and entrepreneurship.

Everyday Founders Academy students participate in a 30 minute period called Round Table. This is a non-academic time for students to embrace the mission through activities related to character building, leadership, history, liberty, and more. Founders recently hired a mission specialist to help infuse the mission of the school into all aspects of the school day.



In the following box, please describe the progress your school has made towards its academic goals:

For students at the middle school level, we have been working on implementing MobyMax to allow us to discover where students are academically when they enter our school and what their improvement rates are as they progress through Grades 5-8.

What we have discovered is that while our high school students have shown above average attainment in Math, the vast majority of our middle school students are not at grade level when they first enter our school. The deficit ranges from a few months behind to as many as 2-3 years below grade level. However, as students progress into the high school years, they are closing those gaps.

Students at The Founders Academy are tested numerous times on the PSAT and SAT exams over the course of their careers - once in 8th Grade, twice in 9th Grade, once in 10th Grade, and twice in 11th Grade.

In the last five cohorts who have taken their SAT during the NH Spring School Day Test administration, all five groups of 11th Graders have scored higher on the Math portion of the test and significantly higher on the ERW portion and for the Overall score than both the NH State and National averages.

Below are the differences between the Overall Spring SAT scores from Founders and the NH average (which were, in all five cases, higher than the national average):

- Class of 2020 - +83
- Class of 2021 - +117
- Class of 2022 - +91
- Class of 2023 - +81
- Class of 2024 - +83

Please see [Appendix A](#) for a full comparison of PSAT/SAT scores from the time the students are in 8th Grade to the times students finish 11th Grade.

In the following box, please describe the progress your school has made towards its programmatic goals:

The Founders Academy strives to provide opportunities for students to build character and exercise their leadership skills throughout the school year. Students are developing into the



leaders of our future by studying the leaders of our past. In 2023, Founders hired a mission specialist whose full time job is to infuse the mission of the school into all aspects of the school day. The mission specialist works with students on leadership projects in the school and in the community, creates assemblies for each historical holiday, creates Round Table curriculum and more. Each classroom has a poster with the Leadership Code of Conduct for teachers to refer to during class to help students develop good character traits.

Founders has a rigorous curriculum because the leaders of our future must be educated. Throughout the past 5 years there has been curriculum realignment and restructuring of courses to support the curriculum. Students must achieve mastery in each course in order to move to the next level or earn credit. Mastery can be achieved by earning an 80% or higher in the course or earning between a 70%-79% and successful completion of a mastery assignment.

In the following box, please describe the progress your school has made towards its organizational goals:

Over the past 5 years, Founders has been dedicated to increasing enrollment and expanding learning opportunities for students. Each year, the total number of students has increased steadily and Founders added 5th grade in 2021. The school now serves over 400 students in grades 5-12. The Founders Academy will reach maximum enrollment between 450 and 500 students in grades 5-12.

We have also created an administration structure to support the larger school. At the last charter renewal, the school had a Dean of School, Assistant Dean of School, and Director of Faculty. Now the school employs a Dean of School, Assistant Dean of School, two Deans of Students, and a full time Admissions and Community Engagement Coordinator. The expansion of the administration team has been a critical piece to the success of the growth of the school.

The school has worked hard to increase the amount of federal funding we are accessing. The school has utilized Title Ia, IIa, IVa, CSP, and all ESSER grants to create a strong finance structure. These grants and other financial structures have allowed for more opportunities for our students and staff.

What is the anticipated enrollment for the school over the next 3 school years:

| Year 1 (24-25) | Year 2 (25-26) | Year 3 (26-27) |
|----------------|----------------|----------------|
| 425 | 450 | 475 |



Are there any changes to the curriculum and/or instruction of the school as a result of anticipated growth?

Seventh grade english/language arts class has changed from half year of logic and half year of medieval literature to a full year of medieval literature studies. This course integrates our new writing curriculum more fully as well to support student reading and writing skill development.

Ninth grade english/language arts class has changed from half year of rhetoric and half year of high school composition to a full year course called Logic & Rhetoric. This course integrates our new writing curriculum more fully as well to support student reading and writing skill development.

Because it is nearly impossible to cover all eras of American history in depth in just two mandatory United States history courses, a new high school history course, Modern United States History, has been proposed as a required course to fulfill the fifth history credit requirement for graduation. The addition of a third mandatory United States History course will allow teachers to cover all eras of American history in depth. This curriculum change aligns very closely with our school mission of educating students thoroughly in American history and maximizing their understanding of the nation's ideals, struggles, and triumphs.

Over the past 5 years the math and science departments have worked on aligning curriculum to the state standards. Through data analysis, the departments realized the curriculum was not aligned with the SAS assessment which impacted test results. This realignment also created a standard scope and sequence for all teachers across grade levels.

Describe the current state of the school's curricular program:

Founders Academy prides itself on giving teachers flexibility within their subject matter framework to be very creative with the resources utilized. Teachers are able to collaborate with their colleagues to utilize a collection of resources for their students that are most effective for content engagement and retention. Budgetary restrictions also prove a major barrier in purchasing common curriculum resources for all courses offered at Founders. Teachers are not required to utilize and implement specific curriculum resources in their courses; however, Strive2Write has been purchased and piloted this year as a reading and writing curriculum supplement that is being implemented vertically in grades 5-12.

Teachers are provided department planning time on professional development days which occur approximately 10 times per school year. Teachers are also given in house professional development on curriculum design, scope and sequence, assessment, and other topics to help them build their curriculum. Each course has a standardized scope and sequence to support vertical and horizontal alignment.

**Describe the current state of the school's technology and digital infrastructure:**

The Founders Academy is a BYOD school. Students are asked to bring a basic level Chromebook to school each day. Teachers utilize the Google Suite to post assignments and communicate with students. There are two computer labs in the school equipped with 15-20 PC's each. The 5th grade team has school-owned Chromebooks in each classroom for students to utilize. This was made possible by the CSP grant. Each teacher has about 3 Chromebooks in their classroom to lend to students as needed. Every classroom has an overhead projector mounted to the ceiling and there is an HDMI port on the wall for a computer to be plugged into. This year, each teacher was issued a school-owned laptop computer to use for school business. Future goals include increasing the number of school-own Chromebooks for students to use.

Describe the efforts the school has made to disseminate best practices, including working with other local schools and districts:

The Founders Academy administration and board of trustees works closely with other charter schools during their start up phase and beyond. Founders has worked with schools on writing grants under Title IIa, Ia, IVa, and the CSP grants. Additionally, administration and the special education department have met with other charter schools to share best practices regarding special education and relationships with the sending districts. In collaboration with the Manchester Police Department, the administration has spearheaded many safety initiatives and worked with schools on safety training and drills.

Members of the Founders Academy board of trustees are involved in the New Hampshire Charter School Foundation. Their role is to support all charter schools and help build new charter schools in the state. Members of the board also run training sessions for other charter school boards around the state.

The Founders Academy administration has reached out to local traditional public schools to work together on initiatives but those offers have not been accepted. Founders have offered to work with local public elementary schools on a mentor program. There has been a strong effort to collaborate with the district on special education and that has been the most successful relationship built with the local district.

Describe current parent involvement efforts and future plans for increased parent involvement:

The Founders Academy has a very active parent, teacher, student group (PTSG). The PTSG runs 2 large community engagement events each year. In the fall, they organize a Fall Festival. This event draws a large number of families and raises typically \$2,000-\$3,000. In the spring they organize an event called The Summer Send Off. This event typically includes a raffle fundraiser that raises money for a specific cause such as safety, technology, etc. Incoming



families are invited to this event to get to know current families and engage with faculty members. The PTSG also volunteers at events such as admissions open houses, board meetings, school fundraisers, and more. This group hopes to continue to build interest by connecting with incoming parents as soon as they enroll.

The Founders Academy Board of Trustees currently has 3 parent board members. There is a continuous effort to recruit more parent board members to maximize the number of parent voices on the Board of Trustees. The open positions are posted in the parent newsletter that is distributed each week to parents. Board members have also passed out fliers directly to parents in the carline after school to facilitate direct communication. The parent advisory committee meets as needed to vet potential parent board members and make recommendations to the Board of Trustees. The current parent board members are working on a plan to increase engagement with all parents and get them involved in all aspects of the school.

Describe past fundraising efforts since the last renewal and results of fundraising to date:

Since the school's last charter renewal, we've held various fundraisers including locker painting for incoming 5th graders, road races, our annual fall calendar raffle, our annual John Stark scavenger hunt, Day of Giving, Memorial Day flag fundraiser, back-to-school BBQ, and holiday lights. We continue to send out an Annual Fund letter on the first day of school and collect for that all year. Additionally, the PTSG organizes at least two fundraisers throughout the school year.

Our main fundraisers are the annual fund and the raffle fundraiser. All the other fundraisers are under the school fundraiser account such as the locker fundraiser, the race, hat day and any other miscellaneous fundraiser. For FY23 the school fundraisers raised approximately \$10,000. The annual fund and raffle fundraiser raised approximately \$40,000. The other ways the school raises money is through the school store, the homework club and the before school program.

What are the school's plans for future fundraising efforts and goals?

We hope to add a golf tournament to our fundraising in the summer/early fall over the next few years. The Board of Trustees is working on adding a dinner component to our John Stark celebration.

The future fundraising goal is to minimize the number of smaller fundraising events and focus on one or two larger events that include our whole community.



What specific plans does the school have in place to ensure continued sustainability?

We believe charter school sustainability relies on four factors:

1. Governance and fidelity to the mission;
2. Enrollment;
3. Staffing;
4. Finance;

Governance and Fidelity to the mission: The Founders Academy dedicates tremendous attention and resources, toward good governance, and fidelity to the mission. This includes creating a position in 2023-24 for a mission specialist within the organizational chart, reporting to the Dean of School. The mission specialist is charged with infusing every aspect of the operation of the school with a connection to the school's mission. The mission specialist is a permanent role within the organization. In addition, the board conducts mission discussions at every board meeting, and has adopted a statement of core values to assist in conveying our mission to our organization, and to assist the board in using the mission to drive its decision-making on all governance matters.

Enrollment. The Founders Academy believes in student choice. Embracing student choice means that the organization has to focus on making sure the school is an appealing choice to students and parents. Enrollment is discussed at every board of trustees meeting and is the foundation for the budget. Enrollment however, is more than just a discussion about the number of students. Success for a charter school means enrollment of a student body that is connected to the mission of the school. Founders Academy supports that by having one on one meetings with every potential family about what it means to be a Founders Academy student. Discussions include our code of conduct, our emphasis on leadership, the amount of work and homework involved in academic success at Founders Academy, and a discussion about parents' roles in their students' journey.

Staffing

Through its budget and governance focus, the Founders Academy assures that the organization has an understanding of its staffing needs, and the qualities that attract staff to the school. Much of that is an administrative function however, a significant part of staffing relies on true leadership from the board and the Dean. Staff must be selected not only for the fit with the particular academic opening, but also an understanding of the importance of the mission.

Finance

Finances are a very intuitive element of sustainability. As is the case with most charter schools, finances fall into two categories; Financial support and grants that come from the state and federal government in various forms, and private fundraising the school undertakes to support its mission. The school is very active on both fronts. The Founders Academy constantly identifies and accesses grant opportunities, targeted aid for specific populations, ordinary per pupil aid,



special purpose funding, and other avenues for support from federal, and state sources. In addition, the Founders Academy works diligently to cultivate private fundraising, both within our student and family community and through support from outside organizations and individuals. All of the financial matters of the organization flow through a board finance committee, and up to the board so that each board member understands both the sources of revenue, as well as the expenses necessary to operate the school.

Charter Schools are required to submit to the Department of Education a completed budget for the upcoming fiscal year. When submitting this renewal report, the school must attach and include a copy of the budget for the upcoming fiscal year. Please use the Department chartered public school budget template.

Appendices:

- Appendix A- Core values document
- Appendix B- State Testing charts and graphs
- Appendix C- Proposed charter amendments

The Founders Academy Charter School (Di

DOWNLOAD PDF



5 Perimeter Rd Manchester, NH 03103-3305 | 603-952-4705

Report Card Year: **2023**

Entity ID
741

Grades Served
5-12

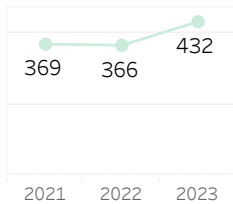
Head of School
Cassie Hayes

District Name

Federal Accountability Indicators (1 - Low | 4 - High)

Total Student Enrollment

432



Female
51.62%

Male
48.38%

Student Population Breakdown

| | |
|--------------------------------|--------|
| Economically Disadvantaged | 21.53% |
| English Language Learners | |
| Homeless | |
| Migrant | N/A |
| Military Connected | |
| Not Economically Disadvantaged | 78.47% |
| Students in Foster Care | |
| Students with Disabilities | <10% |
| Students without Disabilities | |

Population by Race / Ethnicity

| | |
|----------------------------|--------|
| American Indian or Alaskan | N/A |
| Asian or Pacific Islander | <10% |
| Black or African American | <10% |
| Hispanic or Latino | <10% |
| Multiple Races | <10% |
| White | 76.62% |

Performance Indicators by Subgroupings

*Achievement Metrics Compared vs. Targets

| | | | | 2021 | 2022 | 2023 | |
|--------------------------------|--------------|-------------------------------|-------|--------------|-------|-------|-------|
| DLM Participation Count - ELA | Grade | Grade 3 | N/A | N/A | N/A | | |
| | | Grade 4 | N/A | N/A | N/A | | |
| | | Grade 5 | N/A | N/A | 0 | | |
| | | Grade 6 | 0 | 0 | 0 | | |
| | | Grade 7 | 0 | 0 | 0 | | |
| | | Grade 8 | 0 | 0 | 0 | | |
| | | Grade 11 | 0 | 0 | 0 | | |
| DLM Participation Count - Math | Grade | Grade 3 | N/A | N/A | N/A | | |
| | | Grade 4 | N/A | N/A | N/A | | |
| | | Grade 5 | N/A | N/A | 0 | | |
| | | Grade 6 | 0 | 0 | 0 | | |
| | | Grade 7 | 0 | 0 | 0 | | |
| | | Grade 8 | 0 | 0 | 0 | | |
| | | Grade 11 | 0 | 0 | 0 | | |
| DLM Participation Rate - ELA | Grade | All Students | 0.00% | 0.00% | 0.00% | | |
| | | Grade 3 | N/A | N/A | N/A | | |
| | | Grade 4 | N/A | N/A | N/A | | |
| | | Grade 5 | N/A | N/A | 0.00% | | |
| | | Grade 6 | 0.00% | 0.00% | 0.00% | | |
| | | Grade 7 | 0.00% | 0.00% | 0.00% | | |
| | | Grade 8 | 0.00% | 0.00% | 0.00% | | |
| | | Grade 11 | 0.00% | 0.00% | 0.00% | | |
| | | DLM Participation Rate - Math | Grade | All Students | 0.00% | 0.00% | 0.00% |
| | | | | Grade 3 | N/A | N/A | N/A |
| Grade 4 | N/A | | | N/A | N/A | | |
| Grade 5 | N/A | | | N/A | 0.00% | | |
| Grade 6 | 0.00% | | | 0.00% | 0.00% | | |
| Grade 7 | 0.00% | | | 0.00% | 0.00% | | |
| Grade 8 | 0.00% | | | 0.00% | 0.00% | | |
| Grade 11 | 0.00% | | | 0.00% | 0.00% | | |
| ELA Participation Rate | All Students | | | 56% | 56% | 67% | |

Achievement

| | | | | | |
|--------------------------------|-------------------|-------------------------------|-------------|-------------|-------------|
| | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | Asian or Pacific Islander | *N | 73% | 71% |
| | | Black or African American | 75% | 77% | 80% |
| | | Hispanic or Latino | 59% | 73% | 68% |
| | | Multiple Races | 50% | 53% | *N |
| | | White | 56% | 52% | 65% |
| | Sex | Female | 56% | 51% | 68% |
| | | Male | 57% | 62% | 66% |
| | Student Group | Economically Disadvantaged | 57% | 57% | 58% |
| | | English Language Learners | 50% | *N | *N |
| | | Homeless | N/A | N/A | N/A |
| | | Migrant | N/A | N/A | N/A |
| | | Military Connected | N/A | N/A | N/A |
| | | Not Economically Disadvan.. | 56% | 56% | 70% |
| | | Students in Foster Care | *N | *N | *N |
| | | Students with Disabilities | 44% | 21% | 50% |
| | | Students without Disabiliti.. | 57% | 59% | 68% |
| ELA Proficiency | | All Students | 63% (vs 60) | 63% (vs 63) | 55% (vs 64) |
| | Achievement Level | Level 1 (lowest) | 16% | 12% | 24% |
| | | Level 2 | 21% | 25% | 22% |
| | | Level 3 | 42% | 43% | 39% |
| | | Level 4 (highest) | 21% | 21% | 16% |
| | Grade | Grade 3 | N/A | N/A | N/A |
| | | Grade 4 | N/A | N/A | N/A |
| | | Grade 5 | N/A | N/A | 49% |
| | | Grade 6 | 68% | 62% | 44% |
| | | Grade 7 | 55% | 48% | 62% |
| | | Grade 8 | 55% | 69% | 59% |
| | | Grade 11 | >90% | 89% | 75% |
| | Race/Ethnicity | American Indian or Alaskan | N/A (vs 53) | N/A (vs 57) | N/A (vs 60) |
| | | Asian or Pacific Islander | *N (vs 72) | *N (vs 72) | 67% (vs 72) |
| | | Black or African American | 47% (vs 37) | *N (vs 41) | 50% (vs 44) |
| | | Hispanic or Latino | 54% (vs 42) | 38% (vs 46) | 32% (vs 50) |
| | | Multiple Races | *N (vs 63) | *N (vs 67) | *N (vs 71) |
| | | White | 65% (vs 64) | 67% (vs 68) | 56% (vs 71) |
| | Sex | Female | 63% | 65% | 60% |
| | | Male | 62% | 61% | 50% |
| | Student Group | Economically Disadvantaged | 46% (vs 40) | 52% (vs 44) | 50% (vs 47) |
| | | English Language Learners | *N | *N (vs 36) | *N (vs 39) |
| | | Homeless | N/A | N/A | N/A |
| | | Migrant | N/A | N/A | N/A |
| | | Military Connected | N/A | N/A | N/A |
| | | Not Economically Disadvan.. | 66% | 65% | 56% |
| | | Students in Foster Care | *N | *N | *N |
| | | Students with Disabilities | *N (vs 22) | *N (vs 25) | 17% (vs 28) |
| | | Students without Disabiliti.. | 66% | 64% | 57% |
| ELA Proficiency - #Students | Achievement Level | Level 1 (lowest) | 20 - 25 | 15 - 20 | 45 - 50 |
| | | Level 2 | 25 - 30 | 30 - 35 | 40 - 45 |
| | | Level 3 | 55 - 60 | 55 - 60 | 75 - 80 |
| | | Level 4 (highest) | 25 - 30 | 25 - 30 | 30 - 35 |
| First Year Exemption (#) - ELA | | All Students | N/A | N/A | N/A |
| First Year Exemption (%) - ELA | | All Students | N/A | N/A | N/A |
| Math Participation Rate | | All Students | 56% | 56% | 67% |
| | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | Asian or Pacific Islander | *N | 73% | 71% |
| | | Black or African American | 75% | 77% | 80% |
| | | Hispanic or Latino | 55% | 73% | 68% |
| | | Multiple Races | 50% | 53% | *N |
| | | White | 56% | 51% | 66% |
| | Sex | Female | 56% | 50% | 68% |
| | | Male | 57% | 63% | 66% |
| | Student Group | Economically Disadvantaged | 57% | 51% | 57% |
| | | English Language Learners | 58% | *N | *N |
| | | Homeless | N/A | N/A | N/A |
| | | Migrant | N/A | N/A | N/A |
| | | Military Connected | N/A | N/A | N/A |
| | | Not Economically Disadvan.. | 56% | 56% | 70% |
| | | Students in Foster Care | *N | *N | *N |
| | | Students with Disabilities | 44% | 21% | 54% |
| | | Students without Disabiliti.. | 57% | 58% | 68% |
| Math Proficiency | | All Students | 38% (vs 49) | 31% (vs 50) | 26% (vs 51) |
| | Achievement Level | Level 1 (lowest) | 22% | 27% | 45% |
| | | Level 2 | 40% | 41% | 29% |
| | | Level 3 | 27% | 21% | 16% |
| | | Level 4 (highest) | 11% | 10% | 10% |
| | Grade | Grade 3 | N/A | N/A | N/A |
| | | Grade 4 | N/A | N/A | N/A |
| | | Grade 5 | N/A | N/A | 13% |
| | | Grade 6 | 36% | 26% | 26% |
| | | Grade 7 | 37% | 19% | 27% |

| | | | | | | |
|--|---------------------------------|-------------------------------|-------------------------------|-------------|--------------|---------|
| | | Grade 8 | 33% | 36% | 33% | |
| | | Grade 11 | 59% | 58% | 45% | |
| Race/Ethnicity | | American Indian or Alaskan | N/A (vs 37) | N/A (vs 39) | N/A (vs 41) | |
| | | Asian or Pacific Islander | *N (vs 67) | *N (vs 67) | 50% (vs 67) | |
| | | Black or African American | 40% (vs 25) | *N (vs 27) | 25% (vs 28) | |
| | | Hispanic or Latino | 33% (vs 31) | 25% (vs 33) | <10% (vs 35) | |
| | | Multiple Races | *N (vs 48) | *N (vs 50) | *N (vs 52) | |
| | | White | 36% (vs 51) | 29% (vs 53) | 27% (vs 54) | |
| Sex | | Female | 37% | 21% | 19% | |
| | | Male | 40% | 42% | 32% | |
| Student Group | | Economically Disadvantaged | 31% (vs 29) | 21% (vs 31) | 13% (vs 32) | |
| | | English Language Learners | *N | *N (vs 24) | *N (vs 25) | |
| | | Homeless | N/A | N/A | N/A | |
| | | Migrant | N/A | N/A | N/A | |
| | | Military Connected | N/A | N/A | N/A | |
| | | Not Economically Disadvan.. | 40% | 33% | 29% | |
| | | Students in Foster Care | *N | *N | *N | |
| | | Students with Disabilities | *N (vs 16) | *N (vs 18) | <10% (vs 19) | |
| | | Students without Disabiliti.. | 40% | 31% | 27% | |
| Math Proficiency - #Students | Achievement Level | Level 1 (lowest) | 30 - 35 | 35 - 40 | 85 - 90 | |
| | | Level 2 | 50 - 55 | 55 - 60 | 55 - 60 | |
| | | Level 3 | 35 - 40 | 25 - 30 | 30 - 35 | |
| | | Level 4 (highest) | 15 - 20 | 10 - 15 | 20 - 25 | |
| Number of Proficient English Learners | | All Students | N/A | N/A | N/A | |
| On Track to Proficiency | | All Students | *N (vs 43) | *N (vs 47) | *N (vs 50) | |
| Percent of Proficient English Learners | | All Students | N/A | N/A | N/A | |
| Science Participation Rate | | All Students | 47% | 48% | 64% | |
| Race/Ethnicity | | American Indian or Alaskan | N/A | N/A | N/A | |
| | | Asian or Pacific Islander | *N | *N | *N | |
| | | Black or African American | *N | *N | *N | |
| | | Hispanic or Latino | *N | *N | 80% | |
| | | Multiple Races | *N | *N | *N | |
| | | White | 45% | 41% | 63% | |
| | Sex | | Female | 45% | 41% | 61% |
| | | | Male | 49% | 60% | 68% |
| | Student Group | | Economically Disadvantaged | 41% | 69% | 53% |
| | | | English Language Learners | *N | N/A | *N |
| | | Homeless | N/A | N/A | N/A | |
| | | Migrant | N/A | N/A | N/A | |
| | | Military Connected | N/A | N/A | N/A | |
| | | Not Economically Disadvan.. | 48% | 45% | 68% | |
| | | Students in Foster Care | N/A | *N | *N | |
| | | Students with Disabilities | *N | *N | 58% | |
| | | Students without Disabiliti.. | 46% | 52% | 65% | |
| Science Proficiency | | All Students | 42% | 48% | 28% | |
| | Achievement Level | Level 1 (lowest) | 28% | 31% | 45% | |
| | | Level 2 | 30% | 21% | 27% | |
| | | Level 3 | 35% | 38% | 20% | |
| | | Level 4 (highest) | <10% | 10% | <10% | |
| | Grade | Grade 3 | N/A | N/A | N/A | |
| | | Grade 4 | N/A | N/A | N/A | |
| | | Grade 5 | N/A | N/A | 25% | |
| | | Grade 6 | N/A | N/A | N/A | |
| | | Grade 7 | N/A | N/A | N/A | |
| | | Grade 8 | 31% | 38% | 24% | |
| | | Grade 11 | 73% | 71% | 47% | |
| | Race/Ethnicity | | American Indian or Alaskan | N/A | N/A | N/A |
| | | | Asian or Pacific Islander | *N | *N | *N |
| | | | Black or African American | *N | *N | *N |
| | | | Hispanic or Latino | *N | *N | <10% |
| | | | Multiple Races | *N | *N | *N |
| | | | White | 33% | 53% | 30% |
| | Sex | | Female | 39% | 46% | 13% |
| | | | Male | 45% | 50% | 42% |
| | Student Group | | Economically Disadvantaged | *N | 45% | 20% |
| | | | English Language Learners | *N | N/A | *N |
| | | | Homeless | N/A | N/A | N/A |
| | | | Migrant | N/A | N/A | N/A |
| | | | Military Connected | N/A | N/A | N/A |
| | | | Not Economically Disadvan.. | 42% | 49% | 30% |
| | | | Students in Foster Care | N/A | *N | *N |
| | | | Students with Disabilities | *N | *N | *N |
| | | | Students without Disabiliti.. | 44% | 49% | 30% |
| | Science Proficiency - #Students | Achievement Level | Level 1 (lowest) | 10 - 15 | 15 - 20 | 45 - 50 |
| | | | Level 2 | 10 - 15 | 0 - 10 | 25 - 30 |
| | | | Level 3 | 15 - 20 | 15 - 20 | 20 - 25 |
| Level 4 (highest) | | | 0 - 10 | 0 - 10 | 0 - 10 | |
| Average Class Size | | All Students | N/A | 15.8 | 14.3 | |
| Expulsion Rate | | All Students | 0.00% | 0.00% | 0.00% | |
| | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A | |

Student Environment

| | | | | | |
|---|--------------------|-------------------------------|------------|------------|------------|
| | | Asian or Pacific Islander | 0.00% | 0.00% | 0.00% |
| | | Black or African American | 0.00% | 0.00% | 0.00% |
| | | Hispanic or Latino | 0.00% | 0.00% | 0.00% |
| | | Multiple Races | 0.00% | 0.00% | 0.00% |
| | | White | 0.00% | 0.00% | 0.00% |
| | Student Group | Economically Disadvantaged | 0.00% | 0.00% | 0.00% |
| | | English Language Learners | *N | *N | *N |
| | | Homeless | N/A | N/A | N/A |
| | | Migrant | N/A | N/A | N/A |
| | | Military Connected | N/A | N/A | N/A |
| | | Not Economically Disadvan.. | 0.00% | 0.00% | 0.00% |
| | | Students in Foster Care | *N | *N | *N |
| | | Students with Disabilities | 0.00% | 0.00% | 0.00% |
| | | Students without Disabiliti.. | 0.00% | 0.00% | 0.00% |
| In School Suspension Rate | | All Students | 0.00% | 0.59% | 0.50% |
| | By Day | 1-5 Days | 0.00% | 100.00% | 100.00% |
| | | 6 -10 Days | 0.00% | 0.00% | 0.00% |
| | | 11+ days | 0.00% | 0.00% | 0.00% |
| | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | Asian or Pacific Islander | 0.00% | 0.00% | 0.00% |
| | | Black or African American | 0.00% | 0.00% | 0.00% |
| | | Hispanic or Latino | 0.00% | 0.00% | 2.70% |
| | | Multiple Races | 0.00% | 0.00% | 0.00% |
| | | White | 0.00% | 0.78% | 0.33% |
| | Student Group | Economically Disadvantaged | 0.00% | 1.85% | 1.16% |
| | | English Language Learners | *N | *N | *N |
| | | Homeless | N/A | N/A | N/A |
| | | Migrant | N/A | N/A | N/A |
| | | Military Connected | N/A | N/A | N/A |
| | | Not Economically Disadvan.. | 0.00% | 0.35% | 0.32% |
| | | Students in Foster Care | *N | *N | *N |
| | | Students with Disabilities | 0.00% | 0.00% | 0.00% |
| | | Students without Disabiliti.. | 0.00% | 0.65% | 0.55% |
| Incidents of Violence | | All Students | 7 | 4 | 43 |
| Out of School Suspension Rate | | All Students | 0.00% | 2.35% | 7.30% |
| | By Day | 1-5 Days | 0.00% | 87.50% | 96.55% |
| | | 6 -10 Days | 0.00% | 12.50% | 3.45% |
| | | 11+ days | 0.00% | 0.00% | 0.00% |
| | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | Asian or Pacific Islander | 0.00% | 14.29% | 5.00% |
| | | Black or African American | 0.00% | 0.00% | 13.04% |
| | | Hispanic or Latino | 0.00% | 3.45% | 8.11% |
| | | Multiple Races | 0.00% | 5.00% | 0.00% |
| | | White | 0.00% | 1.56% | 7.21% |
| | Student Group | Economically Disadvantaged | 0.00% | 3.70% | 11.63% |
| | | English Language Learners | *N | *N | *N |
| | | Homeless | N/A | N/A | N/A |
| | | Migrant | N/A | N/A | N/A |
| | | Military Connected | N/A | N/A | N/A |
| | | Not Economically Disadvan.. | 0.00% | 2.09% | 6.11% |
| | | Students in Foster Care | *N | *N | *N |
| | | Students with Disabilities | 0.00% | 0.00% | 2.86% |
| | | Students without Disabiliti.. | 0.00% | 2.58% | 7.73% |
| Average Teacher Salary | | All Students | \$43119.00 | \$45061.00 | \$45210.00 |
| | Poverty Level | High Poverty | N/A | N/A | N/A |
| | | Low Poverty | N/A | N/A | N/A |
| Classes by Educators Certified in the Subject | | All Students | 44.44% | 0.00% | 0.00% |
| | Poverty Level | High Poverty | N/A | N/A | N/A |
| | | Low Poverty | N/A | N/A | N/A |
| Classes by Educators on an Intern Path | | All Students | 0.00% | 0.00% | 0.00% |
| | Poverty Level | High Poverty | N/A | N/A | N/A |
| | | Low Poverty | N/A | N/A | N/A |
| Classes by Experienced Educators | | All Students | 100.00% | 0.00% | 100.00% |
| | Poverty Level | High Poverty | N/A | N/A | N/A |
| | | Low Poverty | N/A | N/A | N/A |
| Educators certified in the subject(%) | | All Students | 33.33% | 0.00% | 0.00% |
| | Poverty Level | High Poverty | N/A | N/A | N/A |
| | | Low Poverty | N/A | N/A | N/A |
| Educators on an Intern Path(%) | | All Students | 0.00% | 0.00% | 0.00% |
| | Poverty Level | High Poverty | N/A | N/A | N/A |
| | | Low Poverty | N/A | N/A | N/A |
| Experienced Educators(%) | | All Students | 100.00% | 0.00% | 100.00% |
| | Poverty Level | High Poverty | N/A | N/A | N/A |
| | | Low Poverty | N/A | N/A | N/A |
| Cost Per Pupil | | All Students | \$8419 | \$8787 | N/A |
| | Cost Per Pupil T.. | Federal Cost Per Pupil | \$707 | \$702 | N/A |
| | | Local & State Cost Per Pupil | \$7711 | \$8084 | N/A |
| | School Type | Elementary School | \$8418 | \$8787 | N/A |
| | | High School | \$8422 | \$8787 | N/A |
| | | Middle School | N/A | N/A | N/A |

Educator Profiles

| | | | | | | |
|------------------------------|--------------------------|-------------------------------|-------------------------------|-----------|-----------|--------|
| Finance | Total Expenditures | | All Students | \$3422842 | \$3474414 | N/A |
| | Non-recurring E.. | Bond and Note Payment | | \$0 | \$0 | N/A |
| | | Facility Construction | | \$0 | \$0 | N/A |
| | Recurring Expenditures | Bond & Note Interest | | 0 | 0 | N/A |
| | | Business Services | | 0 | 0 | N/A |
| | | Charter Schools / Other Age.. | | 0 | 0 | N/A |
| | | Community Programs | | 0 | 0 | N/A |
| | | Food Service | | 0 | 0 | N/A |
| | | General Administration | | 3 | 15 | N/A |
| | | Instructional Staff Support | | 0 | 5 | N/A |
| | | Non-Public Programs | | 0 | 0 | N/A |
| | | Other Instructional Progra.. | | 0 | 0 | N/A |
| | | Plant Operations | | 24 | 13 | N/A |
| | | Pupil Transportation | | 0 | 0 | N/A |
| | | Regular Instruction | | 45 | 46 | N/A |
| | | School Administration | | 15 | 4 | N/A |
| | | Special Programs | | 6 | 5 | N/A |
| | Student Support Services | | 2 | 8 | N/A | |
| | Vocational Programs | | 0 | 0 | N/A | |
| | Profile | Population By Gender | Sex | Female | 55.01% | 54.37% |
| Male | | | | 44.99% | 45.63% | 48.38% |
| Population By Race/Ethnicity | | Race/Ethnicity | American Indian or Alaskan | N/A | N/A | N/A |
| | | | Asian or Pacific Islander | <10% | <10% | <10% |
| | | | Black or African American | <10% | <10% | <10% |
| | | | Hispanic or Latino | <10% | <10% | <10% |
| | | | Multiple Races | <10% | <10% | <10% |
| | | | White | 78.05% | 75.14% | 76.62% |
| Population By Subgroup | | Student Group | Economically Disadvantaged | 18.43% | 16.67% | 21.53% |
| | | | English Language Learners | <10% | <10% | <10% |
| | | | Homeless | N/A | N/A | *N |
| | | | Migrant | N/A | N/A | N/A |
| | | | Military Connected | N/A | N/A | *N |
| | | | Not Economically Disadvan.. | 81.57% | 83.33% | 78.47% |
| | | | Students in Foster Care | *N | *N | *N |
| | | | Students with Disabilities | <10% | 10.66% | <10% |
| | | | Students without Disabiliti.. | >90% | 89.34% | >90% |
| | Total Student Enrollment | | All Students | 369 | 366 | 432 |

Printed on: 2/29/2024

| | | | |
|----------------|--|----------------|---|
| *COVID | Data is not available due to COVID restrictions. | *CS | Data will be available soon |
| *CS | Data will be available soon | >90% | Value is above 90% and is blurred to protect student privacy. |
| *N | Data is suppressed due to student population being less than 11. | N/A | Data is not applicable |
| <10% | Value is below 10% and is blurred to protect student privacy. | NA | Data is not available |



Cassie Hayes <cassie.hayes@tfanh.org>

Charter Renewal Feedback

1 message

cassie.hayes@tfanh.org <cassie.hayes@tfanh.org>

Thu, Dec 21, 2023 at 9:45 AM

Reply-To: cassie.hayes@tfanh.org

To: allstudents@tfanh.org

I've invited you to fill out a form:

[Charter Renewal Feedback](#)

Our school's charter is up for renewal. If you wish to submit comments on feedback on our current charter, you are welcome to do so. The current charter can be found here: https://www.thefoundersacademy.org/about/the_charter

FILL OUT FORM

Create your own Google Form

Comments/Feedback

We moved to Manchester and I was scared to place Theron in a public school. I found Founders and enrolled Theron in to the charter school. I am so happy with the choice I made for my child. As he comes home each day saying how much he enjoys his school. The 5th grade staff is amazing and are quick to answer any questions I may have about school work. They are patient and kind and it's such a great environment for my son. Once my youngest is old enough I will be placing her in Founders as well. They are an amazing school and community.

We started with The Founders Academy in September 2020. I cannot say enough good things about our experience so far. Our 2nd child started in September of 2022 and we continue to be happy. In fact, we moved 40 minutes away and still drive our kids in to TFA. I have found the staff to be very communicative overall and invested in the success of the students. My children are very different learners, with different levels of executive function, and different personalities. I feel that the school is able to adjust to meet them where they are, instead of making them fit where they don't fit. The guidance department has been very helpful with our needs. As parents, we feel that the mission and values of the school fit our family's mission and values, and we are grateful that we have this school choice.

This school has been a God send for my child. She is thriving beyond anything I could have ever imagined. She struggled in a traditional public school setting. Founder's Academy not only has challenged her academically, it has fostered her socially and emotionally in the most positive way. I feel so lucky that my daughter has such a great school go to. We look forward to the next 3 years as she prepares for life beyond high school. I know without a shadow of a doubt that she will be very prepared for the next steps because Founder's Academy is laying a very solid foundation of learning. I couldn't be prouder!

i think that we should change the schedule to have extra passing time, because a lot of teachers are writing students up for being late to class when the hall was full of traffic.

The only thing would be more communication about missing/failed work. Though I understand responsibility on the students part as well. Other than that, I have nothing but positive things to say. We have found comfort, a positive outlook for my son, and wonderful teachers with the current team. This year has been a tremendous change and we are looking to more years with the Founder's family!
Thank you to everyone for all that you do, you are all appreciated!

My wife and I we are happy with the Founder academy .

Good school

Founders Academy has been a blessing for our family. Basing an education on history's most prominent Americans is crucial to the survival of our nation as the greatest beacon of liberty in the world. Mastery makes it even better, and my child is doing better in school than I ever did. Thank you, Founders!!!!!!!

Focuses on education a lot, I personally really like this school!

I definitely feel like the kids are to young to be labeling themselves with LGBTQ
This has got to stop in our schools! Let our kids grow up and decide.

It is a great school, it caters to each individual student's needs, the school is very caring and understanding of their students.

This was the best decision that I could make did not like our public school where my daughter would go. Founders has been very effective for my daughter who has adhd the teachers are amazing and they like that it's a small school my daughter went to a catholic school until grade 7 when she started here

Great school, with lots of positive support for student and their families.

The two way hallways are much better this year and so is the headphone in the hallway rule.

Maybe we could go more into the code of conduct and how they will make well rounded students and what each mean

This school is simply amazing! To not renew the charter would be a travesty, and devastating to the children!

I like this school. The bathroom problem needs to be fixed though, and the dress code needs to either apply to both genders or become more fair for everyone.

Comments/Feedback

I think a little more detail about the specific classes that you can have, such as the classes for the higher grades that branch off from the classes you would have the past few years. I also think so because of the fact that you can choose the classes you have in 10 - 12 grade, so I would want to know more specifics about them.

My son David has had a terrible school experience before coming to Founders. To the point of not wanting to EVER go into a school again. David is on the Autistic spectrum and because of the Pandemic and having to work via screen time from home instead of his "normal" routine and the added stresses of not seeing/interacting with his peers was a crushing blow to him. We also went through all of the channels needed to get him the services needed to be able to incorporate a 504 plan and other amenities to allow him to be able to be "just like everyone else " that attends school and is given a chance to learn and benefit from his experience. Not have it leave long lasting emotional and psychological damage. When he walked into Founders for the first time he said he felt happy and safe.....finally. The staff are the absolute best part of education, and it shows

provide actual hot lunches to students

Please renew the Charter for the Founders Academy

My daughter is thriving at Founders this year and enjoys going to school each morning.

Overall my child has had a good experience at Founders. The teachers are very caring and concerned about each child's progress. Class sizes tend to be smaller at the high school level. This allows for more student-teacher interaction and feedback. The course of study is well laid out according to the mission of the school - to grow future leaders by learning about the lives of great men and women of the past. The classes are rigorous and require students to use critical thinking and not just memorize material and facts.

CORE VALUES OF THE FOUNDERS ACADEMY

*Building our Character;
Exercising our Leadership;
Knowing our History;
Honoring our Heroes;
Upholding our Values;
Serving our Community;
Guarding our Liberty;
Loving our Country.*

Interpretive Statements

On Character-

Character is honesty, integrity, reliability, honor and dignity, but it is also so much more. Character is work ethic, charity, kindness, compassion, humanity, courage, and sacrifice. Character is actively giving of yourself with no expectation of recognition or reward, putting forth your best effort, understanding right from wrong and choosing right. Strong character is humble and stoic. Good character is precious and fragile. A deficiency in some elements of strong character is not overcome by a surplus of other strengths.

On Leadership-

Leaders chart a course, set example, earn respect, shoulder responsibility, and lead others. Leadership is initiative, vision, decisiveness, creativity, imagination. Leadership and character often travel together, but are distinct. Leaders inspire *followers*.

On History & Love of Country-

We are proud of our history and appreciate why the United States is not only the great melting pot, but also the global beacon of freedom and liberty. We pledge allegiance to the flag, as the symbol of the greatest country the world has ever known. We understand the sacrifices made by great men and women of history in order to give us the gift of freedom, enterprise, and common identity. We appreciate that the path of our history has been marked by missteps and setbacks, and any number of imperfect human beings, and yet, we inevitably overcome adversity to advance the human condition. The United States of America is an exceptional force for good in the world.

On Heroes-

Heroes are great men and women of real accomplishment, sacrifice, and character. Athletes, musicians, actors, and politicians may be admirable people, but a hero is a thousand times more. Heroes are police officers, firefighters, soldiers, doctors, nurses, airmen, sailors and others who give for the good of humanity. Heroes rise to the challenge in a time of true need. Our founding fathers are heroes. True heroes may be too numerous to mention,

however, some must be named. George Washington, Thomas Jefferson, John Adams, Benjamin Franklin, Alexander Hamilton, John Jay and James Madison. Abraham Lincoln, Martin Luther King, Rosa Parks, Albert Einstein, Harriet Tubman, Dwight Eisenhower, Henry Ford, the Wright Brothers. Entry to the ranks of heroes should be reserved to the precious few that elevate and enrich the very definition of hero by their inclusion.

On Values-

Our values are well described in this Mission and the interpretive statements. Upholding our values means more than flowery words; read and forgotten. Values are the moral compass we travel with every day. Our values guide us, and enlighten us. Values show us where to improve, and when to rest. Values shape our goals and ambitions. Character, leadership, patriotism, community, liberty and love of country are instilled in our mission because we value them and we want the world to see these values in who we are.

On Community-

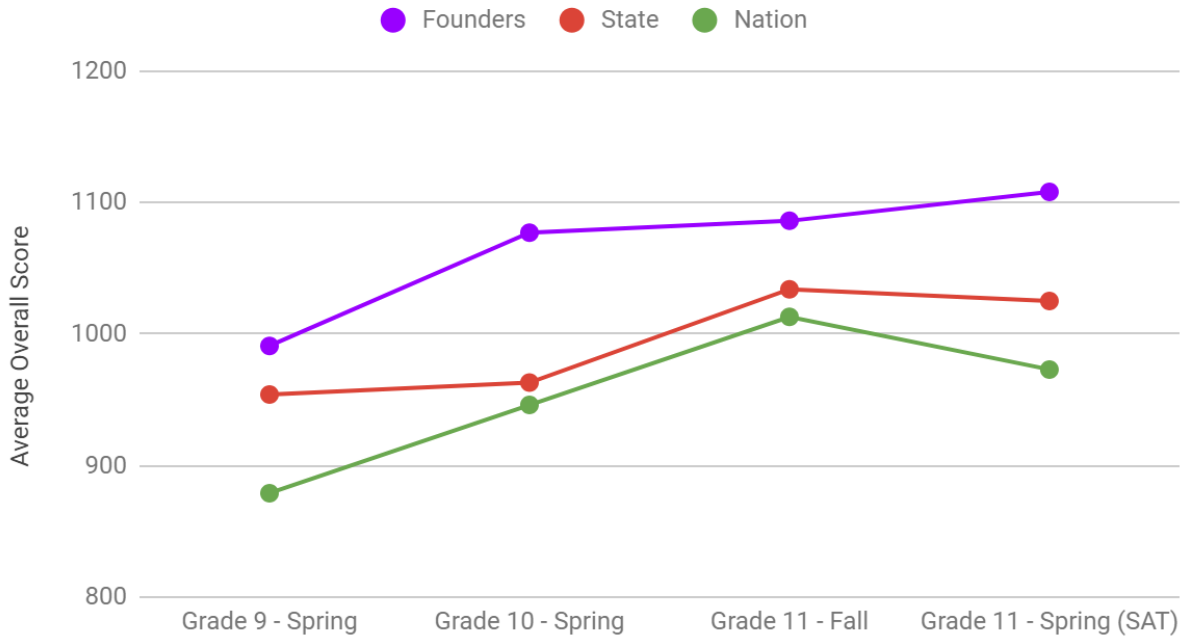
Our community is the Founders Academy, its students, parents, teachers, administration, volunteers and staff. Our community is Manchester, NH and dozens of towns surrounding it. Our community is New Hampshire, and New England. Our community is the United States and the world. More than anything else, our community is made up of people with individual hopes, dreams, burdens and aspirations. Each of us is a part of our community, with just as important a role as any other of us.

On Liberty-

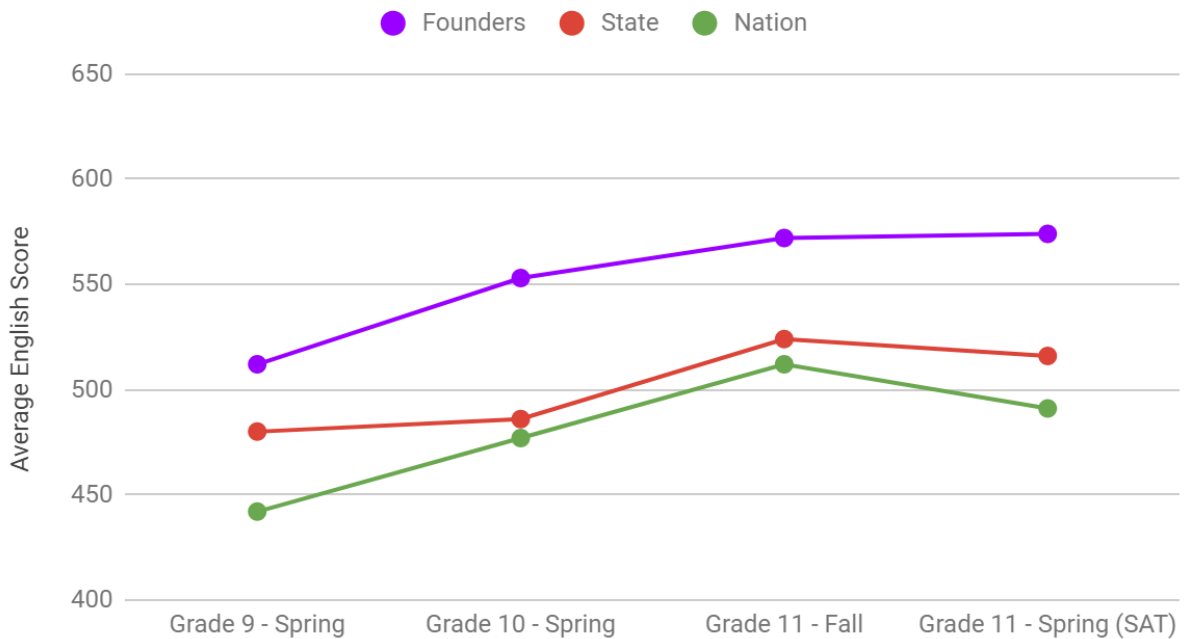
Liberty is the right to be free of undue government intrusion in our daily lives. Undue government intrusion is always repugnant and offensive. For this reason, we treasure and guard liberty jealously against any intrusion, permitting only those few intrusions as are absolutely indispensable to a society. We treasure liberty for its own sake, and not just on the occasion where liberty aligns with our own actions, intentions or political beliefs. Heroes of the highest character fought and died to provide us with Liberty and we will not disgrace their memory by yielding our liberties casually. Liberty is essential to the human condition. Free speech, press and religion do not in any way rely upon general popularity of the words spoken or printed, or the faith pursued. Liberty exists to protect things we may find offensive, and while we may not find value in the offensive thing, the underlying liberty that allows it to exist is beautiful. Liberty is worth dying for; for nothing of value can thrive without liberty. Liberty is lifeblood, it is the air we breathe, the water we drink, it is the singular defining characteristic of the United States of America for as long as we deserve to keep it.

Appendix A - PSAT/SAT Results

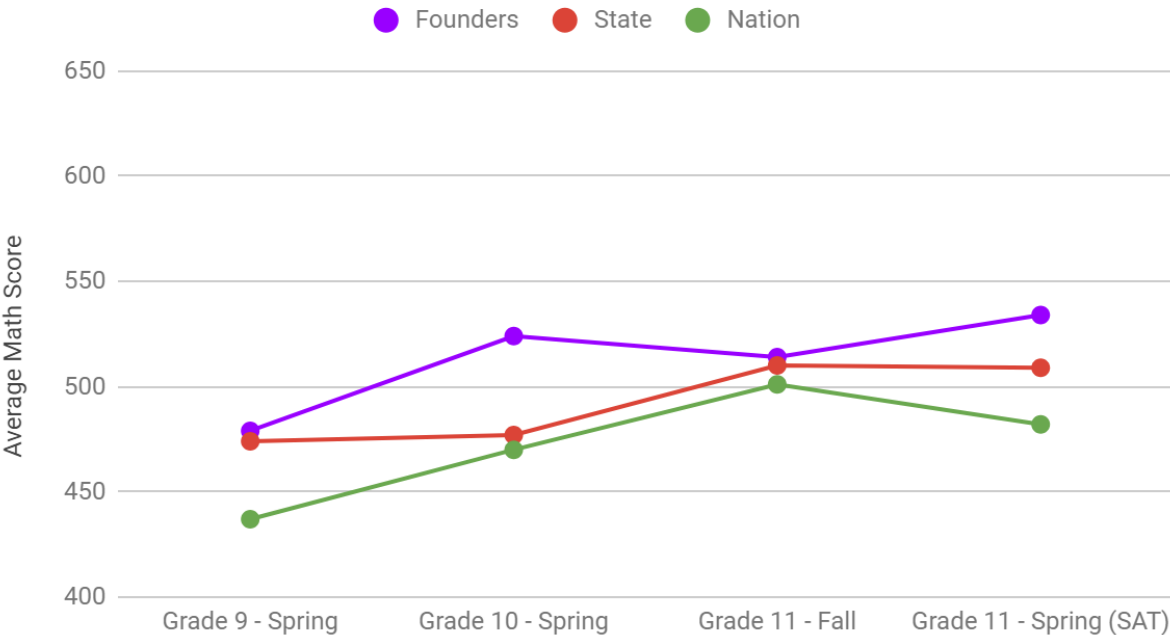
Class of 2020 PSAT Overall Results



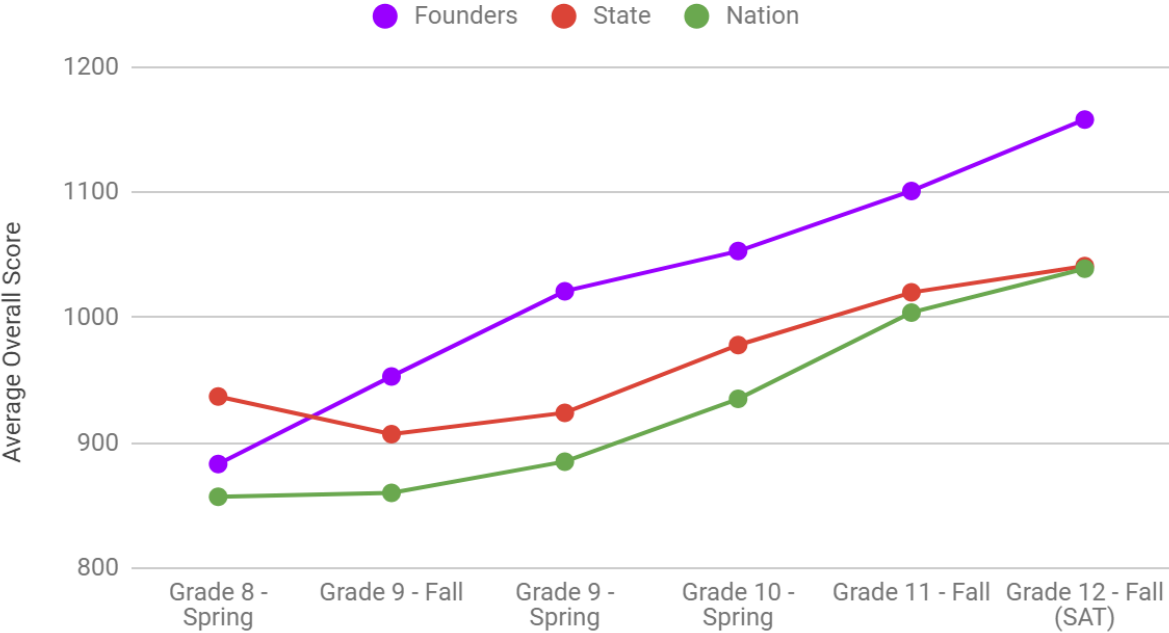
Class of 2020 PSAT English (ERW) Results



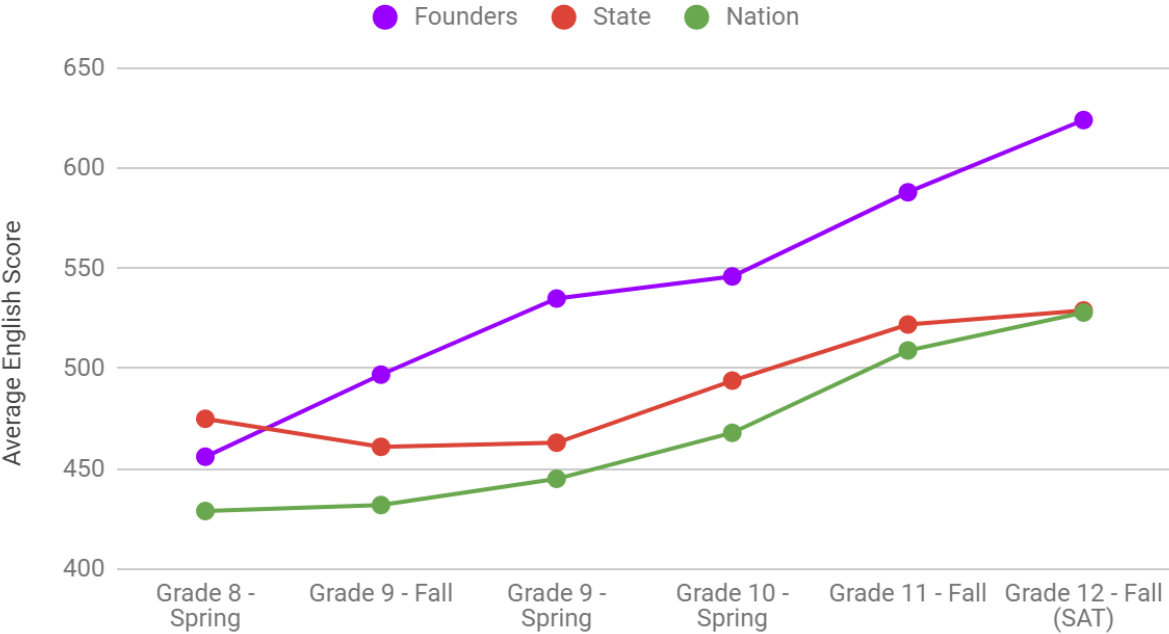
Class of 2020 PSAT Math Results



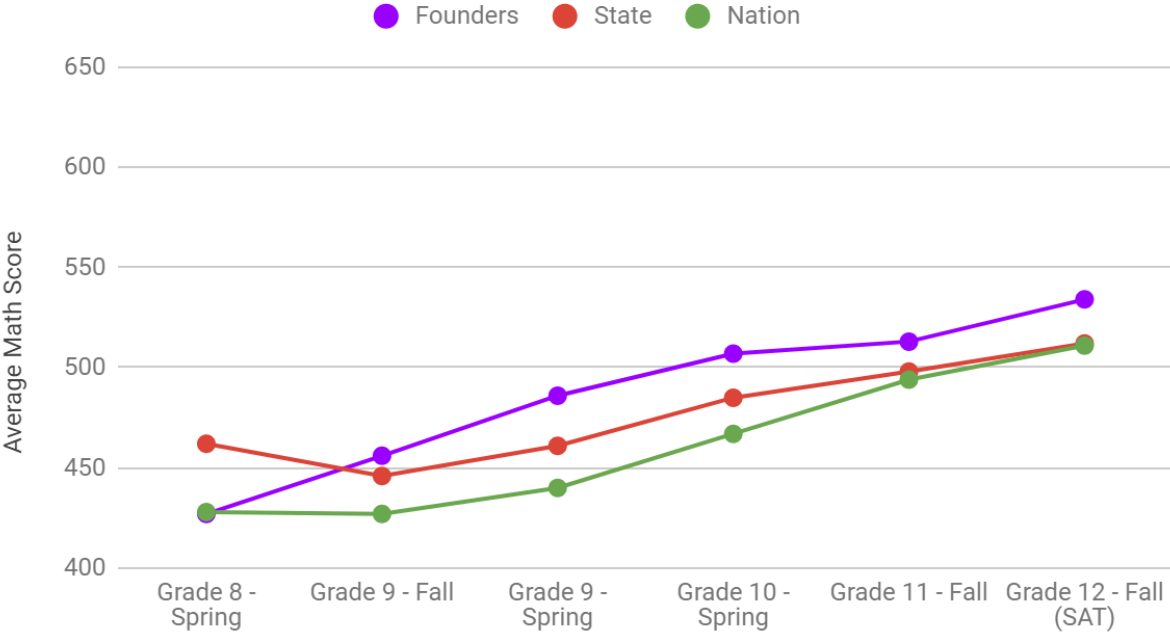
Class of 2021 Overall PSAT Results



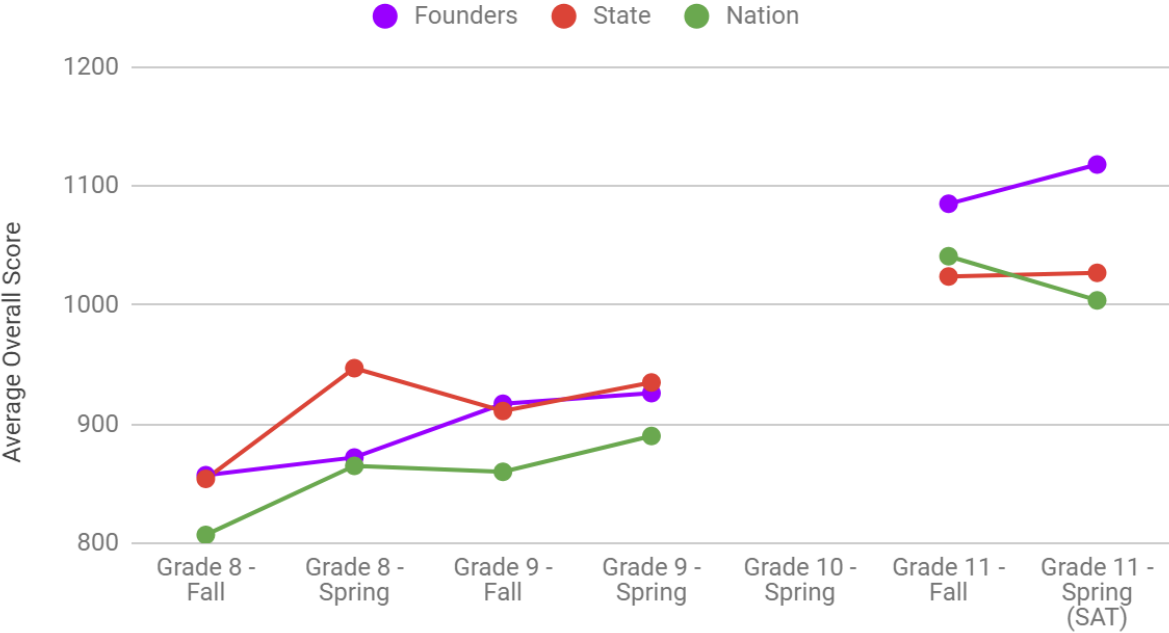
Class of 2021 English (ERW) Results



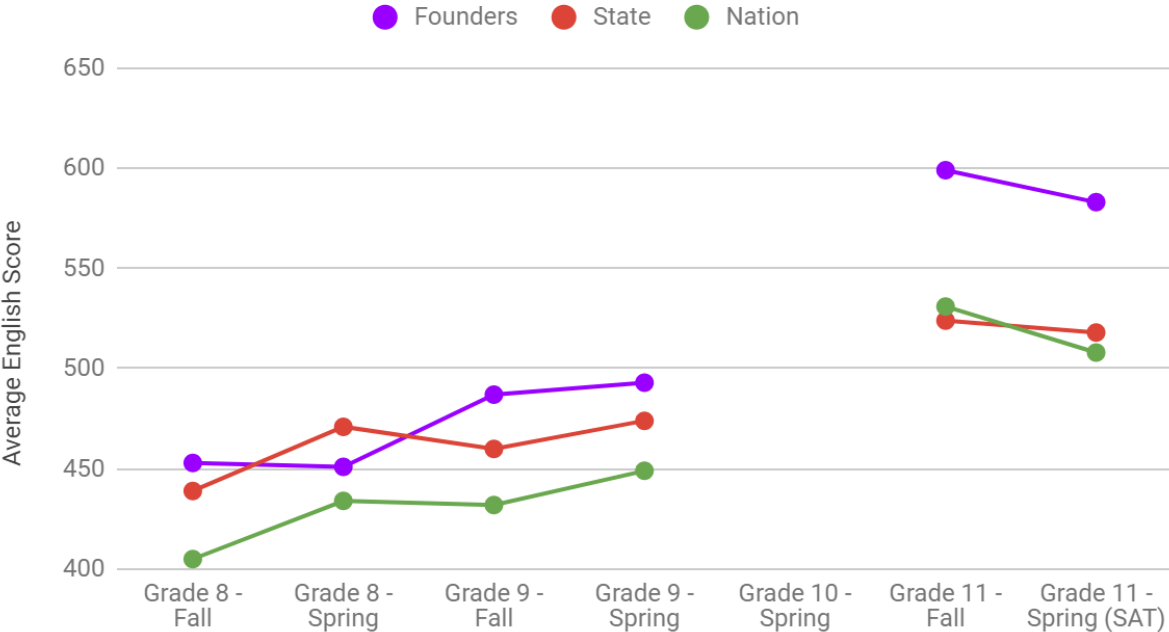
Class of 2021 Math Results



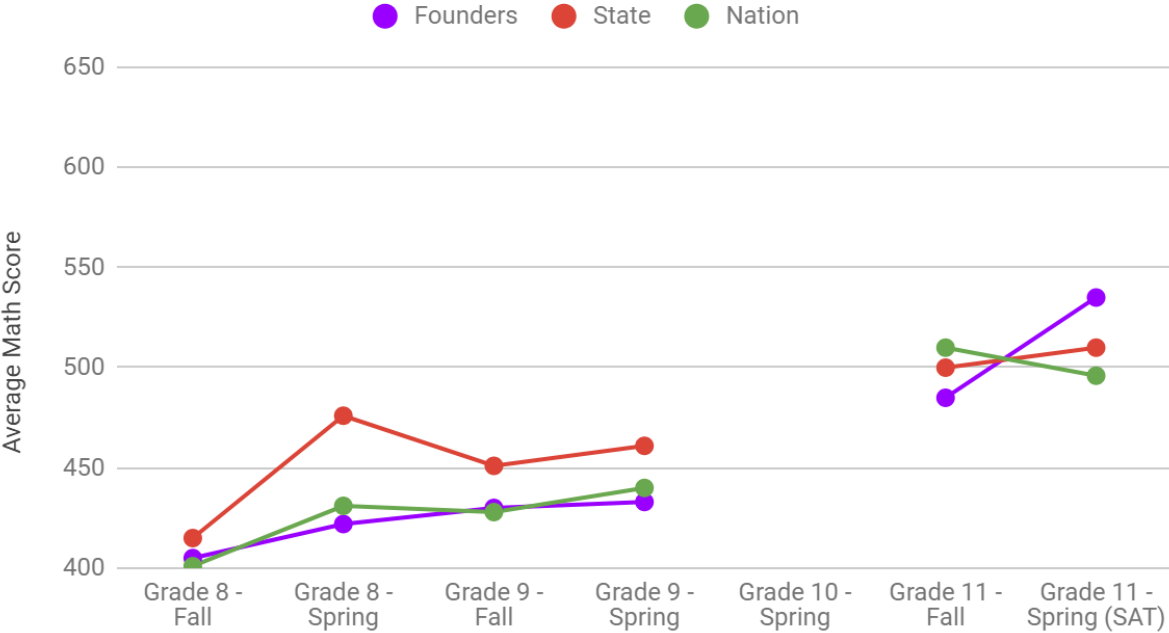
Class of 2022 Overall PSAT Results



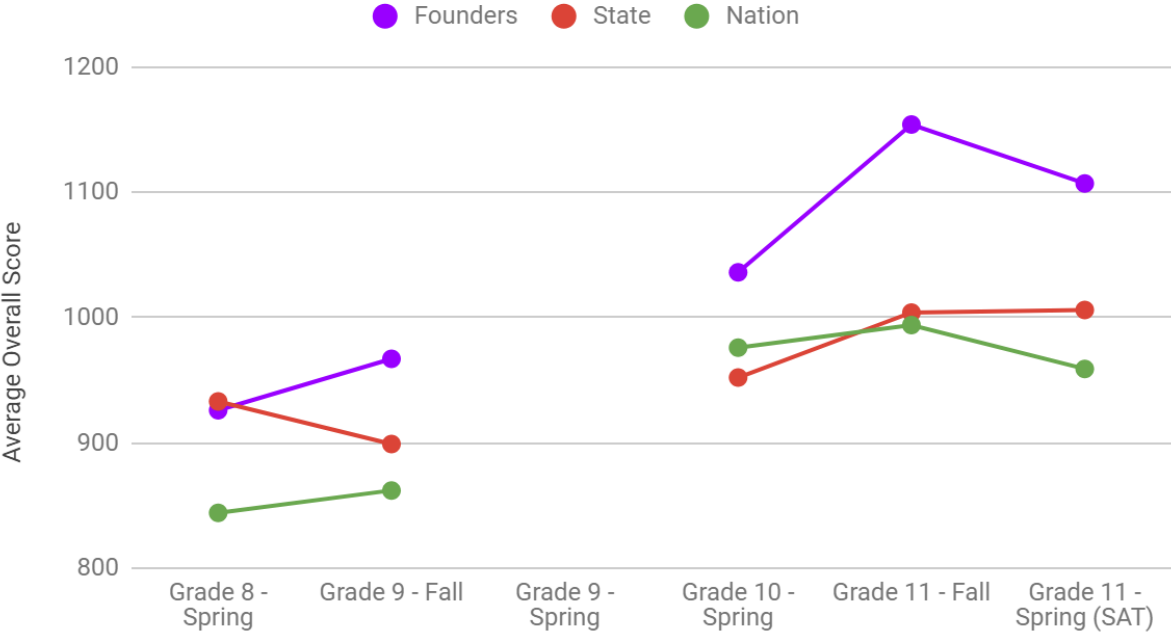
Class of 2022 English (ERW) Results



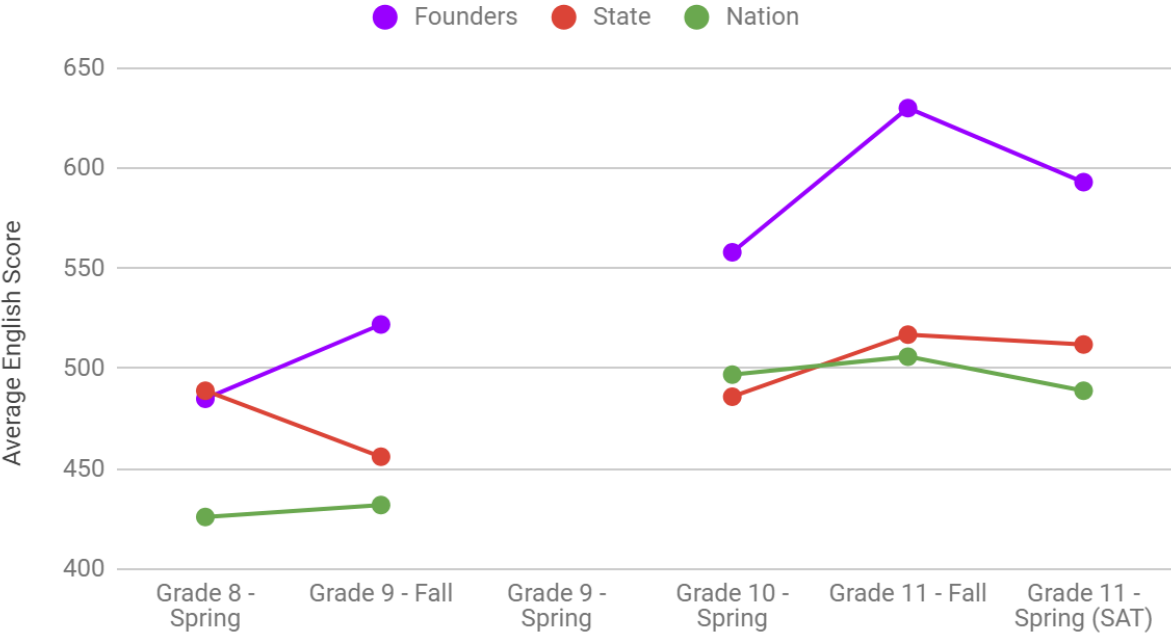
Class of 2022 Math Results



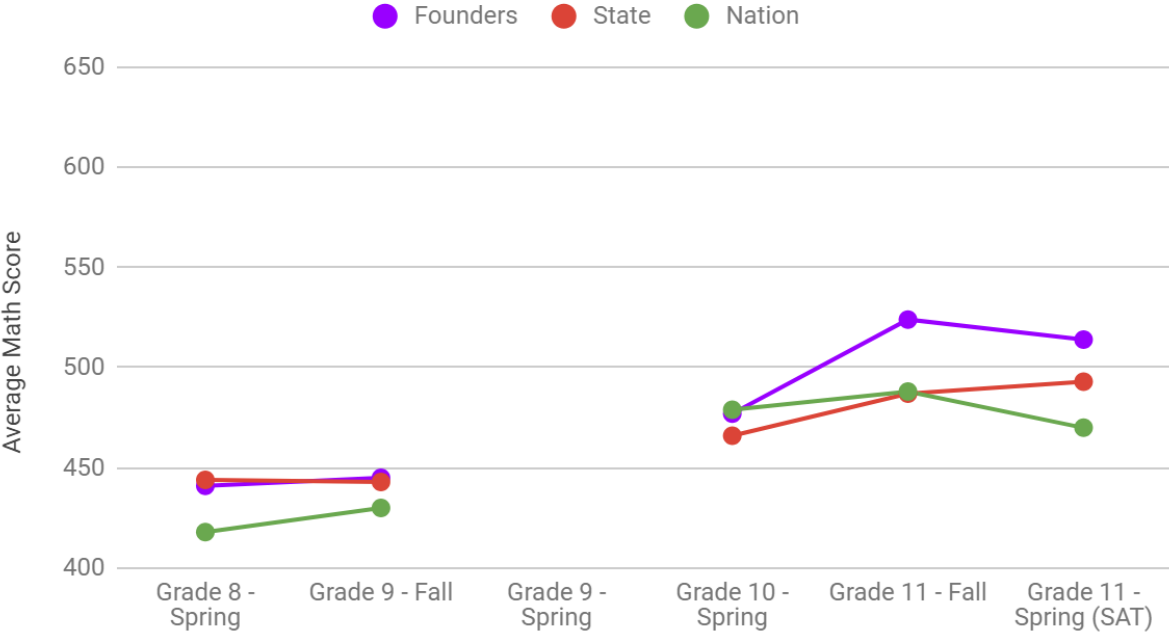
Class of 2023 Overall PSAT Results



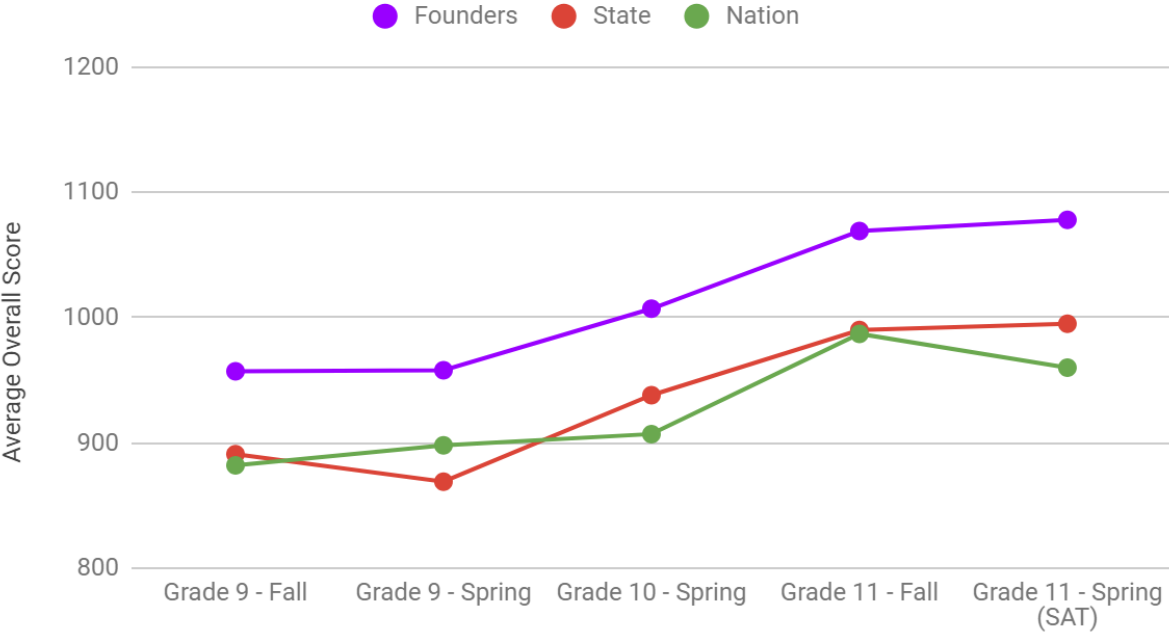
Class of 2023 English (ERW) Results



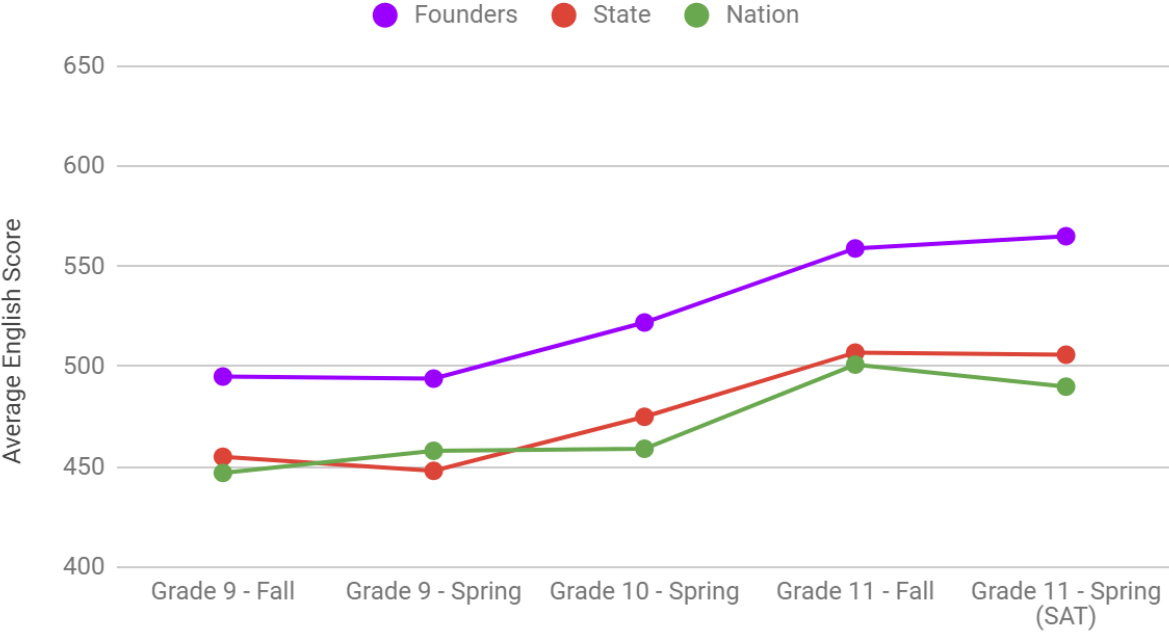
Class of 2023 Math Results



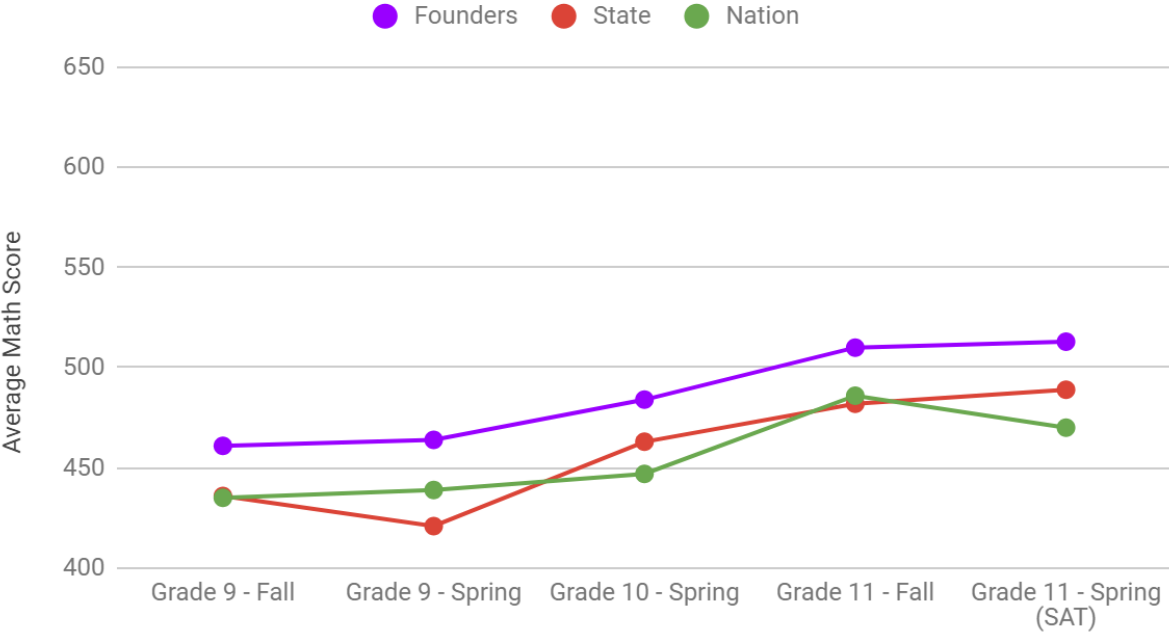
Class of 2024 Overall PSAT Results



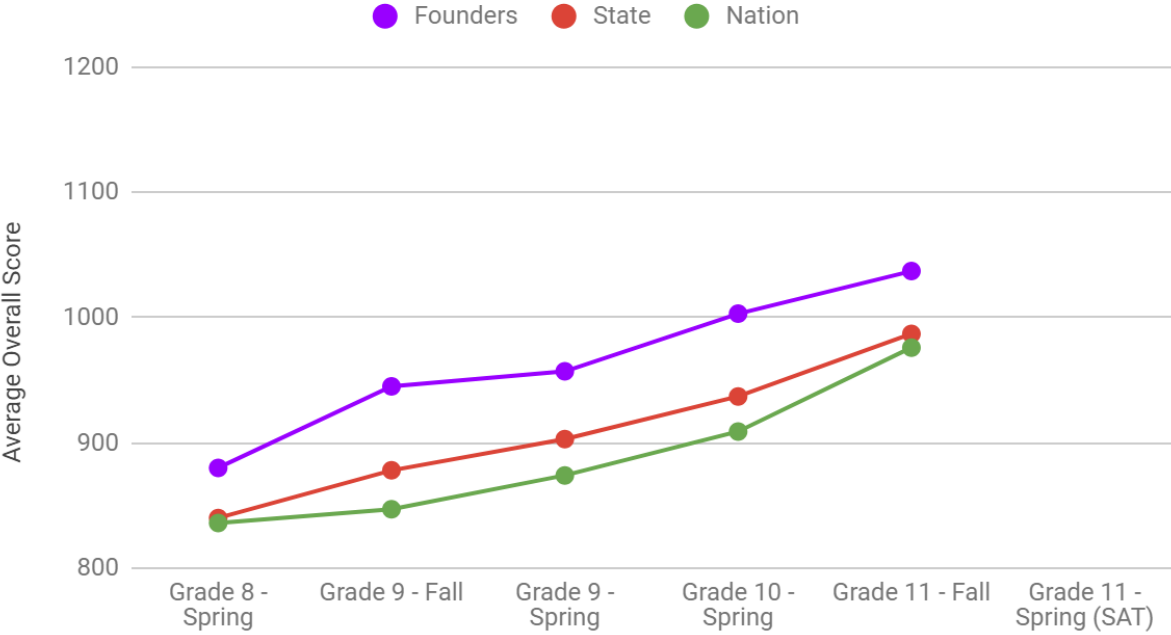
Class of 2024 English (ERW) Results



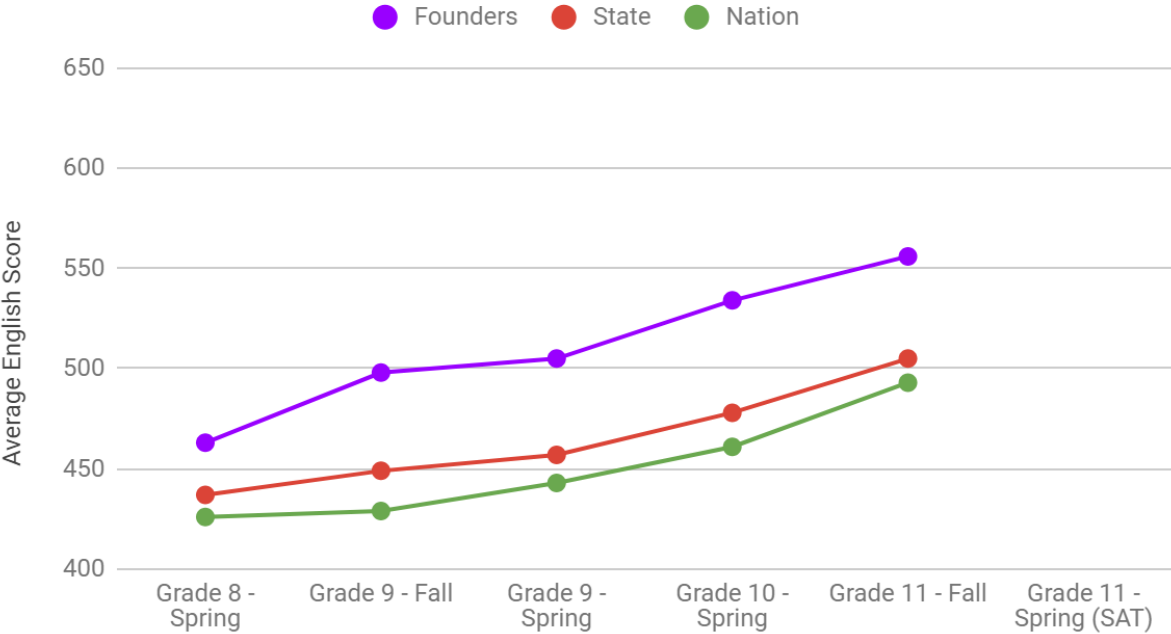
Class of 2024 Math Results



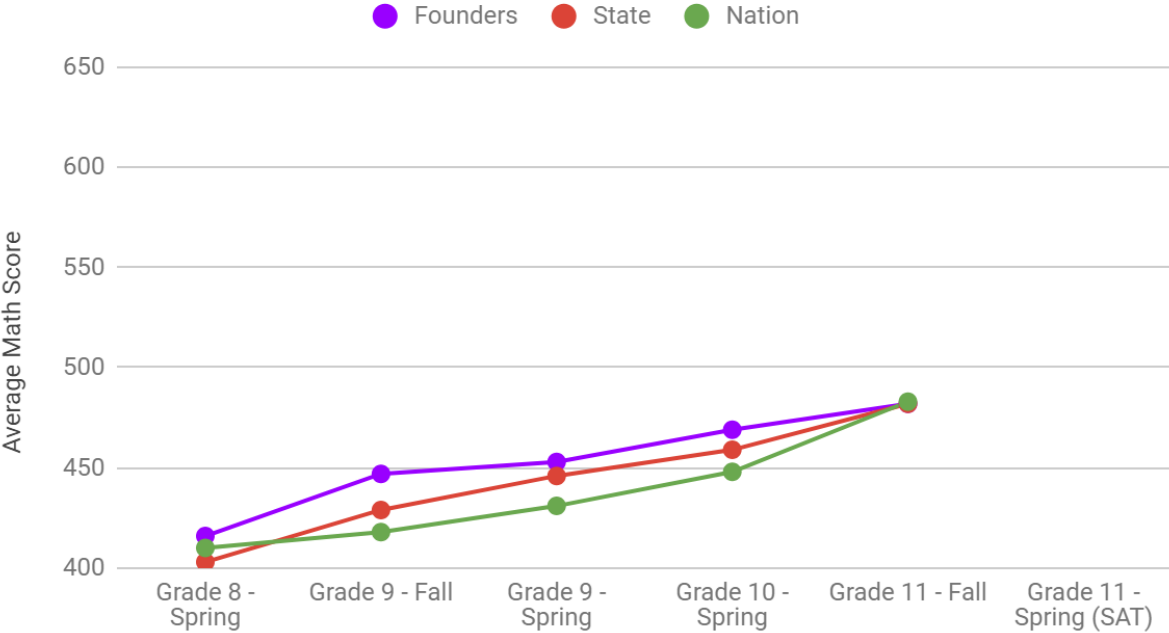
Class of 2025 Overall PSAT Results



Class of 2025 English (ERW) Results



Class of 2025 Math Results



| | Math Averages | | | | | | % Reaching Benchmarks in Math | | | | | |
|-----------------|----------------------|----------------|------------------|-------------------|-----------------|-------------------------|--|----------------|------------------|-------------------|-----------------|-------------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| Founders | XXX | XXX | XXX | 486 | 479 | 495 | XXX | XXX | XXX | 57% | 30% | 33% |
| State | XXX | XXX | XXX | 475 | 511 | 513 | XXX | XXX | XXX | 48% | 51% | 42% |
| Nation | XXX | XXX | XXX | 464 | 502 | 483 | XXX | XXX | XXX | 41% | 46% | 31% |
| Year | | | | 2017 | 2017 | 2018 | | | | | | |
| | | | | | | | <u>% Not Reaching Benchmark in Either English or Math</u> | | | | | |
| | | | | | | | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| | | | | | | | XXX | XXX | XXX | 7% | 10% | 0% |
| | | | | | | | XXX | XXX | XXX | 27% | 22% | 31% |
| | | | | | | | XXX | XXX | XXX | 33% | 30% | 42% |

| Math Averages | | | | | | | % Reaching Benchmarks in Math | | | | | |
|----------------------|------------------|----------------|------------------|-------------------|-----------------|-------------------------|--|----------------|------------------|-------------------|-----------------|-------------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| Founders | XXX | XXX | 479 | 524 | 514 | 534 | XXX | XXX | 67% | 62% | 42% | 52% |
| State | XXX | XXX | 474 | 477 | 510 | 509 | XXX | XXX | 63% | 50% | 50% | 43% |
| Nation | XXX | XXX | 437 | 470 | 501 | 482 | XXX | XXX | 45% | 41% | 45% | 33% |
| Year | | | 2017 | 2018 | 2018 | 2019 | | | | | | |
| | | | | | | | <u>% Not Reaching Benchmark in Either English or Math</u> | | | | | |
| | | | | | | | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| | | | | | | | XXX | XXX | 9% | 8% | 8% | 21% |
| | | | | | | | XXX | XXX | 18% | 27% | 23% | 33% |
| | | | | | | | XXX | XXX | 35% | 34% | 30% | 45% |

Class of 2021

| | <u>Total Averages</u> | | | | | | <u>% Reaching Benchmarks in Both Subjects</u> | | | | | |
|-----------------------|-------------------------------|----------------|------------------|-------------------|-----------------|-----------------------|---|----------------|------------------|-------------------|-----------------|-----------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 12 - Fall (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 12 - Fall (SAT) |
| Founders | 883 | 953 | 1021 | 1053 | 1101 | 1158 | 44% | 47% | 67% | 64% | 52% | 53% |
| State | 937 | 907 | 924 | 978 | 1020 | 1041 | 68% | 48% | 54% | 50% | 42% | 42% |
| Nation | 857 | 860 | 885 | 935 | 1004 | 1039 | 45% | 36% | 44% | 40% | 41% | 43% |
| Founders Participants | 50 (61) | 30 (42) | 24 (42) | 25 (33) | 21 (33) | 19 (20) | *SAT taken in Fall of Grade 12 due to COVID | | | | | |
| NH Participants | | 1650 | 2094 | 2701 | 7294 | 8965 | | | | | | |
| Total Participants | | 639,011 | 338,113 | 124,326 | 1,708,917 | 437,532 | | | | | | |
| | | | | | | | | | | | | |
| | <u>English (ERW) Averages</u> | | | | | | <u>% Reaching Benchmarks in English (ERW)</u> | | | | | |
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 12 - Fall (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 12 - Fall (SAT) |
| Founders | 456 | 497 | 535 | 546 | 588 | 624 | 86% | 83% | 96% | 92% | 95% | 100% |
| State | 475 | 461 | 463 | 494 | 522 | 529 | 91% | 74% | 72% | 74% | 75% | 69% |
| Nation | 429 | 432 | 445 | 468 | 509 | 528 | 66% | 57% | 63% | 63% | 67% | 67% |

| Math Averages | | | | | | | % Reaching Benchmarks in Math | | | | | |
|----------------------|------------------|----------------|------------------|-------------------|-----------------|-----------------------|---|----------------|------------------|-------------------|-----------------|-----------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 12 - Fall (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 12 - Fall (SAT) |
| Founders | 427 | 456 | 486 | 507 | 513 | 534 | 44% | 47% | 67% | 64% | 52% | 53% |
| State | 462 | 446 | 461 | 484 | 498 | 512 | 69% | 51% | 57% | 52% | 44% | 44% |
| Nation | 428 | 427 | 440 | 467 | 494 | 511 | 50% | 40% | 48% | 44% | 42% | 45% |
| Year | 2017 | 2017 | 2018 | 2019 | 2019 | 2020 | | | | | | |
| | | | | | | | % Not Reaching Benchmark in Either English or Math | | | | | |
| | | | | | | | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 12 - Fall (SAT) |
| | | | | | | | 14% | 17% | 4% | 8% | 5% | 0% |
| | | | | | | | 9% | 23% | 25% | 24% | 24% | 29% |
| | | | | | | | 29% | 39% | 33% | 34% | 31% | 32% |

| Math Averages | | | | | | | | % Reaching Benchmarks in Math | | | | | | |
|----------------------|----------------|------------------|----------------|------------------|-------------------|-----------------|-------------------------|---|------------------|----------------|------------------|-------------------|-----------------|-------------------------|
| | Grade 8 - Fall | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) | Grade 8 - Fall | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| Founders | 405 | 422 | 430 | 433 | X | 485 | 535 | 34% | 52% | 44% | 43% | X | 40% | 59% |
| State | 415 | 476 | 451 | 461 | X | 500 | 510 | 46% | 74% | 53% | 59% | X | 48% | 43% |
| Nation | 401 | 431 | 428 | 440 | X | 510 | 496 | 37% | 52% | 42% | 46% | X | 51% | 36% |
| Year | 2017 | 2018 | 2018 | 2019 | 2020 | 2020 | 2021 | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | % Not Reaching Benchmark in Either English or Math | | | | | | |
| | | | | | | | | Grade 8 - Fall | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| | | | | | | | | 19% | 17% | 22% | 26% | X | 0% | 6% |
| | | | | | | | | 23% | 12% | 25% | 22% | X | 22% | 34% |
| | | | | | | | | 41% | 29% | 29% | 34% | X | 22% | 40% |

| | Math Averages | | | | | | % Reaching Benchmarks in Math | | | | | |
|-----------------|----------------------|----------------|------------------|-------------------|-----------------|-------------------------|--|----------------|------------------|-------------------|-----------------|-------------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| Founders | 441 | 445 | X | 477 | 524 | 514 | 62% | 53% | X | 61% | 75% | 58% |
| State | 444 | 443 | X | 466 | 487 | 493 | 62% | 43% | X | 43% | 41% | 37% |
| Nation | 418 | 430 | X | 479 | 488 | 470 | 43% | 38% | X | 49% | 41% | 29% |
| Year | 2019 | 2019 | 2020 | 2021 | 2021 | 2022 | | | | | | |
| | | | | | | | <u>% Not Reaching Benchmark in Either English or Math</u> | | | | | |
| | | | | | | | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| | | | | | | | 7% | 10% | X | 9% | 0% | 11% |
| | | | | | | | 7% | 28% | X | 27% | 26% | 37% |
| | | | | | | | 34% | 40% | X | 24% | 32% | 47% |

| | Math Averages | | | | | | % Reaching Benchmarks in Math | | | | | |
|-----------------|----------------------|----------------|------------------|-------------------|-----------------|-------------------------|--|----------------|------------------|-------------------|-----------------|-------------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| Founders | X | 461 | 464 | 484 | 510 | 513 | X | 50% | 61% | 57% | 43% | 45% |
| State | X | 436 | 421 | 463 | 482 | 489 | X | 40% | 31% | 43% | 39% | 35% |
| Nation | X | 437 | 439 | 447 | 486 | 470 | X | 41% | 44% | 33% | 40% | 30% |
| Year | 2020 | 2020 | 2021 | 2022 | 2022 | 2023 | | | | | | |
| | | | | | | | <u>% Not Reaching Benchmark in Either English or Math</u> | | | | | |
| | | | | | | | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| | | | | | | | X | 21% | 17% | 19% | 29% | 25% |
| | | | | | | | X | 28% | 31% | 29% | 30% | 38% |
| | | | | | | | X | 33% | 30% | 40% | 35% | 46% |

Current Charter Language

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

Founders minimum high school graduation requirements will exceed the state minimum, preparing every student to graduate with multiple pathway options, including readiness for entry into and success at college or career.

| Subjects | NH State Req. | Founders Req. | NH State Credit(s) | Founders Academy Credit(s) |
|--|---------------|------------------|--------------------|----------------------------|
| Arts and Music Education | ✓ | ✓ | 0.5 credit | 1 credit |
| Information and Communications Technologies | ✓ | ✓ | 0.5 credit | 0.5 credit |
| English | ✓ | ✓ | 4 credits | 4 credits |
| Mathematics <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II or Probability/Statistics | ✓ | ✓ ✓ ✓ | 3 credits | 3 credits |
| Sciences <ul style="list-style-type: none"> • Integrated Physical Science • Biology or AP Biology • Electives (includes Chemistry, Physics, Natural History of NH, Space Sciences, Forensics) | ✓ ✓ | ✓ ✓ ✓ | 2 credits | 3 credits |
| Required Math or Science Elective | | ✓ | | 1 credit |
| History <ul style="list-style-type: none"> • US History I • US History II • Modern World History • History Elective | ✓ ✓ | ✓ ✓ ✓ ✓ | 1.5 credit | 4 credits |

| US and Government/Civics | ✓ | ✓ | 0.5 credit | 1 credit |
|-------------------------------|---|---|------------|------------|
| Economics | ✓ | ✓ | 0.5 credit | 0.5 credit |
| Ethics | | ✓ | | 0.5 credit |
| Health Education | ✓ | ✓ | 0.5 credit | 0.5 credit |
| Physical Education | ✓ | ✓ | 1 credit | 1 credit |
| World Language | | ✓ | | 2 credits |
| Finance or Accounting | | ✓ | | 0.5 credit |
| Business/Technology Electives | | ✓ | | 1 credit |
| Open Electives | ✓ | ✓ | 6 credits | 2 credits |
| Senior Project | | ✓ | | 0.5 credit |
| Total Required Credits | | | 20 | 26 |

Proposed Charter Language

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

Founders minimum high school graduation requirements will exceed the state minimum, preparing every student to graduate with multiple pathway options, including readiness for entry into and success at college or career.

| Subjects | NH State Req. | Founders Req. | NH State Credit(s) | Founders Academy Credit(s) |
|--|---------------|---------------|--------------------|----------------------------|
| Arts and Music Education | ✓ | ✓ | 0.5 credit | 1 credit |
| Information and Communications Technologies | ✓ | ✓ | 0.5 credit | 0.5 credit |
| English | ✓ | ✓ | 4 credits | 4 credits |
| Mathematics <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II or Probability/Statistics | ✓ | ✓ ✓ ✓ | 3 credits | 3 credits |
| Sciences <ul style="list-style-type: none"> • Integrated Physical Science • Biology or AP Biology • Electives (includes Chemistry, Physics, Natural History of NH, Space Sciences, Forensics) | ✓ ✓ | ✓ ✓ ✓ | 2 credits | 3 credits |
| Required Math or Science Elective | | ✓ | | 1 credit |
| History <ul style="list-style-type: none"> • US History I • US History II | ✓ | ✓ ✓ | 1.5 credit | 4 credits |

| | | | | |
|---|---|--------|------------|------------|
| <ul style="list-style-type: none"> • Modern World History • Modern US History | ✓ | ✓ ✓ | | |
| US and Government/Civics | ✓ | ✓ | 0.5 credit | 1 credit |
| Economics | ✓ | ✓ | 0.5 credit | 0.5 credit |
| Ethics | | ✓ | | 0.5 credit |
| Health Education | ✓ | ✓ | 0.5 credit | 0.5 credit |
| Physical Education | ✓ | ✓ | 1 credit | 1 credit |
| World Language | | ✓ | | 2 credits |
| Finance or Accounting | | ✓ | | 0.5 credit |
| Business/Technology Electives | | ✓ | | 1 credit |
| Open Electives | ✓ | ✓ | 6 credits | 2 credits |
| Senior Project | | ✓ | | 0.5 credit |
| Total Required Credits | | | 20 | 26 |



New Hampshire Department of Education Office of Charter Schools

Chartered Public School Application for Charter Amendment

A chartered public school may submit an amendment to their charter contract with the state of New Hampshire in accordance with RSA 193-B:3, XI. This form, together with required attachments, is for use when applying for an amendment with the State Board of Education under Ed 318.12 (Issuance and Amendment of Charter).

Name of Chartered Public School: The Founders Academy

Name of School Director: Cassie Hayes

Street Address: 5 Perimeter Rd.

Town: Manchester

Email: cassie.hayes@tfanh.org

Phone Number: 603-952-4705

Amendment Type: [] Grade Levels [] Enrollment [] Mission [] Curriculum/Model X other
__graduation requirements__

Description: The Founders Academy is prosing the addition of Mondern US History to the graduation requirements. This would replace the history elective requirement and would not change the number of graduation requirements.

Reasoning: To expose students to US History from the 1970’s to the 2020’s in their required courses, eliminating the 50 year gap in understanding of modern US History.Divide the chronology of US History across three courses instead of two allows for more comprehensive coverage of all eras of US History. Founders Academy, being a history focused institution, is a fitting school to implement and pioneer a mandatory 3 course US History model so that Founders students are exposed to all decades of American history.

Impact Areas: Students/families, goals, graduation requirements

A copy of the last approved charter, with proposed amendment(s) shown via “red-lines” or “mark-ups”, is required to be attached to any amendment application. [] Copy attached.

Please include the following additional attachments as noted for specific impacts.





New Hampshire Department of Education Office of Charter Schools

| | |
|---------------------------------|--|
| Students & Families: | <input type="checkbox"/> Detailed description of the impacts to students and families <input type="checkbox"/> Plan for communication of these impacts |
| Staffing: | <input type="checkbox"/> Detailed description of the impacts to staff members <input type="checkbox"/> Plan for communication of these impacts |
| Budget: | <input type="checkbox"/> Detailed description of the impacts to the budget <input type="checkbox"/> Amended next year budget |
| Facilities: | <input type="checkbox"/> Detailed description of the impacts to the facilities <input type="checkbox"/> Timeline for impacts |
| Goals: | <input type="checkbox"/> Goal revisions |
| Accountability Plan: | <input type="checkbox"/> Accountability plan revisions |

By signing below, I certify that the information contained within this application for amendment is true and accurate to the best of my knowledge.
 Robert Best 3/1/2024

DocuSigned by: _____ **Print Name: Date:**
Robert Best
 953C50793501498

Signature of the Chairman of the Board of Trustees

DocuSigned by: _____ 3/1/2024
C Hayes
 7712D83B5D82485... Cassie Hayes,
Dean of School



3 Course US History Proposal

Background

- **Students need to take 5 credits of History to graduate from Founders.**

 - **The current course sequence is:**
 - **US History I - Founding of the colonies to the Civil War**
 - **Civics and Leadership**
 - **US History II - from Reconstruction to roughly the 1970's**
 - **Modern World History - 1600's to Present**
 - **History Electives - to fulfill remaining 1.0 credit requirement**
-

Purpose of Proposed Change

- To expose students to US History from the 1970's to the 2020's in their required courses, eliminating the 50 year gap in understanding of modern US History.
 - Divide the chronology of US History across three courses instead of two allows for more comprehensive coverage of all eras of US History
 - Founders Academy, being a history focused institution, is a fitting school to implement and pioneer a mandatory 3 course US History model so that Founders students are exposed to all decades of American history.
-

Proposed Change

A 5th mandatory history course is added to the core history course sequence for the 2024-2025 school year:

1. US History 1
2. US History 2
3. Civics & Leadership
4. Modern US History
5. Modern World History

These mandatory 5 would fulfill Founders students' required history graduation credits.

They could then fulfill general education credits with other history electives if they so choose.



CHARTERED PUBLIC SCHOOL

A nation of well-informed men who have been taught to know and prize the rights which God has given them cannot be enslaved. It is in the region of ignorance that Tyranny begins.

Benjamin Franklin

Charter School Application

| | |
|---------------------------------------|---------------------------------------|
| Submitted To: | New Hampshire Department of Education |
| Submitted By: | The Founders Academy Foundation |
| Initial Date Submitted: | 8/30/2012 |
| Document Release: | v5.1 |
| Revised Application Submitted: | 6/17/2013 and 2/9/19 |

| | |
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| | |
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| | |
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| (DD) An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. | 29 |
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CONTACT INFORMATION

Organization: The Founders Academy Foundation
 Contact Name: Kimberly Lavallee
 Phone: 603.952.4705
 FAX: 603.624.0057
 Email: info@tfanh.org
 Website: www.thefoundersacademy.org
 Mailing Address: 5 Perimeter Road, Manchester, NH 03103

INTRODUCTION

(A) Educational Mission

Vision

The Founders Academy (Founders) prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Mission

The Founders Academy is a public chartered school encompassing grades 6 -12 that is free and open to all New Hampshire students. The Academy develops leaders who understand and apply the lessons of the past, demonstrate exceptional character and lead by example. The Academy recognizes the importance of balance in the development of the whole person, and respects each student's journey.

Principled leadership is fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

Basic Features of The Founders Academy

1. A Classical Education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the Trivium. Through the study of Western Culture, a classical education allows students to join “The Great Conversation” about the values, achievements and experiences of Western man in the development of the principles and practice of Liberty. *(Partially taken from Susan Wise Bauer, The Well-Trained Mind)*
2. The theme of Leadership will be explored across the curriculum and through other aspects of school life, such as school governance, community projects and the senior project. Students will study the lives of great leaders, will have opportunities to practice leadership and to review their experiences. (See “Leadership Strand”)
3. A focus on western values will be a central feature of the curriculum.
4. Round Table will be a place where students stay in touch with and explore aspects of Founders' mission, as well as discussing school issues, making suggestions for school improvements, and keeping track of their academic progress. Round Table will have a syllabus for each grade and include current events and community building within the school.

5. Students and faculty will meet for assemblies. Students will make presentations, listen to visiting lecturers and debate issues. Occasionally the time will be extended for an academic or extra-curricular program.
6. Wherever possible, the curriculum will consist of the use of primary texts and documents. Textbooks will be used sparingly.
7. Focus will be given to the study of the history and development of liberty and the great men and women who made this possible.
8. The school is committed to the healthy development of the whole person: academic, social, physical, ethical, emotional and creative. There will be a challenging college preparatory program, but not at the expense of other aspects of a young life.
9. Students will pursue a program of required courses and electives. Whenever possible, students will be able to pursue their own interests within the curriculum and have the opportunity for virtual or college (AP/dual credit) courses, to supplement the offered curriculum.
10. Instruction will be a mixture of traditional methods of lecture and Socratic exchange. Opportunities for cooperative and project-based learning and other additional teaching methods and strategies will be included, where appropriate.
11. Writing and speaking will be taught throughout the curriculum.
12. Student learning will be measured by the mastery of standards, not seat time.
13. Founders may utilize a diverse selection of learning environments, including local courthouses, businesses, research institutes and college campuses. “School” and “schooling” will not be based on place.
14. Students will learn to recognize and appreciate their own accomplishments and the accomplishments of others.

(B) Governance, Organizational structure and Plan

Ability to Submit Application

In accordance with provisions to RSA 194-B:3, V, The Founders Academy Charter School (Founders) application to establish a public charter school has been submitted by The Founders Academy Foundation, a non-profit organization.

The Founding Board

The Founders Academy Foundation, a group of experienced charter school developers, educators, administrators, board of directors and partners, will oversee development of the school. The Founders Academy Foundation is a New Hampshire registered, not-for-profit organization comprised of six founding members and established to create and sustain a charter school in New Hampshire. The Founding Board of Directors and management team have extensive experience with startup organizations, education (including school design,

curriculum development, instructional strategies, assessment and staff development), business, law, facilities development, finance, technology, strategic planning, governmental relations, fundraising, public relations, organizational development, student leadership development and community development.

The immediate work of the Foundation is to prepare the charter school application for approval, serve as an ambassador-organization in promoting the school and select the first Board of Trustees of The Founders Academy Charter School. The Founders Academy's mission, program and team are designed to implement the legislative goals of the NH Charter Schools Act, including improving student learning abilities, creating new professional opportunities for teachers and providing expanded public school choice for parents and students.

Officers of the Board of The Founders Academy

Initial officers shall include: chair, vice chair, secretary and treasurer of The Founders Academy. Officers of the board shall be elected, individually or collectively, by majority vote of the board at the annual organizational meeting to be held in June of each year and shall serve until the next annual organizational meeting. If a replacement officer is needed, the replacement officer serves out the unexpired term of the departing officer.

Board of Trustees

In accordance with RSA 194-B:5, The Founders Academy will be governed by up to nine members of Board of Trustees. The Board will have general supervisory control and authority over operations of the charter school.

Trustee selection will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees shall represent a diversity of stakeholders and contributors:

- Two (2) representing the business community (external members)
- One (1) representing the college and /or school community (external member)
- Three (3) founders or major, ongoing contributors to the school (qualifications of "major contributor" to be determined by the board)
- Three (3) parents (parent or parent-member representative from the parent advisory committee)

The Board of Trustees shall maintain no more than a nine (9) member board and, in addition, can establish *ex officio* board members and/or advisors who will be non-voting. The board is not required to maintain nine (9) members but once the school officially opens for business, it shall strive to maintain, at all times, a board of at least five (5) board members. The board shall attempt to maintain a 50/50 balance of parents and founders vs. external board members. Founding Board Members terms do not expire. If any Founding Board Member is not supporting the original mission and vision for The Founders Academy, they may be removed

from the board by a majority vote with a quorum required for said vote. Any Board Member may be removed by a majority vote of $\frac{2}{3}$ of the board if they are involved in activities considered illegal, unethical or otherwise damaging to the reputation of The Founders Academy. Board members are expected to uphold the Mission and Vision of Founders and participate in at least one board committee.

Committees

The Board of Trustees will develop subcommittees as it deems necessary to pursue specific topics and report back to the board for action. On occasion, the Board may specifically vote to delegate a subcommittee to act. Initial subcommittees will include: start-up, board recruitment, strategic planning & finance, curriculum development, outreach, and others as needed. The Board of Trustees may authorize one or more of its members to serve on a board committee. The Board Chair shall hold the authority for selecting and naming the Committee Chairperson. However, no opinion, decision or commitment on behalf of the Board can be made by a Board representative or subcommittee without Board authorization.

The Board of Trustees will develop additional committees as needed for the healthy operation of the board and to support the school. The board will maintain an Outreach Committee with a focus on community involvement and supporting students with service hours and leadership opportunities. Additional standing committees may consist of Finance, Personnel, Policy, and the Parent Advisory Committee.

The Board will strive to maintain all legally required policies and implement a review through the Policy Committee as needed.

(C) Methods by which trustees and their terms are determined

Terms of initial trustees will be staggered, when possible, which will enable the board to profit from experienced, veteran board members while also welcoming fresh perspectives new members may offer. First-year trustees will be appointed for a one or two year term, to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated but that Board member will only be allowed to serve until the original term expires. All Board members may serve consecutive terms if voted by a Board majority.

The Board of Trustees will select and appoint future trustees, define future board terms and vote on policies for board governance and filling vacancies. For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines.

The Board of Trustees will begin governance within three months after receiving charter authorization. The Board's first task will be to create a selection process for the Dean of School. The Dean of School will be a non-voting member of the Board and all board committees.

Start-Up Committee

During the school's first year of planning and design, a start-up committee shall work on all areas of charter school development and readiness. This team will be comprised of founders and advisors. Their duties will include but are not limited to:

- Forming initial subcommittees
- Securing general and board liability insurance
- Securing an appropriate site for the school
- Developing applications and marketing materials
- Developing job descriptions and the hiring process
- Publicizing staff, administration, and faculty positions
- Obtaining health, fire, and safety code approvals for facility
- Purchasing supplies and materials for school setup

Board of Advisors

The governing Board of Trustees may be augmented by a Board of Advisors. The Board of Advisors is an advisory group of non-voting members, representing areas such as, business industries, academia, law and ethics, research, international relations, student and faculty, legislators, and other topics of interest to the board.

(D) Location of Facility

Founders is located at 5 Perimeter Road, Manchester, NH 03103. The school is located in a 59,000 square foot building which is a converted steel mill factory. The building allows the school to expand to the approved population of 650 pupils when fully finished.

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

Founders opened in September 2014 with a first year enrollment of up to 100 students in grades 6, 7 and 8 adding approximately 100 students each year thereafter. Founders may build to a maximum total enrollment of up to 650 students in grades 6-12 at full capacity. By year three, we expect to introduce our first high-school upper classrooms, which will grow to serve students in grades 9-12. Founders' plan is to maintain a 500 to 650 student population as growth permits.

Though Founders plans to open enrollment for 6th and 7th grades only, if needed, Founders shall open enrollment across all grades. Once the school fills to capacity, admission will be determined by available space, and therefore, for most students, the entry point will be in 6th and 7th grade. The Dean will have discretion in choosing to extend the opportunity for older students' applications, based on available space. Should the number of potential students exceed capacity, enrollment will be determined by a blind lottery.

Students Drawn from Many Communities

Founders will be a welcoming community with a diverse student body. With no other public charter school focusing on leadership and classic education in the State, only a small percentage of New Hampshire families have the resources necessary to send their children to a private school that focuses on such programs. We see The Founders Academy as an option for all families interested in a classical education with a strong focus on leadership and classic literature. We are committed to bringing this opportunity to the public.

The initial space requirements are estimated to be 6-8 classrooms with approximately 8,000-12,000 square feet. Initially one large multipurpose room may be utilized as a cafeteria, music/art room and meetings if needed. Several offices will also be required for administrative staff. We anticipate needing a total of 59,000 square feet at full capacity.

(F) Curriculum that meets or exceeds stated standards in the subject areas offered **Distinguishing Curriculum Features**

Based upon our current knowledge of best educational practice, the design of The Founders Academy curriculum will address three leading statements for ensuring a learner-centered approach to education:

1. Our students will learn to reason and be independent thinkers as they progress through school. Founders will continue to develop the curriculum, including but not limited to the following courses: Logic and Rhetoric (2018-2019), Civics and Leadership (2018-2019).
2. Students will understand and demonstrate retention of subject matter considered essential for acquiring advanced knowledge and skills.
3. Students' growth in academic and leadership ability is anchored in learning and experiences that contribute to graduating students to become productive citizens with an ability to lead in any career or life choice.

The Founding Fathers' Character and Leadership Curriculum

Founders will develop a unique and independent curriculum, The Founding Fathers' Character and Leadership Curriculum. The curriculum will seek to meet or exceed the competency expectations from the state across grade levels and required courses as students progress toward college and career readiness. The Academy's approach to literacy across the

curriculum will refer to the NHDOE's Criteria for Curriculum Materials in ELA & Literacy. The Common Core State Standards (CCSS) have been adopted by the State of New Hampshire. Public charter schools are required to utilize these as part of the curriculum.

DISTINGUISHING CURRICULUM FEATURES

Classical Periods as Domains for Shaping a Coherent Curriculum

Students will learn the knowledge and skills specified by the Common Core State Standards and Grade Level Expectations. Coursework will include the humanities organized for coherence around identified domains of historical development beginning with ancient civilizations and ending with modern times.

The Founders Academy curriculum will be comprised of individual courses blocked into six departments:

- **The Humanities:** American and World History, English (including heavy emphasis on classic literature), Logic, Rhetoric, Psychology
- **Mathematics:** Algebra I and II, Geometry, Pre-Calculus, Calculus, Probability/Statistics, and other Math electives
- **Science:** Physical Science, Biology, Chemistry, Physics, and other Science electives
- **World Languages:** Spanish, French
- **Fine and Performing Arts:** Visual Arts, Music (choral and instrumental), Theatre
- **Technology and Business:** Web Design, Coding, Economics, Finance, Business, Ethics

Faculty from the six departments will collaborate to develop linkages and opportunities for cross-disciplinary and cross-grade-level student projects within the individual courses - and also separate from the individual courses (see the "**Leadership Strand**" below). These linkages and projects will draw upon a chronological sequence of domains such as the following:

Grade 6: Sustaining ideas of Ancient Civilizations

Grade 7: European awakening from the Middle Ages to the Enlightenment

Grades 8/9: The great and ongoing American experiment with a republican form of government and individual liberty

Grades 10-12: Modern America and its challenges of ethical leadership; applying the lessons of history to modern America.

Leadership Strand

The theme of Leadership will be explored across the curriculum and through other aspects of school life, such as school governance, community projects, extra-curricular activities, apprenticeships, and the Senior Project which may involve the creation of a for-profit or non-profit business as well as other unique projects related to the Mission.

History classes will feature a study of great leaders of the past, understanding what made them great leaders, and what traits students can incorporate into their own lives, and what flaws/mistakes to avoid, to become great leaders themselves. Other courses such as Ethics, US Law and Constitution, and Rhetoric and Debate will focus on ethical leadership in the modern world, calling on the resources of national and local leaders in the areas of business, current affairs, philanthropy, health, and education, among others. It will also include short courses and special presentations on current issues of leadership in business, government, law, technology, and other environments. Other courses and learning activities in the “**Leadership Strand**” include: Physical Education and Health, Independent Study, Extended Learning Opportunities, and the Senior Project.

Instructional Approach

Teaching and learning at The Founders Academy will draw upon proportions of instructional time to **direct teaching** for the acquisition of organized knowledge, **coaching** for the development of intellectual skills (includes cooperative and project based learning), and **Socratic seminars** and Harkness Method for increased understanding of ideas and values.

Recent research by Richard Clark, Paul Kirschner, and John Sweller published in the Spring 2012 issue of *American Educator* provides strong support of a multifaceted approach that includes a specific allocation of time for direct teaching. Appropriate to The Founders Academy's interest in attracting and enabling the success of students from across a wide range of backgrounds increasing both student and teacher interest in academic study and democratic self-governance.

Project-Based Learning

The Founders Academy will offer a variety of project-based and cooperative learning opportunities which will enrich the student's learning experience. Community-based and "real-world experiences" will also be an integral component to the learning program. This approach will give students the opportunity to select and study topics with great depth and breadth according to their interests.

G) Academic and other learning goals and objectives

Leadership Goals

- Students will learn about advanced characteristics and skills of leadership both in their Round Table classes/discussions as well as their Civics and Leadership course. At the conclusion of Civics and Leadership, students will be able to demonstrate their advanced understanding of leadership traits through a cumulative assignment.
- Each year of the program, students will be offered opportunities to participate in an effective leadership role in some aspect of school or community life: student government, internship, community service, independent project, coordinator of group project, etc. As an option for achieving this goal, students will be strongly encouraged to work either independently or with a group of students over multiple years to launch a small business or non-profit venture, complete with business plan, market analysis, an implementation period, and periodic reporting back to stakeholders. Students will be encouraged to complete service hours or internships with a focus in the non-profit sector to better understand the need for service in their community and develop leadership skills. Stakeholders will actively participate with students and work to develop these opportunities through the Career Pathways and Community Engagement Committee. The student's self-evaluation of success and opportunities for improvement will be essential to the success of this leadership demonstration project.
- With reference to The Founders Academy's framework of values and Student Code of Conduct (developed by students), progress may be documented each year by a collection of writings included in each student's portfolio and used for annual reflection and planning for the following year.
- Founders will strive for a minimum of 80% of students who will be college or career ready by the time they graduate from The Founders Academy, as measured by college acceptance rates, a survey-plus-interview instrument for certifying career-ready skills, and follow-up with graduates when possible of progress in college or career.

Founders academic and other learning goals are directly aligned with its vision and mission to develop mindful and creative leaders with a strong background in the knowledge, dispositions toward learning and character-building experiences. Graduates of Founders will be expected to go on to contribute, in a meaningful manner, to sustaining and strengthening those values and institutions that have made our nation great. Assessment of progress toward achieving those goals will be multifaceted and will include both qualitative and quantitative measures for formative indicators and summative results.

Among the variety of measures to be used for accountability and informing instruction, heavy emphasis will be placed on practices that meet the criteria for authentic assessment-performance assessment that is less contrived and more learner-centered in nature. Of central importance in this process will be the development and periodic review of electronic student portfolios (digitally maintained files), designed to allow progress in demonstrating growth in the characteristics of thoughtful, imaginative, and productive young leaders.

Academic Goals

- Founders will strive to exceed the average performance of New Hampshire students on PSAT, SAT, and the state required standardized testing for all subjects tested.
- Founders will strive for 80% of students demonstrating mastery in the performance objectives for courses in English, history, science, and mathematics each year as measured by multiple assessments (tests, performance tasks, exhibitions).
- Founders will encourage an environment where the students will demonstrate positive levels of interest in learning at high levels each year in at least a majority of their classes as measured by teacher observation and a student survey and feedback.
- Founders will strive to instill a high level of engagement with students to support them in their middle school and high school years. The students will be encouraged and supported as they learn to originate and proceed with exploring a line of questioning to gain deeper understanding of ideas and concepts. As students gain a deeper understanding they will apply advanced performance skills of language as used in influencing how one perceives the world, thinks about it, and chooses to act upon it. With history as the cornerstone subject it will be important to teach the history of technology and its effects on perception and expression. Founders will continue to bring critical 21st century skills to the classroom as part of the technology component. Students will participate in technology courses to support them as they grow and begin their journey to understanding and becoming future leaders after graduation. Portofolios (digital or paper) may be developed and maintained as evidence of these goals and accomplishments.
- All seniors will satisfactorily complete a capstone project that represents a culmination of each student's learning and research that draws both broadly and specifically from each student's classical education. The project will also incorporate student interests, skills and understanding demonstrated through an act of exemplary leadership as measured by a rubric and assessed jointly by faculty, fellow students, and community volunteers.

(H) Achievement tests to be used to measure pupil academic and other goal achievement Standardized Testing

Per RSA 194-B:8 V, Founders will utilize standardized testing for all grade levels required by law. As required by law, Founders will begin utilizing the AIR Test in spring 2018. In addition, other supplemental testing methods may be used, such as the Northwest Evaluation Assessments (NWEA). At the beginning of the school year, students may be given benchmark assessments for reading and mathematics.

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

Founders will rely on standardized testing to determine how students are progressing through these areas. In addition to standardized testing a variety of rubrics may be developed by the appropriate faculty to measure academic progress. Examples of rubrics that may be needed are critical thinking, presentation, team participation, quality of writing, research skills, and quality of overall project/presentation, leadership skills and mathematics. This list is not final and may be influenced by the faculty in the classroom and curriculum development.

Age based assessments will be applied to measure student academic progress. They may be administered throughout the year with a minimum of two times per year. Initially, Founders is planning to test as needed to measure student progress against the curriculum. This will provide ample opportunity to make any necessary changes to the curriculum or method of teaching needed to achieve student academic success.

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

Founders minimum high school graduation requirements will exceed the state minimum, preparing every student to graduate with multiple pathway options, including readiness for entry into and success at college or career.

| Subjects | NH State Req. | Founders Req. | NH State Credit(s) | Founders Academy Credit(s) |
|--|---------------|------------------|--------------------|----------------------------|
| Arts and Music Education | ✓ | ✓ | 0.5 credit | 1 credit |
| Information and Communications Technologies | ✓ | ✓ | 0.5 credit | 0.5 credit |
| English | ✓ | ✓ | 4 credits | 4 credits |
| Mathematics <ul style="list-style-type: none"> Algebra I Geometry Algebra II or Probability/Statistics | ✓ | ✓ ✓ ✓ | 3 credits | 3 credits |
| Sciences <ul style="list-style-type: none"> Integrated Physical Science Biology or AP Biology Electives (includes Chemistry, Physics, Natural History of NH, Space Sciences, Forensics) | ✓ ✓ | ✓ ✓ ✓ | 2 credits | 3 credits |
| Required Math or Science Elective | | ✓ | | 1 credit |
| History <ul style="list-style-type: none"> US History I US History II Modern World History History Elective Modern US History (effective class of 2026) | ✓ ✓ | ✓ ✓ ✓ ✓ | 1.5 credit | 4 credits |
| US and Government/Civics | ✓ | ✓ | 0.5 credit | 1 credit |
| Economics | ✓ | ✓ | 0.5 credit | 0.5 credit |

| | | | | |
|-------------------------------|---|---|------------|------------|
| | | | | |
| Ethics | | ✓ | | 0.5 credit |
| Health Education | ✓ | ✓ | 0.5 credit | 0.5 credit |
| Physical Education | ✓ | ✓ | 1 credit | 1 credit |
| World Language | | ✓ | | 2 credits |
| Finance or Accounting | | ✓ | | 0.5 credit |
| Business/Technology Electives | | ✓ | | 1 credit |
| Open Electives | ✓ | ✓ | 6 credits | 2 credits |
| Senior Project | | ✓ | | 0.5 credit |
| Total Required Credits | | | 20 | 26 |

(J) Staffing Overview

Planning and Development

The period from charter authorization until 4-6 months before the school opens to students will be considered the Period of Planning and Organizational Development. Planning will commence once authorization is granted. This period will take approximately three to six months based on the assumption of authorization in summer of 2013. During the planning and development period, project staff will include start-up coordinators, as needed, consulting specialists, personnel from other organizations and volunteers.

Tasks related to school development include:

- Board initiations and government training
- Planning and coordination
- Facility initiatives
- Curriculum development and course design
- Materials development and marketing

- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents and colleges

Staffing

Founders is committed to recruiting highly qualified staff with a diverse range of skills, teaching and administrative experience and cultural and ethnic backgrounds. Other desired qualities and qualifications include: a commitment to the mission and vision of the school, an ability to work effectively on a team with colleagues, students, families and community members; experience with a variety of instructional approaches, including project-based learning; interest or expertise working with a diverse student population; and a commitment to their own professional growth. The initial staff will consist of the following team members below. Founders anticipates an annual review of the organization chart and additional hiring in all departments as necessary to accommodate the growth of the school.

Dean of School

Founders' Dean of School will be responsible for the leadership, day-to-day business affairs and school operation as delegated by the Board of Trustees. The School Dean will lead, support and engage with the school, which will:

- Allow students and faculty to maximize their achievements
- Establish a school culture built on respect, leadership, responsibility and support
- Create relationships with and to work with local school districts
- Assume overall responsibility for supervision of staff and students
- Hire additional administrative staff as needed
- Follow all State and Federal requirements and standards
- Supervise and evaluate the work of staff
- Oversee the class scheduling process
- Supervise adequate testing and evaluation of students' achievement
- Promote safety and good health practices by adherence to public codes/regulations.

Dean Qualifications

- Meet all NH regulations, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties in a school or business
- Background in high school education, preferred

- Demonstrated leadership, people management and business management experience
- Additional qualifications as the Board may find appropriate.

Business Manager – (1/2 Time during years 1 and 2)

The Business Manager reports to the Dean and will be responsible for:

- Setting up the school financial systems
- Working with the Dean to prepare budget and other financial documents for board review and approval
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing
- Assisting the Dean when needed
- Filing proper paperwork with proper agencies
- Working with the Dean to oversee proper ADM count
- Supporting grant writing and management

Business Manager Qualifications:

- Bachelor's Degree from an accredited university, business and accounting preferred
- No less than three years of experience as a Business/Operations Manager
- Experience preparing purchase orders and bank deposits
- Experience preparing payroll processing
- Experience with grant writing and management
- Such other qualifications as the Board may find appropriate

Student Services

Founders recognizes that some students have special educational needs and may require specialized educational services. Founders will work proactively and collaborate with sending districts providing the necessary services. Student Services will collaborate with all agencies and provide all necessary information required to fulfill the responsibilities which fall to a New Hampshire charter school, in accordance with RSA 194-B:11. To this end, this department will:

- Work with the sending district to support all documented special education students in reaching their maximum potential
- Realize that all students are unique and may need individualized help in certain areas
- Commit to the success of Founders' students, and to the Founders' mission, and collaborate with faculty as a member of a dynamic instructional team
- Establish strong relationships with sending district Special Education Departments and work with the students' school districts to coordinate services for students with special needs, 504s or IEPs.
- Establish and maintain an internal system to support a referral procedure.

Teachers

The Board of Trustees will comply with RSA 194-B: 14, Section IV, which states, “*IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience*”.

Volunteer Staffing

Founders will use parents, districts and college campuses to initiate volunteer programs. Founders will also be in contact with agencies that service low-income families and other local family services interested in collaboration. Founders has been approached by several educators such as administrators, educational experts and paraprofessionals who have offered to volunteer to consult with us from set-up to operation.

(K) Personnel Compensation Plan

Salary

The Dean, Teachers and Administrative Staff of Founders will be paid a salary. The salaries of full-time or part-time personnel shall be paid on a bi-weekly basis. Part-time employees can be paid on an hourly rate or monthly rate, whichever is deemed appropriate by the Dean. All independent contractors, whether full-time or part-time, will be paid on an hourly rate based on negotiated rates. See revised five-year budget for salary expectations.

Vacation

Founders will publish an annual calendar of holidays and vacations during which the school will officially be closed. The calendar will generally coincide with the school district in which Founders facility shall reside.

Sick Leave and Personal Time

Founders recognizes the contributions of its employees. Sick and personal time will be provided and outlined in the Faculty & Employee Handbook.

Retirement

The Founders Academy will strive to offer an optional retirement plan by which full-time employees may contribute from their compensation.

(L) Pupil Transportation

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

Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school.

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident 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.

Founders anticipates that students will come from many different communities around New Hampshire. Founders will assist, to every reasonable extent possible, parents and students who wish to coordinate personal transportation.

(M) Statement of Assurances Related to Non-discrimination

Founders shall not discriminate on the basis of sex, race, color, age, religion, handicap, or sexual/gender orientation, ethnic origin or marital status in the selection of students or staff, or in the administration of its educational program, or in any other way as is prohibited by relevant state and federal law. The Board of Trustees shall develop and adopt a policy and create administrative procedures to address complaints or concerns.

(N) Method of Coordinating with a Pupil's Local Education Agency (LEA) for Matters Pertaining to Special Education Programs or Services

As a state authorized open enrollment school, Founders will accept applications from any student who is a New Hampshire resident. In accordance with New Hampshire law (RSA 194- B:8), Founders will not discriminate against any student with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. Founders will operate in compliance with all state and federal laws.

Pursuant to RSA 194-B:11, III, the decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the student's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. Any federal funding or other funding available to a sending district related to special education, to the extent and in a manner acceptable to the funding source, shall also be directed to the receiving chartered public school on an eligible per pupil basis pursuant to RSA 194-B:11, IV.

Founders will work closely with a student's LEA to ensure a smooth transition and will review all documentation pertaining to the student's educational needs. In the event that a student comes with a 504 Accommodation Plan or an Individualized Education Plan (IEP), the Founders' Dean or designated staff will meet with the LEA's special education team at scheduled meetings to review and adjust educational goals. The sending district will be required to provide Founders with a complete copy of each student's IEP for implementation and monitoring purposes.

(O) Admission and Enrollment Policy and Procedures

Founders is committed to building a strong and diverse community of learners. Admission to Founders shall be open to any student who resides in the State of New Hampshire. Methods of admission shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law. For the success of the school and its students, Founders will help educate prospective families on the benefits and challenges of attending a public charter school. Founders will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families to learn more about Founders and the public charter school experience.

Admission Procedures:

Founders will follow the basic method of admissions that defines charter schools nationwide:

- Admission shall be blind.
- Should the number of applicants exceed capacity; students will be chosen by a lottery system, with a wait list developed from the lottery overflow.

Admissions Process Overview

- Prospective students and their families may be required to attend at least one informational meeting at which Founders' educational approach and expectations of students and their families will be explained, prior to enrollment.
- Founders will share application packets online and/or in hard copy for prospective students about the school, its philosophy and expectations of attending students, their families. The admissions policy governing the process will be available online.
- Parents will be asked to sign an agreement indicating their understanding of the School's Mission and other expectations as part of the admission process.
- 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 will be required to sign a commitment to attend form and return it to Founders.
- Founders will offer new parent events to support the transition for new students and their families.

Enrollment Provisions

- Founders will offer automatic re-enrollment to its students, provided they are in good standing at the end of each year. Families will be asked to sign a letter of intent to re-enroll by a stated date.
- Founders will admit students from the wait-list should space become available after the lottery.
- Siblings of children already enrolled at the Founders will receive preference.
- The Board reserves the right to give preference in enrollment to children of school faculty, administration, and volunteering board members.
- Founders will reserve a maximum of five spots for children of the Founders of The Founders Academy and the Foundation.

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

The procedures for suspension and expulsion will include appropriate due process, will be specific, clear and will be compliant with state laws governing discipline. The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment.

The Founders Academy Charter School will develop student governance and discipline and age appropriate due process procedures. We will work with qualified staff with experience in these areas as we move forward. A general outline of how we plan to address these items is outlined below.

- A formal policy and procedure will be developed addressing student governance and age appropriate discipline with a code of honor being a major focus.
- Students will be taught strong communication, self-advocacy, self-discipline and leadership skills as they move through the curriculum.
- The school will provide support to staff and faculty when an incident arises and try to use effective communication for problem solving as the first step.
- Behavioral plans will be developed as needed.
- The procedure will include clear steps for reporting inappropriate behavior to the designated staff/faculty.
- The family will be informed of the behavior and made aware of any future consequences that may occur if the behavior continues.
- The procedure will include steps for proper documentation beginning with the reporting of the behavior and ending with the final decision and outcome.
- If disruptive/disrespectful behavior continues and the options outlined in the procedure are exhausted expulsion may occur.
- Additional procedures will be outlined for violent behavior or bullying that may occur at the school. The procedure will allow for detention, suspension or expulsion depending on the severity of the incident.

Founders will account for suspended or expelled students in its average daily attendance accounting as provided by law.

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

Founders will follow NH public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided including an audit by an independent certified public accountant.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of the School. The Treasurer shall report the financial status of the School to the Board of Trustees at least monthly. The Board shall also adopt policies for the financial management of the School, including policies on conflicts of interest for Board members, Administration, and Faculty.

The Board will approve an accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure the proper tracking and use of School

funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check manifests. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

Except for emergency purchases approved by the School's authorized personnel (up to a maximum to be established by the Board of Trustees), all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Annual Audit

Founders will comply with all required reporting requirements specified in NH charter school section, (RSA 194-B:10, I-V). Section 194-B:10, I-V requires that all public charter schools issue an annual report, perform annual financial audits, program audits, and participation during the annual school budget process. The School will also comply with all requirements set forth in ED 318.07 regarding the contents of its annual report.

As required by law, the annual report will be provided to the state board and any person who requests it. In addition, a summary version of the annual report and periodic reports will be made available to the parent or guardian of each student at the School and the public. The Board will select an external, independent auditor annually to complete the required annual audit and report. The audit will address accounting practices and review the School's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The Board of Trustees will review and respond to the audit report, if necessary, and include the audit results in its annual report.

(R) Annual budget, including all sources of funding (also include a proposed five-year budget containing revenue and expenditures).

The Founders Academy will use the state's average middle and high school tuition costs as a basis for shaping its own budget. The Founders Academy will apply for a federal charter school startup grant which will be used in accordance with U.S. DOE guidelines pertaining to proper charter school startup expenditures.

The Founders Academy Foundation recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. The Founders Academy Foundation is committed to working with the Board of Trustees to seek a diverse portfolio of revenue sources to establish and guarantee long-term fiscal sustainability. Enclosed to this application in Appendix B is the proposed 5-year annual budget plan for the school outlining the use of budget and startup grant, as well as donated funds.

Fiscal Issues

The Dean and Business manager will develop in partnership with the Finance Committee and/or Board of Directors a balanced yearly budget. Founders Board of Directors will review and approve each budget prior to each fiscal year. Annual budgets will contain adequate reserves and will be submitted to the appropriate State Offices, and any other entities as required by law.

The Founders Academy may receive funding in accordance with NH State and Federal law, and will opt to receive funding directly from the State. These funds may include, but are not limited to, general purpose block grant, categorical block and non-block grants; charter school funding from the New Hampshire Department of Education, the federal government or sources; and any other available or mutually agreeable sources of funding for programs. Founders expects that any funds received by the charter authorizer and due to the school will be forwarded to Founders in a timely fashion.

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

Founders will meet or exceed the number of hours required for seat time according to RSA 194-B:8. Founders expects to collaborate with the district in which it resides regarding transportation services in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) Provision for Evidence of Adequate Insurance Coverage

Pursuant to RSA 194-B:1, Founders will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents.

The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School, workman's compensation, board errors and omissions, and faculty coverage. The insurance program will be in place as the first Board of Trustees begins its duties.

(U) Identity of Consultants to be Used for Various Services, if Known

During the period of startup and development, Founders may require tasks addressed by and conducted by specialists in certain fields. Founders has formed an Advisory Board with specialists in various fields to advise and assist the startup and development phase of the school. In addition, consultants and specialist shall be hired as needed during and after the startup period.

The following advisors and consultants have joined Founders' advisory board:

- Whitney K. Newey, PhD, MIT, Jane Berkowitz Carlton and Dennis William Carlton Professor of Microeconomics, Chair MIT Department of Economics
- Beth McClure, NH Certified Principal, Strong Foundations Public Charter School.
- Jennifer Cava, M.Ed., School Director, Academy for Science and Design (ASD) Public Charter School
- Peter Stackhouse, Executive Director, M,Ed,, Great Bay Public Charter School, NH Certified Superintendent, NH Certified Principal, Certificate of Advanced Graduate Study (CAGS)
- Jessica Golden, M.Ec. Special Education Counselor, Academy Science and Design Public Charter School, NH Certified Guidance Counselor, Director of Guidance, General Special Education Teacher, and Emotional/Behavioral Disabilities Teacher
- Matt Southerton, Director, New Hampshire Center for Innovative Schools
- Christopher Erdody, NH Certified Teacher
- Richard Whitehead, Center Director, Oxford Learning, Curriculum Consultant
- Harold Maughan, MOE, Curriculum Consultant
- Jill Cane, Ed.D, Curriculum Consultant
- Thomas P. Farrelly, SIOR & Executive Director, Cushman & Wakefield
- Samuel A. Tamposi Jr., President, The Tamposi Company Inc.
- Jared Argyle, VP/GM, Aerial Cable Systems/A Berkshire Hathaway Company
- Virginia Landry, Local Community Outreach

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

Parental involvement is a core philosophy of the school. The school will have a well-defined parent involvement initiative through the Parent Advisory Committee. The parent advisory committee shall have up to three representatives on the Board of Trustees and have regular attendance at their meetings by the School Dean or designee. The Parent Advisory Committee is a board committee and will be chaired by a parent board member. This committee will be renewed on an annual basis based on parent interest. Founders believes that parents are an integral part of the school community and bring valuable input, energy and skills to the school's success.

The Committee serves as the communication vehicle between parents, the School Dean and Board of Trustees. Founders will encourage the formation of multiple parent groups. They may form to support the various needs of a public charter school and it's community. The parent groups may be a nationally recognized group (PTA, PTO, or PTSA) or an independent group.

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

To ensure that all residents have an equal opportunity to apply to Founders, an extensive and widely broadcast marketing effort will be initiated through The Founders Academy Foundation and the NH Alliance for Public Charter Schools. Information will be made available

through newspaper, websites, libraries and other public places and social media to ensure that families are aware of Founders as a choice, and is available to them. As students from lower income or minority families may suffer disproportionately due to a lack of access to technology or to advanced curriculum, particular attention will be paid to reaching those students through their schools, communities, and other public services, to ensure their families are aware of Founders as a choice and is available to them.

During the initial months of planning, information will be disseminated through bulletins, advisories, social media, and posting on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the Board of The Founders Academy Foundation will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. Informational brochures will be distributed to stakeholders and interested parties through the same communications channels listed above.

(X) Global Hold Harmless Clause

In accordance with RSA 194-B: 3, II(x), Founders, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district and any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys’ fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils. The school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties’ own acts or omissions.

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

If any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

(Z) Provision for Dissolution of the Charter School Including Disposition of its Assets

Should Founders cease operation or have its charter revoked by its authorizer, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met. Upon dissolution of the corporation all non-committed assets will

be donated to public charter schools or other non-profits supporting charter schools as determined by the board.

(AA) In the case of the conversion of a public school to a charter conversion school.

NOT APPLICABLE

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

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be, 1) re-integration into the student's assigned public school, 2) application to a different chartered public school, if available, or 3) other available options based on parent and student priorities. Upon cessation of operation and as soon as the Board of Trustees become aware, the records of each student would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

(CC) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract.

NOT APPLICABLE

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

Schools ought to be measured by results. Therefore, Founders will develop and implement a specific accountability plan that seeks to report quantitative data and qualitative information in order to measure success in relation to stated goals. The Board of Trustees will seek to develop a timeline for the Dean to report data and information in a manner that assesses the progress of each goal statement in order to measure effectiveness and provide the opportunity to revise practice, if warranted. If student learning is the broadest and most important goal set by the charter, then the charter itself maintains a distinct obligation to self-declare and request independent assessments to determine the state of affairs of its programming as defined by the following goal statement:

1. Founders will increase the enrollment of the student body to a sustainable level while not compromising the mission established within the charter.
 - a. Reach cap enrollment or necessary enrollment in each successive year of operation.

- b. Operate charter organization with existing fiscal resources.
 - c. Establish, maintain, and grow an endowment fund.
- 2. Founders will ensure that at least 80% of students earn a New Hampshire high school diploma.
 - a. Develop, structure, and track student mastery of competencies.
 - b. Develop, structure, and track student mastery of dispositions.
 - c. Maintain an Advisor-Advisee relationship.
 - d. Set goal of 100% of enrollment exiting Founders with a NH diploma.
- 3. Founders will extend the culturally relevant experience of its students.
 - a. Connect competencies to student real-world experiences.
 - b. Assess student performance when engaged in off-campus experiences.
- 4. Founders will connect students to a real-world experience by partnering with community business and public, or non-profit organizations. The Career Pathways and Community Engagement Committee is designed to oversee this process.
 - a. Create Extended Learning Opportunities (ELO) to place students with profit and non-profit organizations for mentoring
 - b. Assist with apprenticeship opportunities for students with business in the community.
 - c. Assist with internship opportunities for students with for profit and with non-profit organizations and local business.
 - d. Assess student competency mastery as performed for ELO, apprenticeship, and internships for students looking to access these opportunities.
 - e. Assess student capstone experience.
- 5. Founders will strive to increase the number of students who are accepted to post-secondary learning.
 - a. Founders shall set its goals to a 100% enrollment initiative for a post-secondary learning experience.
 - b. Develop, implement, and track student experiences after graduation.

Appendix A: Founders Academy Board of Trustees Bios

Robert Best - Board Chairman

Robert Best (Bob) is an attorney and partner at Sulloway & Hollis in Concord, where he serves as chair of the firm's healthcare practice group. Bob has extensive experience advising non-profit organizations including hospitals, professional societies, trade groups and charitable organizations. Bob is an Adjunct faculty member at NHTI in Concord. He is the Chair of the Merrimack Planning Board, the Vice President of the Merrimack Rotary Club and served as a board member of Merrimack PTA Kindergarten and Preschool.

Prior to coming to New Hampshire, Bob's background includes experience in administration for public, private and academic healthcare settings, as well as biomedical research at Louisiana State University Medical Center, in New Orleans, Louisiana. Bob and his wife Kate live in southern New Hampshire, with their four children.

Patricia G. Humphrey, M.Ed. - Founder, Vice Chairman

Patricia Humphrey is a devoted supporter of the public charter school movement and has offered much of her life to this cause. She is the Founder of the New Hampshire Center for Innovative School (NHCIS) and a Founder of the Academy for Science and Design (ASD) in Nashua.

Patricia is an experienced school administrator, educator and board director. She has taught K-8 in New York City and in New Hampshire and has directed a unique, independent school in New York City. Patty has extensive experience with public policy and fund-raising.

Kimberly Lavallee - Founder

Kimberly Lavallee is an active supporter of the Public Charter School movement. She is a co-founder of The Founders Academy Foundation and serves as the Chair. In addition, Mrs. Lavallee currently serves as a board member of the Academy for Science and Design, a Public Charter School in Nashua. She currently chairs the Personnel Committee.

Kimberly's professional background is in the commercial and residential real-estate industry where she worked for 23 years in the appraisal field.

Matt Mercier - Acapella Technologies

Matt Mercier is a native of New Hampshire, born, raised and educated. He was born in Nashua at St. Joseph's Hospital as were his father and his sons. He is a graduate of Hollis Area High School and Keene State College. Professionally, Matt is the President and Founder of Acapella Technologies, a technology services company based in Southern NH.

Matt was a member of the first cohort of the Hoffman Haas Fellowship, a program of the NH Center for Non Profits, has served on several boards and as a volunteer for numerous community philanthropic organizations. In his spare time, Matt sings barbershop quartet music and has for 42 years, starting at the tender age of 15. Matt lives in Hooksett with his wife Gina and his dog Dunklee.

Barbara Comtois - Treasurer

Barbara Comtois is a farmer, accountant with a BSBA from Northeastern University and a former homeschooling mom who is a strong advocate for school choice. She brings to the table over 25 years in corporate accounting in a range of industries. Her strengths are implementing controls to ensure accurate reporting, cost saving measures and improved time management.

As a farmer, Ms. Comtois advocates both in her community and at the state level for better laws ensuring New Hampshire's agricultural advantage. Working with her sons raising sheep, pigs and chickens, Barbara is also an avid supporter and grower of hydroponic produce since 2004.

As a homeschooling mom, Ms. Comtois has taught her children the value of understanding our history and the importance of being involved in their community. Whether through fundraisers held on the farm or outside activities which included robotics, snowboarding programs and field trips with other students, Ms. Comtois has demonstrated her love of state, community and family.

Kristy Ouellette

Kristy Ouellette owns Mickey Guru Travel Company, LLC and spends her days (and nights) planning vacations for clients and supporting her team of travel agents located throughout the US. Prior to launching the travel agency, Kristy earned a Bachelor's Degree in Education and spent nearly 20 years working in the early childhood education field as a teacher, administrator and state licensing inspector. Additionally, she ran a successful company that provided professional development opportunities for educators.

Kristy's only child, Allison, has been a student enrolled in The Founders Academy since opening day. Kristy, her husband Eric and Allison live in Merrimack, NH. In her free time, Kristy enjoys watching her daughter perform in plays, spending time with family and friends, and, of course, traveling to magical destinations!

Susan Lawton - Secretary

Mrs. Lawton is the parent of a student at Founders Academy and a student at Strong Foundations Charter School. They were one of the original families at Founders. She is a project manager with exceptional leadership, analytical and interpersonal skills and a proven capacity to drive innovation and change through project management and relationship building. She has demonstrated success at directing multiple projects while managing interdependencies and developing contingency plans. Mrs. Lawton has exceptional communication skills with a

unique ability to translate complex concepts and ideas to technical and non-technical audiences. She also has a track record for meeting deliverable dates, budgets and SLAs.

Appendix B: Project Budget

EXECUTIVE SUMMARY
Office of Chartered Public Schools
The Academy of Science and Design
Chartered Public School
Charter Amendment Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter amendment for The Academy of Science and Design Chartered Public School (CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny the amendment of a charter schools charter.

C. EFFECTS OF THIS ACTION

An amendment of the charter will allow The Academy of Science and Design CPS to better meet the needs of their students and support the school mission as a chartered public school in the state of New Hampshire until their next five year renewal in 2029.

D. POSSIBLE MOTION

I move that the State Board of Education approve the amendment of The Academy of Science and Design Chartered Public School's charter OR:

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



New Hampshire Department of Education
Office of Charter Schools

Chartered Public School
Application for Charter Amendment

A chartered public school may submit an amendment to their charter contract with the state of New Hampshire in accordance with RSA 193-B:3, XI. This form, together with required attachments, is for use when applying for an amendment with the State Board of Education under Ed 318.12 (Issuance and Amendment of Charter).

Name of Chartered Public School: Academy for Science and Design

Name of School Director: Jennifer Cava

Street Address: 9 Townsend West

Town: Nashua

Email: Jennifer.Cava@asdnh.org

Phone Number: (603) 595-4705

Amendment Type:
(Select all that apply.)

- Grade Levels, Enrollment, Mission, Curriculum/Model, other Program Expansion

Description:

(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

The Academy for Science and Design Chartered Public School (ASD) seeks to amend its charter to include a program expansion supporting a new, school-wide initiative: "Empowering STEM Ambassadors: Fusing Technical Mastery with Effective Communication for Community Engagement." This program will be woven into ASD's curriculum with a strong emphasis on communication skills, enabling all students to engage with and contribute to the community through STEM education and outreach activities.

Reasoning:

(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

ASD's "STEM Ambassador" program, integral to the CSP Expansion Grant's vision, is grounded in the belief that effective communication and community engagement are essential complements to a robust STEM education. This program expansion will empower students to become liaisons



New Hampshire Department of Education Office of Charter Schools



between the Academy for Science and Design and the broader community, facilitating workshops, leading educational outreach, and representing ASD at community and STEM events. This engagement will not only enhance students' communication and leadership skills but also increase public awareness of STEM education's importance, fulfilling a central goal of the CSP Expansion Grant, as well as advancing the school's existing efforts to disseminate best practices in STEM education.

Impact Areas:
(Check all areas impacted upon amendment approval)

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Students/Families | <input checked="" type="checkbox"/> Budget | <input checked="" type="checkbox"/> Goals <i>(academic, program, organizational)</i> |
| <input checked="" type="checkbox"/> Staffing | <input checked="" type="checkbox"/> Facilities | <input checked="" type="checkbox"/> Accountability Plan |
| <input type="checkbox"/> other _____ | | |

A copy of the last approved charter, with proposed amendment(s) shown via "red-lines" or "mark-ups", is required to be attached to any amendment application. **Copy attached.**

Please include the following additional attachments as noted for specific impacts.

| | |
|---------------------------------|---|
| Students & Families: | <input checked="" type="checkbox"/> Detailed description of the impacts to students and families <input checked="" type="checkbox"/> Plan for communication of these impacts |
| Staffing: | <input checked="" type="checkbox"/> Detailed description of the impacts to staff members <input checked="" type="checkbox"/> Plan for communication of these impacts |
| Budget: | <input checked="" type="checkbox"/> Detailed description of the impacts to the budget <input checked="" type="checkbox"/> Amended next year budget |
| Facilities: | <input checked="" type="checkbox"/> Detailed description of the impacts to the facilities <input checked="" type="checkbox"/> Timeline for impacts |
| Goals: | <input checked="" type="checkbox"/> Goal revisions |
| Accountability Plan: | <input checked="" type="checkbox"/> Accountability plan revisions |

By signing below, I certify that the information contained within this application for amendment is true and accurate to the best of my knowledge.

Richard Bartle _____

Print Name:

2-16-2024 _____

Date:

Signature of the Chairman of the Board of Trustees

| | |
|---------------------------------|---|
| Students & Families: | <input checked="" type="checkbox"/> Detailed description of the impacts to students and families <input checked="" type="checkbox"/> Plan for communication of these impacts |
|---------------------------------|---|

Detailed description of the impacts to students and families

- Expanding Student Capabilities in Communication and STEM

Through a program expansion supporting the school-wide initiative "Empowering STEM Ambassadors: Fusing Technical Mastery with Effective Communication for Community Engagement," every student will become an articulate advocate for STEM learning. By weaving communication skills into the school's existing STEM framework, ASD is preparing students to not only understand, but also to *explain and advocate for their projects and ideas*. Students will be able to construct narratives around their experiments, explain the math behind their robotics exploration, and pitch their innovative ideas with the confidence of experienced speakers.

The ASD curriculum expansion is about more than just the next academic step; it's about equipping students with the versatility to navigate a diverse and ever-evolving world. Communication skills paired with STEM expertise will empower our students to be leaders and innovators. With this foundation, they will be able to approach future challenges with the knowledge, creativity, and eloquence necessary to make a significant impact.

- Family and Community Engagement Through STEM Outreach

The new program is designed to engage families in their children's education in meaningful ways. By showcasing their work, students will not only demonstrate their growing expertise but also inspire conversations at home about the topics they're passionate about. This increased interaction aims to strengthen the support system for our students, ensuring that learning becomes a collaborative effort between the school and home.

This program expansion broadens the impact of STEM education by connecting ASD students to the local community and beyond. Students will lead activities that bring science to life for people of all ages, from elementary school children to senior citizens interested in technology. This direct engagement with the greater community will enrich the learning experience of ASD students, as well as family members and the extended community, emphasizing the importance of STEM in everyday life.

Communication Plan for Student and Family Impact

Community and Family Engagement Initiatives:

- Information Sessions: Establish sessions for families to update them on program progress and to showcase student projects and accomplishments.
- Showcase Events: Host events at ASD for families and the community-at-large to engage with student work firsthand.

Student Leadership Strategies:

- Ambassador Roles: Empower students to narrate their STEM journey, program experience, and STEM knowledge at school assemblies and community events.
- Peer-to-Peer Communication and Support: Implement a mentorship program where older students guide and explain the program's benefits to younger peers.

Feedback for Continuous Improvement:

- Surveys and Forums: Conduct annual surveys to gather student and family input, followed by forums to discuss and integrate feedback into existing program.
- Website Engagement: Maintain a dedicated section on the ASD website for updates, featuring an FAQ to address common questions that families, students, and interested community members may have about the STEM Ambassadors initiative.

| | |
|------------------|---|
| Staffing: | <input checked="" type="checkbox"/> Detailed description of the impacts to staff members <input checked="" type="checkbox"/> Plan for communication of these impacts |
|------------------|---|

Detailed description of the impacts to staff members

- Professional Development

The expansion of ASD’s academic program to support the “STEM Ambassadors” initiative will require a significant commitment to professional development to ensure that staff members are equipped with the latest instructional strategies to support communication skill development in the realm of STEM. This will involve workshops, conferences, and on-site training days focused on the integration of these skills into the curriculum. Additionally, existing staff will need support as they adjust to the new curriculum requirements and teaching methods. This might include mentorship programs, peer collaboration sessions, and ongoing support from curriculum specialists.

- Curriculum Development

ASD Faculty and Staff will play a critical role in the development and implementation of the new communications curriculum within the existing STEM program. This may include collaborative planning sessions, curriculum writing retreats, and the creation of interdisciplinary units that blend STEM content with communication outcomes.

- Additional Staffing Needs

As the program expansion is implemented, the school may need to hire additional staff with expertise in communication, digital media, artificial intelligence, or other relevant fields to support the expanded curriculum and outreach initiatives.

Communication Plan for Staffing Impact

Professional Development and Training:

- Workshops and Seminars: Regular workshops on integrating communication in STEM education.

- Peer Learning Sessions/PLC's: Monthly meetings where staff can share best practices and learn from one another in the realm of communication skill-building in across the curriculum.

Curriculum Design and Collaboration:

- Curriculum Development Teams: Teacher-led teams focused on creating and updating the curriculum to include communication competencies.
- Regular Check-ins: Regularly scheduled meetings to discuss progress and challenges in curriculum development in collaborative settings with Board Academic Committee, Faculty/Staff, and school administration.

Recruitment and Onboarding Support:

- Hiring Plans: Identify and hire additional staff with expertise in areas needed to implement the program expansion.
- Orientation Programs: Develop comprehensive onboarding for new hires to align with program goals.
- Mentoring Program: Pair experienced staff with new or less experienced teachers to provide guidance and support.

Communication of Changes:

- Internal Newsletters & Updates: Send regular written communications to keep staff updated on program changes and development; use faculty workshops/meetings to update faculty and staff on progress.
- Feedback Opportunities: Conduct surveys and feedback sessions to understand staff needs and adjust plans accordingly.

| | |
|----------------|---|
| Budget: | <input checked="" type="checkbox"/> Detailed description of the impacts to the budget <input checked="" type="checkbox"/> Amended next year budget |
|----------------|---|

Detailed description of the impacts to the budget

Budget Narrative: Introduction

The Academy for Science and Design stands at the cusp of an exciting opportunity for expansion, aimed at combining students' deep technical knowledge with the development of critically important communication skills. Our vision is to seamlessly integrate these two facets, nurturing students who are not only technically adept but also effective communicators. Through thoughtful planning and strategic implementation, we seek to expand ASD's program to deeply integrate this educational approach into our existing program, fostering a new generation of STEM ambassadors ready to engage, inspire, and lead.

Funding from the CSP Program Expansion Grant will provide additional funding for the following:

AI & 3D Modeling Exploration Lab: GPU Workstations & Peripherals \$50,000

- AI: GPU Cloud Computing - \$20,000*
- STEM Communication Auditorium: Infrastructure - \$208,000*
- STEM Engagement Arena: Seating - \$100,000*
- Digital Media Studio Equipment - \$27,600*
- Robotics Innovation Studio Equipment - \$32,000*
- AI & 3D Modeling Exploration Lab: 3D Printing - \$10,800*
- Curriculum Development & Training - \$30,000*
- Innovation Plan: Innov8ASD - \$50,000*
- At-Risk Plan: STEMobilize - \$50,000*

The total of additional funds impacting the budget will be \$600,000 in FY24 and FY25

| | |
|--------------------|---|
| Facilities: | <input checked="" type="checkbox"/> Detailed description of the impacts to the facilities <input checked="" type="checkbox"/> Timeline for impacts |
|--------------------|---|

AI & 3D Modeling Exploration Lab: GPU Workstations & Peripherals

Procuring high-performing workstations is foundational to the AI & 3D Modeling Exploration Lab. More than just computational power, these workstations serve as a conduit where technical proficiency and articulate communication will come together. By September 2025, students will be able to run intricate data computation models and, critically, express and share their insights, bridging the gap between dense technical knowledge and its broader narrative. Through this, we aim to sharpen both their STEM and storytelling skills, making them adept at translating complex concepts into engaging narratives for diverse audiences.

AI: GPU Cloud Computing

Complementing our workstation infrastructure is our investment in cloud computing. Beyond just enabling large dataset processing and machine learning model operations, this resource amplifies our students' ability to craft compelling data-driven narratives. The cloud computing platform ensures students not only delve deep into AI but also master the art of conveying their findings in meaningful ways.

STEM Communication Auditorium: Infrastructure

The STEM Communication Auditorium isn't merely a space; it's an interactive storytelling arena. By investing in both the stage/seating and audio/video equipment, we're ensuring STEM topics come alive in vivid narratives. This auditorium is pivotal in our journey to bridge technical knowledge with articulate expression, fostering a culture where complex STEM concepts are shared in relatable, understandable formats, engaging everyone from students to industry veterans.

STEM Engagement Arena

Our vision extends to creating larger platforms where STEM narratives resonate even louder. The STEM Engagement Arena is tailored for events with audiences greater than 150 participants, emphasizing ASD students' role as STEM ambassadors. It's not just about showcasing STEM concepts and understandings but also about outreach, sharing, and engaging the community in meaningful scientific dialogues.

Digital Media Studio Equipment

The Digital Media Studio is where STEM meets the art of digital storytelling. With an investment in workstations, software, and other essential equipment, students will craft narratives around their projects, turning technical insights into compelling multimedia stories. This studio is pivotal in our mission to blend technical expertise with the art of communication, allowing students to share their STEM journeys on various platforms.

Robotics Innovation Studio Equipment

Robotics represents the combination of design, engineering, and imagination. With our investment, students will integrate computer programming with mechanical engineering, translating their creations into stories of innovation. These narratives will be showcased through demonstrations, emphasizing the importance of articulation in STEM fields, all the way from concept to product.

AI & 3D Modeling Exploration Lab: 3D Printing

3D printing brings designs to something tangible for our students. Our investment ensures students can visualize, create, and then communicate the significance of their designs. This hands-on approach reinforces the iterative nature of design and can serve as an excellent tool for engaging the wider community of students beyond those attending ASD.

Curriculum Development & Training

To truly integrate a communications curriculum into ASD's existing courses, we're investing \$30,000 in curriculum updates and training. By September 2024, we aim to seamlessly weave communication skills throughout our STEM curriculum, ensuring students are not only well-versed in technical areas but also adept at sharing their knowledge, both within and outside ASD.

Innovation Plan: Innov8ASD

At the heart of our innovative vision for the extension of our expansion grant is the Innov8ASD web portal, a web portal for collaborative learning and community engagement designed for the 21st century. With a grant allocation of \$50,000, ASD aims to establish a centralized hub that embodies the future of education - a space where the academy's vast knowledge reservoir, rich in student, faculty, and alumni contributions, meets cutting-edge AI technology.

At-Risk Plan: STEMobilize

STEMobilize is our bridge to communities with traditionally educationally disadvantaged students. With a 15-person van and resource kits, we're bringing the magic of STEM to their doorsteps, igniting passions and showcasing ASD as an accessible, top-tier STEM education opportunity for *every* student.

Timeline for Impacts:

Planning Phase: (January 2024-August 2025)

From January 2024 to September 2025, ASD will transform its STEM and communications capabilities through the purchase and development of the infrastructure detailed in the facility impact description . The investment in high-tech GPU workstations, cloud computing, and 3D printing in the AI & 3D Modeling Exploration Lab will enable students to not only engage in advanced computational tasks but also to articulate their findings effectively. The establishment of the STEM Communication Auditorium and the STEM Engagement Arena will create spaces for vibrant STEM narratives and community interaction. The Digital Media and Robotics Innovation Studios will be equipped to help students convert technical projects into storytelling opportunities. Additionally, substantial investments in curriculum development and training will embed communication skills within STEM subjects, complemented by the launch of the Innov8ASD web portal for collaborative learning and the STEMobilize initiative to extend outreach to all students.

Implementation: Year 1 (September 2025 - June 2026)

Robotics Innovation Studio - \$5,000

In our mission to bridge the gap between complex technical knowledge and the art of expressive communication, we recognize the importance of hands-on experiences in fostering deeper understanding. The Robotics Innovation Studio is set to receive an allocation of \$5,000 during Year 1. The funds will primarily be utilized for replacing and maintaining robotics components, ensuring continuous learning without interruptions with the emphasis remaining on nurturing their ability to communicate their innovations, ready to share their creations with the community.

AI & 3D Modeling Exploration Lab (Cloud Computing) - \$10,000

Our AI & 3D Modeling Exploration Lab enables ASD to meld advanced technological learning with effective communication skills. With a provision of \$10,000 in Year 1, we aim to bolster the lab's computational capabilities, specifically focusing on cloud computing for AI. This infusion of funds will cater to the growing needs of our AI curriculum, especially when it comes to handling large datasets and running intricate machine learning models. But as we amplify our computational strength, we remain rooted in our primary goal - ensuring students not only master the technical aspects but can also weave compelling narratives around their AI projects.

Implementation: Year 2 (September 2026 - 2027)

Robotics Innovation Studio - \$5,000

As we transition into the second year of our implementation phase, we aim to continue our efforts from the previous year, focusing on replacing any worn-out or broken robotics components. This consistent investment ensures that our students always have the tools they need at their disposal, allowing them to continually innovate and refine their creations.

AI & 3D Modeling Exploration Lab (Cloud Computing) - \$10,000

Building on our efforts from Year 1, our second-year allocation for the AI & 3D Modeling Exploration Lab remains consistent at \$10,000. This continued investment in cloud computing ensures our students have the resources they need to tackle more advanced AI projects, handle larger datasets, and run more complex machine learning algorithms.

| | |
|---------------|--|
| Goals: | <input checked="" type="checkbox"/> Goal revisions |
|---------------|--|

SMART Goals:

The following SMART goals have been developed to represent the core objectives of our STEM Ambassador Initiative, delineating clear, measurable, and achievable targets within specified timeframes.

Curriculum Integration:

Specific: Our objective is to develop and seamlessly integrate communication skills curriculum across all grade levels by September 2024, enhancing the existing STEM curriculum.

Measurable: Progress will be monitored through quarterly reviews, focusing on curriculum implementation, teacher adoption, and student engagement.

Achievable: With the grant funds earmarked for curriculum development and training, achieving this goal is well within reach.

Relevant: Addressing the recognized communication gap in STEM education is crucial for preparing our students for future endeavors.

Time-Based: A clear timeline set for completion by September 2024 ensures focused efforts and timely implementation.

Establishment of Communication Platforms and Spaces:

Specific: By June 2025, 90% of the student body will have used at least one of the new spaces and resources for the intended educational and engagement purposes [STEM Engagement Arena, Robotics Innovation Studio, AI and 3D Modeling Studio, Digital Media Studio, and STEM Communication Auditorium].

Measurable: Usage will be monitored through an organized booking and feedback system, ensuring optimal utilization and continuous improvement.

Achievable: Through adequate promotion, scheduling, and community engagement, achieving this level of space utilization is attainable.

Relevant: Ensuring the spaces and platforms serve their purpose is crucial for enhancing learning experiences and achieving our project objectives.

Time-Based: The target set for June 2025 provides a reasonable timeframe to establish, promote, and optimize space and platform utilization.

Community Engagement:

Specific: Engaging 500 community members in STEM activities and events by December 2025 to extend STEM literacy beyond the school premises.

Measurable: Participation records and feedback from community events will provide valuable insights into the effectiveness and impact of our engagement efforts.

Achievable: With regular community-centric events and effective promotion of those events, engaging a broad spectrum of community members is achievable.

Relevant: Promoting STEM literacy and engagement within the community is central to our mission of inspiring young people to pursue STEM-futures

Time-Based: The target set for December 2025 provides ample time to plan, promote, and execute a series of impactful community engagement initiatives.

Technology-based Communication Improvement:

Specific: By June 2026, 25% of students (representing 150-200 students) will demonstrate improvement in their ability to articulate complex STEM concepts and effectively communicate their project based work on technically intensive topics in AI, Robotics, and 3D modeled designs for varied audiences .

Measurable: The improvement in skill proficiency will be assessed through a rubric that evaluates clarity, accuracy, creativity, and engagement during their presentations and interactions using the technologies above. Pre-assessment scores will be used to determine a baseline and measure improvement.

Achievable: With the integrated communication curriculum and access to modern technological tools, along with ongoing professional development for teachers, this goal is attainable.

Relevant: Improving communication skills through the use of technologies, especially in articulating complex STEM concepts, is integral to preparing students for higher education and evolving workforce needs.

Time-Based: The target set for June 2026 allows for curriculum integration, teacher training, and measurable improvement in student communication proficiency through the use of AI, 3D modeling, Robotics, and Digital Media.

Professional Development:

Specific: Training 100% of the teaching staff for effective communication integration into the curriculum and utilization of new communication resources and platforms by December 2024 is crucial for successful curriculum delivery.

Measurable: Tracking training attendance and completion will provide data on staff readiness and curriculum integration.

Achievable: Scheduled professional development sessions, supported by grant funds, make this goal achievable.

Relevant: Equipping our staff with the necessary skills and knowledge is fundamental for the success of this project.

Time-Based: The target set for December 2024 provides a well-defined timeline for staff training and preparation.

Progress Assessment and Reporting:

Quarterly Monitoring: The ASD Board of Trustees' Academic Committee will assess progress towards goals on a quarterly basis. This regular monitoring will ensure that the project stays on track, with timely interventions as needed.

Annual Reporting: An annual report documenting progress, challenges, and outcomes will be provided. This report will also be a platform to celebrate achievements and learn from the challenges encountered.

Final Evaluation: A comprehensive evaluation at the end of the grant period will be conducted. This evaluation, comparing set goals against achieved outcomes, will be shared with all stakeholders, providing insights into the project's impact, success stories, and areas for future improvement.

| | |
|-----------------------------|---|
| Accountability Plan: | <input checked="" type="checkbox"/> Accountability plan revisions |
|-----------------------------|---|

As the school's Accountability Plan remains a living document, reflecting the evolution of the Academy for Science and Design's program, revisions to the existing Accountability Plan may be necessary to incorporate this program expansion effectively. These could include:

Updated Academic Goals: Incorporation of specific objectives related to communication skills within ASD's STEM and Humanities curriculum, ensuring they are measurable and align with the enhanced program focus.

Enhanced Metrics for Teacher Performance: Reflection of additional training and professional development efforts in teacher evaluation metrics.

New Organizational Goals: Inclusion of goals related to the establishment and utilization of new learning spaces like the AI & 3D Modeling Exploration Lab, Robotics Lab, and STEM Communication Auditorium.

Community Engagement Metrics: The plan would be revised to reflect and track new metrics around engagement within the school community as well as the greater-community, reflecting the broader outreach objectives of the program.

Index of Proposed Amendments to Charter for the Academy for Science and Design

March SBOE Meeting, 2024

Index of Proposed Amendments [Program Expansion/Curriculum]

| Location | Proposed Language |
|--|--|
| EDUCATIONAL MISSION, VISION, & CORE VALUES (Page 4) | INSERT: <i>ASD's STEM-focused charter envisions that not only will ASD students excel in STEM disciplines, they also must become proficient communicators of complex technical concepts. We aim to nurture students as confident communicators, fluent in STEM disciplines, ready to engage with diverse audiences to articulate their ideas and solutions.</i> |
| CURRICULUM THAT MEETS OR EXCEEDS STATE STANDARDS (Page 8) | INSERT: <i>ASD provides a curriculum that meets and aims to exceed state standards by interweaving communication skills within the STEM and Humanities curriculum, promoting clarity and comprehension in technical disciplines and beyond.</i> |
| CURRICULUM FEATURES (Page 3) | INSERT: <i>The curriculum incorporates advanced tools and learning spaces/resources dedicated to nurturing a dual skill set among students: one that connects the intricacies of technical STEM inquiry with the clarity and impact of articulate communication. Through hands-on experience with cutting-edge technology and collaborative platforms, students will not only excel in STEM disciplines but also become compelling communicators of their ideas and innovations.</i> |
| ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVES (Page 11) | INSERT: <i>ASD's learning goals include the articulation of STEM knowledge, aiming to develop students who are able to communicate effectively.</i> |
| STAFFING OVERVIEW (Page 12) | INSERT: <i>Staff development includes professional learning opportunities focused on integrating technical and communication skills into STEM teaching methodologies.</i> |
| PLAN FOR EDUCATION OF PUPILS SHOULD THE CHARTER SCHOOL CEASE OPERATION (Page 19) | INSERT: <i>In addition to existing reintegration plans, ASD will collaborate with receiving institutions to ensure that STEM communication skills development continues to be emphasized and supported.</i> |

Academy for Science and Design - FY25 Budget - DRAFT

| | | | 625 | 650 | |
|---|---|---|----------------------------|-------------------------|--|
| | | | Approved Budget 2024 (625) | DRAFT BUDGET 2025 (650) | Notes 2024-25 |
| | | - | | | |
| Trust Agency | | | 40,000 | \$10,000 | |
| 1300 · Tuition | | | | | |
| | | | 45,535 | \$50,000 | Summer School |
| | | | 0 | \$0 | |
| Total 1300 · Tuition | | | 45,535 | \$50,000 | |
| 1500 · Earnings on Investments | | | | | |
| | 1501 · Interest Income | | 5,000 | \$5,000 | |
| Total 1500 · Earnings on Investments | | | 5,000 | \$5,000 | |
| 1700 · Revenues - Student Activities | | | | | |
| | 1700 · Revenues - Student Activities - Other | | 1 | \$1 | |
| Total 1700 · Revenues - Student Activities | | | 4 | \$4 | |
| 1900 · Other Revenue - Local sources | | | | | |
| | 1910 · Rental income/fees | | | | |
| | 1920 · Parent & family contributions | | 175,000 | \$0 | not running a budgeted general annual fund |
| | 1921 · Fundraising Income | | | | |
| | 1925 · Corporate contrib & matching | | 25,000 | \$0 | |
| | 1927 · Staff Contributions | | | | |
| | 1929 · Board Contributions | | | | |
| | 1945 · Other Payments | | | | |
| Total 1900 · Other Revenue - Local sources | | | 200,000 | \$0 | |
| 3100 · - State Grants in Aid | | | | | |
| | 3112 · Per Pupil Aid | | 5,625,000 | \$5,850,000 | 650 @ \$9k |
| | 3100 · - State Grants in Aid - Other | | | \$600,000 | CSP Grant |
| Total 3100 · - State Grants in Aid | | | 5,625,000 | \$6,450,000 | |
| 4200 · Unrest Grant Fed thru State | | | | | |
| | 4202 · Title IIA | | 6,000 | \$0 | not included as it is no for general use |
| Total 4200 · Unrest Grant Fed thru State | | | 6,000 | \$0 | |
| Total 5000 · Other Outlays | | | 0 | | |
| Total Revenue | | | 5,891,536 | \$6,505,000 | |
| | | | 5,891,536 | \$6,505,000 | |
| Trust Agency | | | 40,000 | \$10,000 | |
| 1100000 · INSTRUCTIONAL SERVICES | | | | | |
| | 1100110 · Salaries, Teachers | | 1,831,249 | \$1,934,245 | |
| | 1100122 · Substitutes | | 5,500 | \$7,000 | |
| | 1100151 · Addtl Compensation to Teachers | | 85,000 | \$75,000 | |

Academy for Science and Design - FY25 Budget - DRAFT

| | | | 625 | 650 | |
|--|--|---|----------------------------|-------------------------|-----------------------|
| | | | Approved Budget 2024 (625) | DRAFT BUDGET 2025 (650) | Notes 2024-25 |
| | | - | | | |
| | 1100211 · Group Health Insurance | | 103,000 | \$105,575 | |
| | 1100220 · FICA/Medicare | | 140,091 | \$147,970 | |
| | 1100250 · Unemployment | | 10,000 | \$10,000 | |
| | 1100260 · Workers Compensation | | 10,000 | \$15,208 | |
| | 1100290 · Employee Benefits - other | | 10,000 | \$10,000 | |
| | 1100320 · Contracted Services | | 0 | \$0 | |
| | 1100581 · shipping/freight | | 0 | | |
| | 1100585 · Professional Development | | 7,000 | \$8,000 | |
| | 1100610 · Supplies | | 40,000 | \$150,000 | Includes CSP = 100000 |
| | 1100640 · Textbooks/ Online learning platforms | | 50,000 | \$105,000 | Includes CSP = 25000 |
| | 1100650 · Computer Software | | 15,000 | \$70,000 | Includes CSP = 50000 |
| | 1100733 · Furniture and Equipment | | 10,000 | \$60,000 | Includes CSP = 50000 |
| | 1100739 · Computer & Network Equip | | 35,000 | \$130,000 | Includes CSP = 100000 |
| | 1100800 · Covid related expenses | | | | |
| Total 1100000 · INSTRUCTIONAL SERVICES | | | 2,351,840 | \$2,827,998 | |
| Total 1200000 · SPECIAL EDUCATION | | | | | |
| 1400000 · OTHER INSTRUCTIONAL PROGRAM | | | | | |
| | 1430110 · Summer School Regular Salaries | | 19,915 | \$22,000 | |
| | 1430310 · Summer School Admin Svcs | | 8,550 | \$9,000 | |
| | 1400000 · OTHER INSTRUCTIONAL PROGRAM - Other | | | | |
| Total 1400000 · OTHER INSTRUCTIONAL PROGRAM | | | 28,465 | \$31,000 | |
| 1700000 · Expenses Student Activities | | | | | |
| | 1700000 · Expenses Student Activities - Other | | 4 | \$4 | |
| Total 1700000 · Expenses Student Activities | | | 1 | \$1 | |
| 2100000 · STUDENT SUPPORT SERVICES | | | | | |
| | 2100110 · Guidance, Mentorship Development | | 214,531 | \$229,000 | |
| | 2100220 · FICA/Medicare | | 16,412 | \$17,519 | |
| | 2100610 · Supplies/additional SPED services | | 5,000 | \$5,000 | |
| | 2110890 · Attend/Social Work Misc | | 500 | \$500 | |
| | 2123370 · Testing Services | | | | |
| Total 2100000 · STUDENT SUPPORT SERVICES | | | 236,443 | \$252,019 | |
| 2130000 · HEALTH SERVICES | | | | | |
| | 2130320 · Nurse Services, Contracted | | 41,000 | \$45,100 | |
| Total 2130000 · HEALTH SERVICES | | | 41,000 | \$45,100 | |
| 2300000 · ADMINISTRATION SUPPORT SERVICES | | | | | |
| | 2300110 · Salaries, Director | | 102,375 | \$105,375 | |

Academy for Science and Design - FY25 Budget - DRAFT

| | | | 625 | 650 | |
|--|--|---|----------------------------|-------------------------|---------------|
| | | | Approved Budget 2024 (625) | DRAFT BUDGET 2025 (650) | Notes 2024-25 |
| | | - | | | |
| | 2300115 · Salaries, Support Staff | | 514,038 | \$731,976 | |
| | 2300220 · FICA/Medicare | | 47,156 | \$64,057 | |
| | 2300290 · Employee Benefits-Other | | 5,000 | \$3,000 | |
| | 2300534 · Postage | | 1,100 | \$1,100 | |
| | 2300540 · Marketing/Advertising | | 5,000 | \$5,000 | |
| | 2300545 · Fundraising Costs | | 7,500 | \$6,000 | |
| | 2300550 · Printing | | 18,000 | \$25,000 | |
| | 2300580 · Travel | | 500 | \$5,000 | |
| | 2300585 · Professional Development | | 8,000 | \$5,000 | |
| | 2300603 · Food | | 4,000 | \$4,000 | |
| | 2300610 · Supplies | | 15,000 | \$25,000 | |
| | 2300810 · Dues & Fees, Memberships | | 10,000 | \$10,000 | |
| | 2317320 · Audit Fees | | 25,625 | \$26,300 | |
| | 2317391 · Payroll Fees | | 10,000 | \$10,000 | |
| | 2318320 · Legal Services | | 5,000 | \$5,000 | |
| | 2300100 · IT Contracted | | 50,000 | \$51,250 | |
| Total 2300000 · ADMINISTRATION SUPPORT SERVICES | | | 828,294 | \$1,083,058 | |
| | 2310890 · School Board Miscellaneous | | | | |
| | 2310891 · Board Appreciation of excellence | | 750 | \$750 | |
| Total 2310890 · School Board Miscellaneous | | | 750 | \$750 | |
| 2400000 · - Support Services - School Adm | | | | | |
| | 2490600 · - Graduation supplies | | 7,500 | \$7,500 | |
| Total 2400000 · - Support Services - School Adm | | | 7,500 | \$7,500 | |
| 2510000 · Fiscal Services | | | | | |
| | 2510830 · Interest Expense | | | | |
| Total 2510000 · Fiscal Services | | | 0 | \$0 | |
| 2600000 · FACILITIES OP & MAINTENANCE | | | 400,000 | \$650,000 | |
| | 2600330 · Custodian, Contracted | | 85,000 | \$100,000 | |
| | 2600410 · Cable/Internet | | 5,000 | \$5,000 | |
| | 2600420 · Trash, Plowing and Grounds | | 100,000 | \$65,000 | |
| | 2600430 · Building Repairs services | | 25,000 | \$25,000 | |
| | 2600443 · Property Tax | | 210,000 | | |
| | 2600445 · CAM | | | | |
| | 2600441 · Lease/Rent - Other | | 515,000 | \$629,581 | |
| | 2600520 · Insurance | | 35,000 | \$35,000 | |
| | 2600531 · Phone/Internet | | 20,000 | \$20,500 | |
| | 2600610 · Supplies, Building & Grounds | | 2,500 | \$500 | |
| | 2600621 · Gas/Heat | | 40,000 | \$41,000 | |
| | 2600622 · Electricity | | 250,000 | \$200,000 | |

Academy for Science and Design - FY25 Budget - DRAFT

| | | | 625 | 650 | |
|--|--|------------------------------|----------------------------|-------------------------|---|
| | | | Approved Budget 2024 (625) | DRAFT BUDGET 2025 (650) | Notes 2024-25 |
| | | - | | | |
| | | 2600443 · Property Tax | 84,000 | \$7,000 | 486 July |
| | | 2600445 · CAM | 87,125 | \$27,500 | June and July 486 (Back fees) |
| | | 2600441 · Lease/Rent - Other | 568,055 | \$48,000 | July 486 |
| | 2600520 · Insurance | | 23,000 | \$1,915 | July 486 |
| | 2600621 · Gas/Heat | | 20,000 | \$1,500 | July 486 |
| | 2600622 · Electricity | | 130,000 | \$10,000 | July 486 |
| | 2600730 · Building Plumbing/Water bills | | 40,000 | \$40,000 | |
| | 2620430 · Building maintenance services | | | \$125,000 | CSP: Auditorium equipment and installation and Arena bleachers, sound dampening and floor |
| | 2620430 · Building maintenance services | | 50,000 | \$75,000 | |
| | XXXX - Van | | | \$50,000 | CSP Grant - 50000 |
| | 65160 Employee potential salary increase | | 100,000 | | |
| | Total 2600000 · FACILITIES OP & MAINTENANCE | | 2,389,680 | \$2,157,496 | |
| | | | 5,893,972 | \$6,505,000 | |
| | | | (2,436) | \$0 | |
| | | | (2,436) | \$0 | |
| | | | | | |
| | | | | | |
| | | | | | |

**New Hampshire Charter School Program
CSP Grant Budget Form (Budget Detail)**

| | | | |
|----------|--|---|--|
| 1 | School Name Academy for Science and Design | Planning period expenses are allowed for a maximum of 18 months. Please include your estimated planning period dates in cells H18 if you will be utilizing a planning period for your project. | For Function Codes and Object Codes, please use only those in the pull down menus. These are from the NH Guidebook. Refer to the instructions tab for more information. |
| 2 | Project Goals 1. Develop a seamlessly integrated communication skills curriculum across all grade levels by September 2024, enhancing the existing STEM curriculum. 2. By June 2025, 90% of the student body will have used at least one of the new spaces and resources for the intended educational and engagement purposes [STEM Engagement Arena, Robotics Innovation Studio, AI and 3D Modeling Studio, Digital Media Studio, and STEM Communication Auditorium]. 3. Engage at least 500 community members in STEM activities and events by December 2025 to extend STEM literacy beyond the school premises. 4. By June 2026, 25% of students (representing 150-200 students) will demonstrate improvement in their ability to articulate complex STEM concepts and presenting project-based work utilizing AI, Robotics, Digital Media, or 3D Modeling technologies as tools for effective communication. 5. Train 100% of the teaching staff for effective communication integration into the curriculum and utilization of new communication resources and platforms by December 2024 is crucial for successful curriculum delivery. (what will the funding do for your school?) <i>list the goals provided in your application</i> | | |
| 3 | Projected Enrollment No. Year 3 of Grant: 800 | | |

| Priority (what issue are you attempting to address with the purchase?) | Activities (what are you purchasing) | Measures (how will you know this has been effectively incorporated into your project?) | Outcomes (why is this important for your project, what will it achieve) | Function Code (use drop down menu) | Object Code (use drop down menu) | BUDGET AMOUNTS | |
|--|--|---|---|---|--|--------------------------------------|--------------|
| | | | | | | Planning Phase: Feb 2024-August 2025 | |
| 4 | 1. Procuring high performing workstations to run large data computation models for the AI & 3D Modeling Exploration Lab . Setting up lab for student use September 2025. | AI & 3D Modeling Exploration Lab: AI: GPU Workstations & peripherals (hardware) • Advanced computers with GPU built-in (\$5K/computer) x 10 = \$50K • Relevant software ecosystems (e.g. PyTorch, Hugging Face) | Installed and validated for machine learning operation (run-time > 5hrs/week/workstation). Computers & monitors will be numbered and visibly tagged, with anticipated setup to be completed by 8/30/25. | Students will have access to high performing workstations, the primary tool necessary for running AI/Machine Learning models. | 1100 Regular Education Programs (K-12) | 700 Property | \$50,000.00 |
| 5 | 2. A necessary component of high performing workstations, cloud computing GPU for the AI & 3D Modeling Exploration Lab would allow computation power to run large datasets and machine learning models. Setting up a working cloud computing system for the workstations, for student use September 2025. | AI & 3D Modeling Exploration Lab: AI: GPU Cloud Computing -instances (services) | Successfully trained 2 machine learning models per student in the AI Innovation Studio | GPU computation performance (i.e. what cloud computing enables remotely) is necessary for efficiently running large datasets in AI/machine learning models. | 1100 Regular Education Programs (K-12) | 400 Purchased Property Services | \$20,000.00 |
| 6 | 3. STEM Communication Auditorium will serve as platforms where STEM topics come alive, engaging diverse audiences from students to industry veterans. These aren't just spaces; they are interactive arenas meant to break down complex STEM concepts into engaging narratives. | STEM Communication Auditorium: Stage and seating for STEM Community Auditorium | The stage will be utilized for STEM content sharing to diverse audiences in interactive ways. | One of this projects goals is to provide a space for medium size audiences (<150) to take part in interactive STEM based content. This content will not be restricted to Academy for Science and Design students. This outreach to other schools is central to the goal of sharing STEM content with the greater community. | 4600 Building Improvement Services | 700 Property | \$170,000.00 |
| 7 | 4. STEM Communication Auditorium will serve as platforms where STEM topics come alive, engaging diverse audiences from students to industry veterans. These aren't just spaces; they are interactive arenas meant to break down complex STEM concepts into engaging narratives. | STEM Communication Auditorium: Audio/Video Equipment for STEM Community Auditorium | Audio/Video systems will be used enhance the STEM presentation content being presented in the auditorium. | STEM topic presentations in the auditorium are presented in a way that allows the audiences to effectively see and hear the presented content. | 1100 Regular Education Programs (K-12) | 700 Property | \$38,000.00 |
| 8 | 5. STEM Engagement Arena will serve as platforms where STEM topics come alive, engaging diverse audiences from students to industry veterans. These aren't just spaces; they are interactive arenas meant to break down complex STEM concepts into engaging narratives. This space is intended for events with audiences greater than 150 participants. This space will also be used to host larger STEM events such as First Robotics competitions and other community STEM events. | STEM Engagement Arena: Seating for STEM Community Arena | Larger (>150) audiences can be hosted for community STEM events. | One of this projects goals is to provide a space for medium size audiences (>150) to take part in interactive STEM based content. This content will not be restricted to Academy for Science and Design students. This outreach to other schools is central to the goal of sharing STEM content with the greater community. | 4600 Building Improvement Services | 700 Property | \$100,000.00 |
| 9 | 6. Digital Media Studio: Embodies this vision, marrying STEM with the art of digital storytelling. This is where students will learn to craft narratives around their projects, translating technicalities into compelling stories which are then produced into content that is sharable on multiple social media platforms. | Digital Media Studio • Workstations \$3k x 3 = \$9,000 • Monitors \$600 x 3 = \$1,800 • Video Processing Software \$600 x 3 = \$1,800 • Multicast Streaming Hardware \$10,000 • RAID Storage Array for stored content \$5,000 | Online content will be produced and made available for public consumption via multiple social media services. | A core tenant of this project is to create student produced STEM content to be shared in person and with the public by use of multiple social media platforms (YouTube, FaceBook, Instagram, Tik Tok, X/Twitter). The Digital Media Studio will provide all the the hardware and software required to achieve that goal. | 1100 Regular Education Programs (K-12) | 700 Property | \$27,600.00 |
| 10 | 7. These robotics components would enable students the ability to creatively incorporate various components and apply their learned skills necessary to build their own autonomous driving or flying vehicle. The Robotics Innovation Studio allows students to apply and integrate their computer programming skills (designing features by programming, their controls, and peripherals) with mechanical engineering, creativity, aerospace, and ability to communicate and explain the rationale behind each feature. Setting up lab for student use September 2025. | Robotics Innovation Studio: • Controls (\$200/each) x50=\$10K • Driving Frames: Chassis (\$100/each) x50 = \$5K • Flying frames: flying airframe, gliders (\$300/each) x 50= \$15K • Depth cameras & LIDAR (\$200/each)x50=\$10K • Raspberry pi (\$50/each)x 120 = \$6K • Ultrasonic distance, line detectors, batteries, etc. = \$6K • Simulated Build roadway for test driving = \$4K | Annual demonstration of autonomous (flying/driving) robot presented in the STEM Communication Auditorium, to detail each student/teams' design and rationale. Incorporate community engagement via a Robotics competition in the STEM Engagement Arena. Large robotics components will be numbered and visibly tagged, with anticipated setup to be completed by 8/30/25. | Students will achieve the ability to integrate their knowledge to develop an autonomous driving/flying vehicle. | 1100 Regular Education Programs (K-12) | 700 Property | \$32,000.00 |
| 11 | 8. The AI & 3D Modeling Exploration Lab would enable students the ability to visualize and bring their design to reality. The ability to generate hands-on creation from design instantaneously would provide educational validation and understanding to why there is a need to revise a design, as analogous to a hypothesis in the scientific method, which requires continuous testing, learning and iteration. Setting up 3D printing lab for student use September 2025. | AI & 3D Modeling Exploration Lab • Resin printers (\$1000/each) x4 = \$4000 • Filament printers (\$500/each) x8= \$4000 | Functional use of each printer via 4 successful prints/pupil, either to be utilized to demonstrate and explain a theory or phenomenon via a presentation in the STEM Communication Auditorium. All 3D printers will be numbered and visibly tagged, with anticipated setup to be completed by 8/30/25. | Students will achieve the ability to hold in their hands, a product of their own engineering design. | 1100 Regular Education Programs (K-12) | 700 Property | \$8,000.00 |
| 12 | | | | | | | |

| | | | | | | | |
|-----------------------------|--|--|---|--|--|---|--------------|
| 13 | 9. These consumable materials for the 3D printers for the AI & 3D Modeling Exploration Lab would provide students the ability to test their designs and iterate. Part of learning is to learn from previous mistakes, and improve on them. Setting up consumable materials into their respective type of 3D printer. Setting up lab for student use September 2025. | AI & 3D Modeling Exploration Lab: printing materials <ul style="list-style-type: none"> Resins (\$40/bottle) x 40=\$1600/year Filaments (\$30/reel)x40=\$1200/year | Via 3D printing specimens to be applied for demonstration. | Students will have the opportunity to test various designs and make 3D prints using these consumable materials (resin & filaments), and students will achieve the ability to hold in their hands, a product of their own engineering design. | 1100 Regular Education Programs (K-12) | 600 Supplies | \$2,800.00 |
| 14 | 10. AI & 3D Modeling Exploration Lab: Machine Learning resource to properly set-up GPU workstation and cloud computing, and test functionality. Resources for curriculum planning for AI projects and planning for "Centralized AI-Driven Communication and Collaboration Hub" Events | AI & 3D Modeling Exploration Lab: Curriculum updates and course content creation (External Resources) | Resources are installed and integrated into the ASD network and support staff are properly trained to maintain new hard and software components. Curriculum to support new AI resources established and professional development resources delivered by September 2024 | New workstations are properly implemented and training programs established to equip educators with the skills and knowledge required to foster a nurturing environment where students can excel both in technical competence and communication prowess. | 1100 Regular Education Programs (K-12) | 300 Purchased Professional and Technical Services | \$10,000.00 |
| 15 | 11. Updates will be made to existing curriculum to reflect the expanded communication components in order to effectively involve students in the new STEM engagements. (By September 2024) | Curriculum updates and course content creation (Internal Resources) | Curriculum updated to reflect integration of communication and professional development training and materials established by September 2024 | Grant funds will be allocated towards the development and integration of a cross-curricular communication program. This initiative aims to infuse communication skills seamlessly within the existing STEM curriculum, thereby nurturing well-rounded students. | 1100 Regular Education Programs (K-12) | 100 Personal Services - Salaries | \$20,000.00 |
| 16 | 12. STEMobilize, the Mobile STEM Outreach and Engagement Program , is specifically designed to bridge educational divides with a special focus on supporting and engaging at-risk, educationally disadvantaged students. | STEMobilize: <ul style="list-style-type: none"> 15-person van - Cost: \$45,000 Customization & Hands-on Resources/kits - Cost: \$5,000 | STEMobilize: (By June 2025) <ul style="list-style-type: none"> 15-person van procured and purchased Resource kits purchased and inventoried | The STEMobilize is a targeted outreach and engagement plan for at-risk students in Nashua and beyond, while also integrating the critical skills ASD students will be developing in effective communication, storytelling, hands-on demonstrations turning complex STEM concepts into accessible knowledge, and community outreach, ensuring that ASD students aren't just consumers of knowledge but active contributors to the broader narrative of scientific discovery. | 2700 Student Transportation Services | 700 Property | \$50,000.00 |
| 17 | Innov8ASD, The AI-Driven Content, Communication and Collaboration Hub is designed to facilitate knowledge sharing and community engagement in an AI driven learning environment | Innov8ASD: <ul style="list-style-type: none"> Platform Development and AI Integration: \$40,000 Training, Monitoring, and Continuous Improvement: \$10,000 | Innov8ASD: (by June 2025) <ul style="list-style-type: none"> Establish a Centralized AI-Driven Communication and Collaboration Hub Enable Student Leadership and AI Literacy Foster Community Engagement and Lifelong Learning | The primary objective for the Innov8ASD Communication and Collaboration Hub is to create a comprehensive, user-friendly, and interactive web-based portal that serves as a hub for knowledge sharing, community engagement, and collaborative learning. This initiative aims to blend cutting-edge AI technologies with the rich intellectual capital of ASD's students, faculty, and alumni, creating an ecosystem of sorts that fosters innovation and community engagement | 4400 Educational Specifications Development Services | 300 Purchased Professional and Technical Services | \$50,000.00 |
| Annual Budget Totals | | | | | | | \$578,400.00 |

**New Hampshire Charter School Program
CSP Grant Budget Form (Budget Detail)**

| | | |
|----------|--|--|
| 1 | School Name | Academy for Science and Design |
| 2 | Project Goals | <p>1. Develop a seamlessly integrated communication skills curriculum across all grade levels by September 2024, enhancing the existing STEM curriculum.</p> <p>2. By June 2025, 90% of the student body will have used at least one of the new spaces and resources for the intended educational and engagement purposes [STEM Engagement Arena, Robotics Innovation Studio, AI and 3D Modeling Studio, Digital Media Studio, and STEM Communication Auditorium].</p> <p>(what will the funding do for your school?)</p> <p>3. Engage at least 500 community members in STEM activities and events by December 2025 to extend STEM literacy beyond the school premises.</p> <p>list the goals provided in your application</p> <p>4. By June 2026, 25% of students (representing 150-200 students) will demonstrate improvement in their ability to articulate complex STEM concepts and presenting project-based work utilizing AI, Robotics, Digital Media, or 3D Modeling technologies as tools for effective communication.</p> <p>5. Train 100% of the teaching staff for effective communication integration into the curriculum and utilization of new communication resources and platforms by December 2024 is crucial for successful curriculum delivery.</p> |
| 3 | Projected Enrollment No. Year 3 of Grant: | 800 |

Use this sheet for your implementation phase budget. Please put expenses in the appropriate project year.

For Function Codes and Object Codes, please use only those in the pull down menus. These are from the NH Guidebook. Refer to the instructions tab for more information.

| 4 | Priority (what issue are you attempting to address with the purchase?) | Activities (what are you purchasing) | Measures (how will you know this has been effectively incorporated into your project?) | Outcomes (why is this important for your project, what will it achieve) | Function Code (use drop down menu) | Object Code (use drop down menu) | Budget Amount | |
|------------------------------------|--|--|---|---|---|---|------------------------------|------------------------------|
| | | | | | | | Implementation Year 1 | Implementation Year 2 |
| | | | | | | | Sept 2025 - June 2026 | Sept 2026 - June 2027 |
| 5 | Robotics Innovation Studio: In order to replace broken robotics components, these devices would enable students the ability to creatively incorporate various components and apply their learned skills necessary to build their own autonomous driving or flying vehicle. The Robotics Innovation Studio allows students to apply and integrate their computer programming skills (designing features by programming, their controls, and peripherals) with mechanical engineering, creativity, aerospace, and ability to communicate and explain the rationale behind each feature. | Robotics Innovation Studio: • Year 2: replacement components: \$4K | Annual demonstration of autonomous (flying/driving) robot presented in the STEM Communication Auditorium, to detail each student/teams' design and rationale. Incorporate community engagement via a Robotics competition in the STEM Engagement Arena. | Students will achieve the ability to integrate their knowledge to develop an autonomous driving/flying vehicle. | | 700 Property | \$5,000.00 | \$5,000.00 |
| 6 | AI & 3D Modeling Exploration Lab: would allow computation power to run large datasets and machine learning models. Establish a working cloud computing system for the workstations, for student use September 2025. | AI & 3D Modeling Exploration Lab: GPU Cloud Computing -instances (services) | Successfully trained 2 machine learning models per student in the AI Innovation Studio | GPU computation performance (i.e. what cloud computing enables remotely) is necessary for efficiently running large datasets in AI/machine learning models. | 1100 Regular Education Programs (K-12) | 400 Purchased Property Services | \$10,000.00 | \$10,000.00 |
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| 14 | | | | | | | | |
| Annual Budget Totals | | | | | | | \$15,000.00 | \$15,000.00 |
| Implementation Budget Total | | | | | | | | \$30,000.00 |

**ASD ACCOUNTABILITY PLAN
Goals and Objectives 2024-2025**

School Name: Academy for Science and Design Chartered Public School

Date: August 2024

Accountability Plan Information:

A Charter School Accountability Plan is required by RSA 194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure.

II. Except as expressly provided in this chapter, the duty and role of the local school board relative to the establishment of a chartered public school shall be to approve or disapprove the proposed chartered public school application based upon whether or not the proposed application contains in specific detail the following required elements:

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

A Charter School Accountability Plan serves as a roadmap or blueprint for continuous school improvement. It ensures that progress toward the school's organizational, programmatic and academic goals and objectives is articulated, developed, implemented and continuously monitored for success. Once a charter school development team has created a vision and mission for the school, the goals, objectives, and action plans can be developed to activate the school's mission and achieve its vision.

An accountability plan is designed for a 5 year period, from the start date of the school until the school's 5-year renewal. After the first renewal, the accountability plan should be revised based on the current needs of the school. The information contained in the accountability plan informs the annual progress reports and the renewal of charter schools.

A Charter School Accountability Plan should provide information needed to measure and track a school's progress toward its goals, make program adjustments when needed, and report to school stakeholders on the school's performance and progress. The plan should be able to provide answers to the following questions:

- How will school leaders know if the school is succeeding?
- What progress has the school made toward meeting its mission?
- How will the board of trustees know that the school is accomplishing what it set out in the original application?

- What will students know and be able to do?

An Accountability Plan provides information needed to assure strong performance and continuous improvement over the foreseeable future of the school.

Definitions:

Goals are long-term, broad outcomes that directly lead to the achievement of the school’s strategic priorities, mission and vision.

Objectives are the plan of action - Results of specific projects and short-term tasks that lead to the achievement of long-term goals. Objectives identify the pathways taken to accomplish a goal – how you will achieve the goal. They are specific, measurable, achievable, realistic, and time-bound, with defined completion dates.

Measurement: Criteria/metrics used to measure goals and objectives and to track progress.

Timeframe: A clearly defined period of time to accomplish a goal or objective, including a start date and a target completion date.

Progress Checks: Periodic reviews to determine and track project milestones and progress made towards accomplishment of strategic goals.

Outcomes: The measurable results and benefits that are obtained from the achievement of objectives and goals.

Types of Goals for the Accountability Plan:

Organizational Goals focus on a school’s long range intentions for school operations and overall business success; the foundation of the school as identified in the school’s charter. They help define the school’s purpose, assist its growth and achieve its financial objectives.

Programmatic Goals focus on ensuring essential educational practices in, for example, curriculum, professional development and the criteria and standards identified in programs of study.

Academic Goals focus on the educational outcomes a school sets for itself, for example, specific student achievement/performance goals and the competencies, skills, and attributes that students should achieve upon completion of a course, program or grade level. Example of outcome metrics: Performance on an assessment (% proficient, average score, growth)

School’s Mission: *Through our innovative STEM-focused program, The Academy for Science and Design fosters an environment that inspires, nurtures, and challenges every student; cultivating their individual abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens.*

| Organizational Goals | | | | | |
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| 1. Goal and Description: ASD will strengthen its financial sustainability, increasing funding for long-term needs such as competitive salaries and benefits for faculty and staff, state-of-the-art equipment and materials for high quality education, facility ownership, and establishment of an endowment. | | | | | |
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective O1.1: Board Strategic Planning Committee, in collaboration with school administration, will implement a Corporate Relationship Development Process that was developed in 2021-2022 | A Corporate Relationship Development Process that is streamlined the process of CRD and distribute responsibilities and accountability; resulting in increased funding and opportunities | Evidence of a fully developed and documented process for CRD that can be enacted by employee or volunteer Frequency and success of CRD implementation during academic year | July 2021-July 2022 | Monthly Review & Update of MindMap in Committee Meetings, report to full BoT *CRD is developed and documented, ready to be implemented by members of Development Office and then revised based on feedback | Strategic Planning Chair & Committee School Director ASD BoT Assistant Director |
| Objective O1.2: Board Facility Committee will seek opportunities for facility ownership to control costs | Building ownership would allow greater fiscal controls to be put in place and increase overall sustainability | Identification of potential facilities that meet the needs of the school and enable school mission Identification/qualification for funding to | Building purchase, January 2023 | Monthly Review & Update of utilization of current facility and future needs Funding secured in Fall of 2022 | Facilities Committee C Finance Committee Director Assistant Director ASD BoT |

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| | | support building purchase Space-planning report (identification of needs for optimization of space) | | Building design, fit-up, etc. April 2023-present | School Administration Contractors and Community Agencies |
| Objective O1.3: School will create and implement a Development Office/Development Coordinator | The Development Office will act on fundraising and corporate outreach strategies and goals developed in Strategic Planning Committee Meetings | Recruitment and hiring of Development Coordinator and Development Office Assistant | Sept 2021-April 2022 | Jan 2022-April 2022: Budget process to hiring of staff for Development Office *Development Office Coordinator and Development Office staff member met goal of \$250k in fundraising, which is 100k above average years | School Director Personnel Chair BoT Business Manager Development Office Assistant Director |
| 2. Goal and Description :ASD will continue to be a provider of leading-edge education with a focus on STEM and real-world skills. Leveraging the achievements of the past year, ASD aims to further establish its identity as an exemplar in STEM education, enhancing collaborations and refining its educational strategies. | | | | | |
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective O2.1: School leadership team will assess the efficiency of the restructured setup | Monitoring the newly restructured leadership team to ensure their alignment with ASD's vision | Feedback sessions and self-assessment from the leadership team, along with stakeholder feedback surveys | August 2022-June 2023 | Quarterly Personnel and BoT Updates from Director Quarterly feedback sessions | Director |

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| | | | | End-of-year assessment report | |
| Objective O2.2: The school will network with other STEM schools nationally and internationally | Networking with other STEM schools will inform ASD's practices and improvement as well as bolster the school's understanding of best practices in STEM education | Memberships/ Partnerships/ leadership positions within realm of STEM education at national level Participation in national initiatives and conferences | July 2022-July 2023 | Monthly in report to BoT Monthly in report to Leadership Team | Director Assistant Director Academic Committee Development Office Dept Heads/Deans Teachers |
| Objective O2.3: ASD Faculty and staff will continue to disseminate best practices to other schools | Dissemination of best practices is a core function of the charter school model and advances the school's mission | Presentation at conferences Mentorship of other teachers | July 2022-July 2023 | November 2022 January 2023 March 2023 June 2023 *Attendance and presentations at three national conferences | Teachers School Administration Students (student research) |
| 3. Goal and Description: ASD aims to further strengthen the positive and supportive environment by deepening community engagement, broadening support mechanisms, and fostering transparent communication among students, educators, administrators, Board members, and families. | | | | | |
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |

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| Objective O3.1: ASD will evaluate and refine the existing social/emotional support mechanisms in place for students and employees. | Continuous improvement of the emotional and social support structures ensures a nurturing environment for all | Review of the previous year's attendance records, counseling logs, and Discipline Referrals; Conducting focus group discussions and feedback sessions with students and staff | August 2022-June 2023 | Monthly review sessions Bi-monthly feedback collection | Director Assistant Director Dean of Students School Counseling Team |
| Objective O3.2: ASD will increase parent/guardian outreach and education efforts. | Full involvement of the parent community increases the success of students | Log of volunteer hours, participation in family activities, fundraising/resource donations | ongoing | Daily | ASDEF-PTO Director Parents/Guardians After School Activity Coordinator Volunteer Coordinator |
| Objective O3.3: ASD will involve all stakeholders in decision-making, whenever possible | Involvement of all stakeholders creates the opportunity for development of a shared vision | Surveys, Open Forums for Discussions, Committee Meetings | ongoing | Targeted events, weekly/monthly | Director ASD BoT Committee Chairs |
| Programmatic Goals | | | | | |
| Goal and Description: ASD will provide subject-specific and cross-disciplinary opportunities for students to engage in problem-based/inquiry learning, real-world laboratory experiences, internships with industry partners, advanced coursework through area colleges and online resources, and other effective practices in active, engaged learning. | | | | | |
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective P1.1: ASD will increase professional resources | Educators will have exposure to recent, relevant professional | Evidence of resources available | August 2022-June 2023 | ongoing | School Director |

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| for educators on topics such as inquiry-based learning, constructivism, etc. | resources to support methods of instruction to support this goal | Evidence of use of resources available | | Addition of fifth grade program to be inquiry-based | Fifth Grade Program Developer Academic Deans |
| Objective P1.2: ASD will convene an Academic Committee comprised of multiple stakeholders to conduct research, aid in planning, and offer feedback on academic program | The Academic Committee will represent multiple stakeholders who will aid in the development/refinement of ASD's program | Establishment of Committee and Committee Goals | Sept 2022-June 2023 | Monthly meeting and monthly report to the BoT *Academic Committee has convened and is in early stages of goal-setting | Academic Committee Co-Chairs Curriculum Director School Director |
| 2. Goal and Description: ASD will develop and support job-embedded, collaborative forms of professional growth for teachers focused especially on improving students' motivation, achievement, and persistence in STEM learning. | | | | | |
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective P2.1: ASD Will develop a mentorship program for new teachers (either new to the program or new to teaching in general) | All educators at ASD will be engaged in embedded and ongoing professional development tailored to the needs of the school, the educator, and the students. | % of participation in job-embedded professional development/mentorships | August 2022-June 2023 | Monthly leadership team report Weekly Academic Program Committee Updates | Director Assistant Director Deans of Faculty |
| Objective P2.2: ASD will update our school wide Teacher Observation and Feedback process | Educators will receive relevant and meaningful feedback on their progress towards individualized professional goals | % of participation in school wide participation in observation Feedback from educators | August 2021-June 2023 2-year goal | Monthly leadership team report Weekly Academic Program Committee Updates | Deans of Faculty Academic Committee Director |

3. Goal and Description: ASD will develop and strengthen corporate relationships to support student learning through internships, mentorships, resource and materials sharing, guest-lecturing, and funding.

| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
|--|--|--|--------------------------------|--|---|
| <p>Objective P3.1: Board committees and administrators will pursue opportunities to link the academics and program of the school with industry and higher education partners to provide extended learning opportunities for students.</p> | <p>The outcome is an increase in corporate partnerships and opportunities available to students</p> | <p>100% of ASD graduates will complete an internship</p> <p>Industry Partners will support Senior Project research as needed</p> | <p>2022-2023 academic year</p> | <p>October 2022</p> <p>April 2023</p> | <p>Extended Learning Coordinator</p> <p>Strategic Planning and Corporate Outreach Committee</p> <p>Development Office</p> <p>Director</p> |
| <p>Objective P3.2: ASD will conduct quarterly workshops and training sessions for students, preparing them for internships, mentorships, and corporate interactions.</p> | <p>Ensuring that students are well-prepared to capitalize on opportunities, understand corporate etiquette, and are trained in necessary skills.</p> | <p>100% of students will complete an internship</p> <p>Number of workshops conducted; Feedback from students post-workshops; Increased success rate of internship applications and performance.</p> <p>Increase in extended learning</p> | <p>2021-ongoing</p> | <p>Workshops conducted throughout year during Advisory</p> <p>Student participation in corporate and community outreach, such as Wicked STEM</p> | <p>Director</p> <p>Extended Learning Opportunities Coordinator</p> <p>School Counselors</p> <p>Development Office</p> |

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| | | opportunities available to students | | | |
| Objective P3.3: With the established Development Office, ASD will focus on corporate sponsorship for student projects and events, allowing students to witness real-world applications of academic learning. | Strengthening financial ties with the corporate world through sponsorships will enhance the quality of events, resources, and projects at ASD. | Number of sponsorships acquired; Funds raised; Feedback from students and teachers on the quality and impact of sponsored events/projects. | August 2022-June 2023 | Bi-monthly reports to the BoT on sponsorship activities; End-of-year assessment on the impact of sponsorships on academic and extracurricular activities. | School Director Assistant Director SP Committee ELO Coordinator/Grant Writer |
| Academic Goals | | | | | |
| Goal and Description: Students will demonstrate high interest and outstanding achievement in the subjects of science, mathematics, engineering, and design, including their applications in real-world settings. | | | | | |
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective A1.1: The school will attract and retain a diverse group of learners who have an interest in STEM | Increasing numbers of students will become a part of ASD's Mission and will explore their interests and talents in the area of STEM | Increased numbers of applicants and enrolled students Increased diversity among applicants and enrolled students | ongoing | December 2021 Application Deadline January 2022 Lottery April 2022 Enrollment Offers | Director Admissions Coordinator Registrar Development Office |
| Objective A1.2: ASD will increase the number of course offerings in the realm of STEM education | Increased numbers of STEM courses available to students will allow more exploration and engagement for students | Number of new courses in STEM area of studies | ongoing New course proposals November 2022 | Academic Committee Meeting Updates New course proposals November 2022 | Director Deans of Faculty ASD Board of Trustees |

| | | | Program of Studies Approval January 2023 | Program of Studies Approval March 2023 | Academic Committee |
|--|--|--|---|--|--|
| 2. Goal and Description: Students will develop skills and deep understanding across the curriculum, with emphasis on academic, social, and personal preparation for success in college as well as for active and responsible leadership | | | | | |
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is responsible |
| Objective A2.1: ASD will provide multiple opportunities for students to engage with an integrated curriculum in project based learning. | Students will engage with project based learning, across different classes, during the course of the school year. | Completion of projects and presentations on the part of the students at all grade levels. | ongoing | Examples of student projects and presentations from various classes | Teachers Academic Committee Deans of Faculty |
| Objective A2.2: ASD's academic program will improve students' self-efficacy, social skills, and preparation for college. | Students will demonstrate growth in self-efficacy, social skills and preparation for college throughout their time at ASD. | School guidance records to indicate the post-graduation plans of all students, with at least 90% students planning to attend higher education. | ongoing | Accountability check-ins with students throughout the academic year are planned in order to ascertain their progress toward these goals. | School Counselors Dean of Students |
| Objective A2.3: Students will make an active, stewardship contribution to improving the physical environment or cultural climate of the school each year | Students will contribute to the enhancement of ASD, both the physical facilities and the cultural aspects of this community. | Composite of school records to indicate the % of students completing school stewardship project each year. | ongoing | Faculty will continue to monitor students' work toward completing stewardship hours at ASD. | Extended Learning Opportunities Coordinator Registrar Dean of Students |

| 3. Goal and Description: The school is committed to shaping a holistic learning journey for its students. To achieve this, ASD will develop Essential Learning Outcomes that encapsulate not just academic standards, but also the pivotal soft and hard skills, civic responsibilities, and the ability of students to synthesize their learnings. | | | | | |
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| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective A3.1: ASD will continue to formalize the goals and objectives of the Academic Committee. | Engage in meaningful conversations with all stakeholders regarding the academic program at ASD. | Measurement of the committee's progress will be illustrated with meeting agendas and notes. | Ongoing | The academic committee reports to the ASD Board of Trustees monthly, providing written updates of progress. | Director Co-Chair Academic Committee |
| Objective A3.2: The Academic Committee will complete the writing of the Essential Learning outcomes. | The Essential Learning Outcomes will be a comprehensive set of goals that ASD intends for every graduating senior. | The completed and finalized Essential Learning Outcomes will be the full measure of this objective. | June 2022- Jan2024 1.5 year goal | The academic committee will provide monthly progress reports specifically on the progress of the Essential Learning Outcomes to the Board of Trustees, | Director Academic Committee |

CSP Program Expansion Project: "Empowering STEM Ambassadors: Fusing Technical Mastery with Effective Communication Skills & Community Engagement" aims to expand ASD's current programming to integrate a comprehensive communications and outreach program within the existing STEM curriculum. Below is an addendum to ASD's Accountability Plan to reflect the expansion of the school's Academic Program.

| Goal and Description: Develop and Integrate Communication Skills Curriculum | | | | | |
|--|--|---|-------------------|---|---|
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective: Develop and seamlessly integrate communication skills curriculum across all grade levels, enhancing the existing STEM curriculum. | Students across all grade levels will have enhanced communication skills within the STEM curriculum. | Effectiveness monitored through quarterly reviews of curriculum implementation, teacher adoption, and student engagement. | By September 2025 | Effectiveness monitored through quarterly reviews of curriculum implementation, teacher adoption, and student engagement. | Director Co-Chair Academic Committee |

| Goal and Description: Establishment of Communication Platforms and Spaces | | | | | |
|--|---|--|-----------------|---|------------------------------------|
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective: By June 2025, 90% of the student body will have used at least one of the new spaces and resources for the intended educational and engagement purposes [STEM Engagement Arena, Robotics Innovation Studio, AI and 3D Modeling Studio, | At least 90% of the student body will engage with these new educational spaces. | Usage and engagement monitored through an organized booking and feedback system. | By June 2025 | Usage and engagement monitored through an organized reservation and feedback system | Director Facility Committee |

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| Digital Media Studio, and STEM Communication Auditorium]. | | | | | |
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| Goal and Description: Engage Community Members in STEM Activities | | | | | |
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| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective: Organize and promote events aimed at extending STEM literacy to the community. | Engaging 500 community members in STEM activities and events by December 2025 to extend STEM literacy beyond the school premises. | Tracking of participation records and feedback from community events. | By June 2025 | Analysis of participation and feedback to evaluate the impact of engagement efforts. | Director STEM Outreach Committee |

| Goal and Description: Improve students' ability to articulate STEM concepts using technology. | | | | | |
|---|---|---|--|---|---|
| Objectives Action Plan | Outcome | Measurement | Timeline | Progress Checks and Data Collection | Who is Responsible |
| Objective: By June 2026, 25% of students (representing 150-200 students) will demonstrate improvement in their ability to articulate complex STEM concepts and presenting project-based work utilizing AI, Robotics, Digital Media, or 3D Modeling technologies as tools for effective communication. | A significant improvement in communication skills among students, with 50% demonstrating enhanced abilities.. | Improvement assessed through a rubric evaluating presentation skills and technology use.. | The target set for June 2026 allows for curriculum integration, teacher training, and measurable improvement in student communication proficiency through the use of AI, 3D modeling, Robotics, and Digital Media. | The improvement in skill proficiency will be assessed through a rubric that evaluates clarity, accuracy, creativity, and engagement during their presentations and interactions using the technologies above. Pre-assessment scores will be used to determine a baseline | Director Academic Committee Faculty Deans |

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| | | | | and measure improvement. | |
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ACADEMY FOR SCIENCE AND DESIGN

AMENDED CHARTER APPROVED BY ASD BOARD OF TRUSTEES FEBRUARY 2024

CHARTER APPLICATION RENEWED BY NH STATE BOARD OF EDUCATION JULY 2023

REVISED CHARTER APPLICATION APPROVED BY NH STATE BOARD OF EDUCATION DECEMBER 2022

REVISED CHARTER APPLICATION APPROVED AND RENEWED BY NH STATE BOARD OF EDUCATION APRIL 2018

CHARTER APPLICATION RENEWED BY NH STATE BOARD OF EDUCATION NOVEMBER 2012

ORIGINAL CHARTER APPLICATION APPROVED BY NH STATE BOE DECEMBER 2007

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EXECUTIVE SUMMARY

The Academy for Science and Design Chartered Public School (ASD) has established itself as a leader in STEM education, both locally and nationally, through its commitment to molding the next generation of STEM leaders. With a focus on innovation, exploration, and personal growth, ASD serves students across New Hampshire in grades 5-12, emphasizing the importance of immersing learners in a challenging STEM-focused curriculum. Our mission is to inspire and nurture our students, preparing them to lead future advancements in science and technology. This endeavor positions them not only as pioneers in their fields but also as compassionate and responsible members of society.

ASD was founded in 2007 to develop a pipeline of students equipped and inspired to pursue STEM fields, aiming to lead in the STEM industry's growth within New Hampshire. The school experienced a rapid increase in enrollment in its initial years and has since maintained an optimal size that promotes a personal sense of belonging. Nationally recognized for its rigorous and engaging STEM curriculum, ASD offers a unique approach to personalized learning that spans the arts and sciences, serving both high-achieving, motivated students as well as those newly curious about STEM. The school provides the necessary academic, personal, and social supports to transform students' interest and potential into exceptional achievement.

Located on the outskirts of Nashua, New Hampshire's second-largest and increasingly diverse city, ASD is reflective of the region's demographic shifts towards a science and technology-based economy. Our educational model is designed to provide early exposure to a broad spectrum of STEM fields, fostering foundational knowledge from a young age. As students progress, they transition from broad exploration to in-depth specialization in their high school years, achieving both a comprehensive understanding and deep expertise in their chosen STEM disciplines. This approach not only prepares students for academic and professional success but also ensures they are well-rounded individuals ready to contribute meaningfully to society.

ASD has amended its charter several times to better serve its student population and meet its educational mission. These amendments included the expansion of the Board of Trustees in 2008, addition of a sixth grade program in 2010, enrollment cap increases in 2015 and again in 2022, revision of its mission and vision statements in 2018, addition of a fifth grade program in 2022, and the expansion of the school's academic program in 2024.

A significant milestone in the history of the school was the acquisition of an expansive facility in 2023. This new space marks a pivotal moment in ASD's evolution, enabling the expansion of innovative learning spaces and cutting-edge laboratories. With dedicated areas for experimentation, research, and collaboration, the facility is designed to foster an environment where students can explore complex STEM concepts. This investment reflects ASD's commitment to providing a high-quality educational experience, ensuring that students have the resources and environment necessary to pursue their passions and prepare to lead future scientific and technological advancements.

EDUCATIONAL MISSION, VISION, & CORE VALUES

VISION

The Academy for Science and Design's STEM-focused program is advancing global citizenship by fostering curiosity, innovation, and leadership for all learners.

In constructing the school's original charter, founders envisioned New Hampshire having a world-class high school for science truly based on competitive educational programs and cutting-edge international applications in order to address the growing national concern for science and math education. Founders envisioned not only a school excellent for academics, but also for the well-being of students--a school not only beneficial for students who attend, but also for the State as a whole. Further, founders envisioned ASD to be a resource to other education providers, to broaden the scope of curriculum in STEM subjects, to strengthen connections to NH colleges, and to engage with local businesses. **ASD's STEM-focused charter envisions that not only will ASD students excel in STEM disciplines, they also must become proficient communicators of complex technical concepts. We aim to nurture students as confident communicators, fluent in STEM disciplines, ready to engage with diverse audiences to articulate their ideas and solutions.**

Finally, the vision of students graduating from the Academy for Science and Design held by the original founders in 2007 was one of capable and confident young adults with the curiosity, understanding, and ability to address the challenges of their lives, as well as those faced by others at the local, national, and global level.

ASD's strategies for encouraging and challenging all students to fulfill their potential as lifelong learners, innovators, and leaders have evolved into a unique approach to personalized learning across the entire school experience, including opportunities for students' self-directed inquiries and project development outside the classroom in either direct or indirect relationship with teachers' pre-established coursework. These independent inquiries and projects often inform the ongoing refinements teachers make to their courses. ASD continues to have an emphasis on being a "world class" school that promotes a global understanding for all students, empowering them to make positive contributions to the larger world around them. To ensure that all students benefit academically, personally, and socially from this synergistic approach to learning as a community, ASD has developed a culture of encouragement for individual inquiry and risk-taking, supported school-wide by teachers, administrators, students, and the ASD Board of Trustees; as well by the school's large network of volunteers, parents, and industry partners.

MISSION:

Through our innovative STEM-focused program, the Academy for Science and Design fosters an environment that inspires, nurtures, and challenges every student; cultivating their individual abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens.

Serving as both a public, open-enrollment middle school and a high school with a STEM-focus, the Academy for Science and Design is committed to engaging a diversity of student learners at both of these levels through an exemplary structure for broadening student access to STEM-focused learning opportunities. Accordingly, ASD's program design is the school's signature strategy for the academic success of the variety of students who enter the school - a strategy focused on providing early exposure to opportunities in STEM that younger students may be unaware of, and then encouraging and supporting those students as they pursue a highly personalized pathway to a specialized STEM field in high school.

ASD's middle school program provides younger students the chance to explore, where by design all students are exposed to aerospace, physics, environmental science, engineering, computer science, biology, and chemistry. Students completing ASD's middle school program enter high school either as students continuing into ASD's more specialized STEM curriculum or as students moving into district or private institutions with both a keen awareness of these fields, and knowledge about their potential interests and abilities to continue to study such fields. These exploratory courses, often taught by industry professionals, combined with their engagement in ASD's many planned and incidental learning experiences described earlier in this application, have a profound and lasting impact on students, including those who may have been only curious about STEM upon enrolling in ASD.

Students who choose to continue into ASD's high school program, or students who enter the high school program from other institutions, are empowered to declare an area of specialization within STEM, allowing them to explore more deeply into a field of their own choice. This deeper understanding culminates in a capstone senior project, in tandem with an internship experience, giving students an authentic opportunity to demonstrate their ability and interest to continue their studies beyond the walls of ASD. A remarkable sense of ownership over their high school education is reflected in ASD graduates' continued support of the mission of the school as alumni, often inspired to return to share their experiences with students still progressing through the program.

To support the aforementioned mission and vision statements, the Academy for Science and Design subscribes to the following core beliefs:

- *Curiosity is a catalyst for learning*
- *Students deserve to be challenged*
- *We are all global citizens*
- *Teachers are also learners*
- *Industry partners are essential*

The core beliefs of the Academy for Science and Design (ASD) reflect the school's dedication to inspiring, engaging, and challenging our students to become the next generation of problem- solvers, students with not only highly developed academic abilities, but also with a keen global awareness and commitment to improving the lives of others. This latter objective, addressed through an approach that engages students in designing solutions to real-world problems, drives student learning across the ASD curriculum.

GOVERNANCE AND ORGANIZATIONAL STRUCTURE, METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

BOARD OF TRUSTEES

The Academy for Science and Design (ASD), a 501c (3) organization, is governed by a Board of Trustees (the Board), that has general supervisory control and authority over operations of the school, in accordance with RSA 194-B:5. ASD's Board has been in operation for 11 years as of the date of this Charter update; as such, numerous Board Policies and supporting processes have been set in place to define and guide the structure of Board Governance and ASD operation.

MEMBERSHIP:

Trustee membership is balanced by Board approved policy (BBB) and process, with members composed of both “ASD Parents” and “External or non-parents”, to the degree possible, to represent a diverse set of individuals committed to ASD’s educational mission, strategy, and sustainability. Whether an external or parent member, a focus is placed on:

- STEM -- both national and international -- business, science, engineering, and educational communities (Universities/educational community)
- Operations -- finance, business, personnel, project/program management, legal and educational
- Outreach -- financial stakeholders and partnerships, grants, revenue to ASD outside State aid, local/national community, and legislative ties

The Board sets forth the number of trustees, their terms, recruitment, and vetting process, through established Board approved policies and a documented process. In addition to its voting members, the Board may establish non-voting ex officio members and/or advisors, which at present include ASD’s Director, and representatives from both the faculty and student body (both appointed annually).

OFFICERS

Officer roles, as well as details for election/replacement are described in established Board approved policies.

Board Officers include: Chair, Vice-Chair, Secretary, Treasurer and Clerk. Officers are elected by a majority vote of those present at the annual organizational meeting and serve until the next annual meeting. Should a replacement officer be needed, a majority vote will ensue and the replacement will serve until the next annual meeting.

Officer roles, and details for election/replacement are described in established Board approved policies.

GOVERNANCE

The Board has authority to set policy and make decisions that serve the mission, strategy and sustainability of ASD, and has oversight and authority to render final decisions on matters (at a minimum) pertaining to:

- Appointment of Board Committees and Advisory Members
- Setting policy
- Hiring and dismissal of personnel
- ASD Director -- Annual review / future goal setting / contract as needed
- Approval and oversight of annual budget and fund-raising programs
- Delineation of educational priorities
- Growth and strategic plan
- Professional salary and compensation program
- Reviewing/approving significant or multi-year contracts, e.g., for facilities and benefit programs
- Appeals, if not resolved first by Administration
- Any other matters that are not administrative in nature and/or that are prescribed in statute or rule

The Board may delegate responsibility to Administration to manage certain items on behalf of the Board, by motion with vote.

COMMITTEES

The Board maintains subcommittees and advisory committees as it deems necessary to pursue specific topics. Committees meet and complete work outside of monthly Board meetings, reporting to the Board and bringing forth items for approval. On occasion, the Board may specifically vote to delegate a subcommittee to act on behalf of the Board.

BOARD OF ADVISORS

The Board may be augmented by a Board of Advisors, non-voting, who represent science industries, academia, research, international relations, adjunct and faculty, legislators, and topics of interest to the board.

OPERATIONS

The Board has regularly scheduled monthly meetings and follows New Hampshire Right to Know Law, RSA 91-A in the keeping of its minutes.

GENERAL DESCRIPTION OF PROPOSED OR POTENTIAL LOCATION OF FACILITIES

The current location for Academy for Science and Design (Nashua, New Hampshire) exists within the area intended by the original founders of the school, which is along the Concord to Nashua corridor. Should the school need to relocate, efforts will be made to remain along the aforementioned corridor. Locating the school along this corridor supports the needs of students commuting from other towns, as well as supports the school's mission by providing reasonable access to surrounding industries and higher educational institutions.

MAXIMUM NUMBER, GRADE OR AGE LEVELS, AND OTHER INFORMATION ABOUT PUPILS SERVED

ENROLLMENT

After rapid expansion in the first five years of operation, an amendment to the Charter in 2010 to create a sixth grade, a Charter amendment in 2015 to raise the enrollment cap from 450 students to 525 students, and a Charter amendment in 2018 to raise the enrollment cap to 600 students, the Academy for Science and Design currently serves students in grades 5-12.

The long-term student enrollment target is expected to be approximately 750 students, serving students in grades 5-12. The school has an enrollment cap of 800 students to accommodate expected fluctuations in grade level populations, to be specified by Board policy.

INFORMATION ABOUT PUPILS SERVED

The Academy for Science and Design is designed for students from all academic and economic backgrounds who seek a public school with challenging academic study in all areas, but uniquely specialized in science, mathematics, technology, and engineering.

Students who are apt to choose the Academy for Science and Design, will:

- Seek the challenge of a school based on high standards and expectations,
- Have an interest in Science, Technology, Engineering, and/or Mathematics
- Welcome off-campus opportunities for learning, e.g. research and apprenticeships
- in different learning environments,
- Desire a program where students assist in their own program design and educational goal-setting,
- Welcome a personalized school environment designed to cultivate student interests and talents,
- Choose a school community based on respect, citizenship, and personal responsibility

CURRICULUM THAT MEETS OR EXCEEDS STATE STANDARDS IN THE SUBJECT AREAS OFFERED

The curriculum at the Academy for Science & Design provides students with a well-rounded and rigorous foundation in math and science, while meeting the state requirements for graduation in all areas of study. Students of all grade levels and learning styles are challenged to think critically and logically, apply information, find and analyze evidence, work individually and in groups, share information electronically, and communicate clearly in both written and oral forms. [ASD provides a curriculum that meets and aims to exceed state standards by interweaving communication skills within the STEM and Humanities curriculum, promoting clarity and comprehension in technical disciplines and beyond.](#) The ultimate goal is to prepare students for a continuously evolving academic and technological world.

The number of credits required for graduation from ASD meets or exceeds state requirements in each curricular area.

CURRICULUM FEATURES

[BRIDGING STEM EXPERTISE WITH ARTICULATE COMMUNICATION](#)

[ASD's curriculum incorporates advanced tools and learning spaces/resources dedicated to nurturing a dual skill set among students: one that connects the intricacies of technical STEM inquiry with the clarity and impact of articulate communication. Through hands-on experience with cutting-edge technology and collaborative platforms, students will not only excel in STEM disciplines but also become compelling communicators of their ideas and innovations.](#)

EXPLORATORY STEM COURSES AND IN-DEPTH, SPECIALIZED COURSES

The breadth of required courses provides for a stimulating introduction to many STEM fields, affording students the opportunity to explore unfamiliar content or fields they may not delve into on their own. Elective courses in all areas provide students with the opportunity to pursue more in- depth study of fields

of their choice. Several of these advanced level courses provide students with the opportunity to earn college credit while still in high school. Faculty are encouraged to develop new electives inspired by their interests and those of the students.

Although not required, students are encouraged to focus their advanced electives in one of the Areas of Specialization offered by the school. These areas currently are:

- **Computer Science**
- **Engineering**
- **Applied Laboratory Science**
- **Environmental Science**
- **Aeronautics and Astronautics**
- **Mathematics**

INTEGRATED COURSES

The integrated design of certain courses offered at ASD is consistent with the school's learning standard for synthesizing knowledge from multiple subject areas to address essential questions. The school continues to develop curriculum for these courses.

INSTRUCTION

Instructional methods employed at the Academy for Science and Design are multidimensional. They include explicit teaching of foundational knowledge by teachers inside the classroom as well as self-directed student learning of basic content outside the classroom via technology resources, with the latter providing classroom time for interaction, practice, individual interventions, and problem/project-based activities. These methods vary depending on subject matter and the pedagogical strengths of individual teachers, with the constant being the individual student and his or her academic, personal, and social growth.

SPARK CONFERENCES

SPARK Conferences (Symposium Promoting Advancement of Real-World Knowledge) expose students to various STEM careers, relevant topics, and issues in the realm of science and technology, as well as to cultivate their unique interests and talents. Several times throughout the year, students have the opportunity to sign up for and experience a program of seminars and short immersion courses. Presenters at SPARK include members of the ASD school community such as faculty, high school students, and parents. In addition, SPARK presenters come from local community organizations, higher education, and the corporate sphere. These presenters believe it is critical to enlighten and inspire our young leaders of tomorrow through exposure to experiences, ideas, and challenges that will help them to become creative and energetic leaders.

SENIOR RESEARCH PROJECT AND LEARNING STUDIOS

The Senior Research Project provides an opportunity for students to show local, national, and/or global understandings of the technical and social issues inherent in the application of science and engineering.

Students are expected to be self-directed during the project, using skills such as initiative, logical and analytical thinking, reasoned and ethical judgment, well-integrated knowledge, and leadership.

While enrolled in Learning Studios, students design and implement an authentic project to address a problem requiring collaboration across subjects. The project requires extensive research, analysis, and collaboration with faculty and classmates, and since topics are dependent on student interest and their chosen area of specialization, students of greater and lesser ability support one another around their mutual interest in solving the problem at hand, making use of each student's individual contributions as well as knowledge acquired from their regular courses.

TECHNOLOGY

The Academy for Science and Design believes that it is vital that students explore, utilize, and understand the role of technology in education and in society. Teachers, in all curricular areas, integrate technology use into their instruction and assessment.

COLLEGE AND CAREER READINESS

The ASD curriculum supports college and career readiness in a variety of ways. Required courses are geared to college and university recommendations for preparation, and ASD offers a number of college-level courses to give many students a head start in college preparedness. Another important support is ASD's emphasis on developing in students a strong knowledge base upon which they can base thoughtful and original arguments or hypotheses. Perhaps most important to college/career preparedness, however, is the experience ASD students acquire in self-direction: developing original and worthwhile ideas, establishing priorities and organizing one's time, identifying key resources, working well with others on a team, and persevering in completing a project.

VARIED ASSESSMENTS

Consistent with the multidimensional nature of teaching and learning at ASD, assessments for measuring and informing progress are varied as well. They include formative tests designed by teachers to assess understanding of ideas and information, and they include common summative assessments prepared by teachers of the same subject. During periods of explicit instruction, teachers are also adept in the use of monitoring strategies to ascertain group and individual progress. During the relatively greater amount of class time spent with hands-on, interactive learning, teachers' noted observations and conferences with individual students are also used to analyze and improve student performance.

In view of ASD's emphasis on project/problem-based and self-directed learning, performance assessment plays a significant role in measuring individual progress of students, given its ability to assess a much greater range of cognitive and non-cognitive abilities than traditional testing alone. Rubrics are used to measure the quality of student projects and performances, capturing not only the quality of the process and final product, but also self-direction skills such as initiative, organization, resourcefulness, ethical judgment, persistence, and leadership. Assessments by teachers and self-assessments by students are used in combination, reflecting ASD's synergistic view of teaching and learning itself.

ADVISORY PROGRAM

The Advisory Program at the Academy for Science and Design supports students' social, academic, and emotional growth. Student advisory groups are composed of approximately fifteen to twenty students who

meet daily with a faculty advisor who moves along with the students as they progress through the academic program. In addition to engaging in team-building, learning organizational skills, and planning for college and career, students build lasting relationships with their faculty advisor as well as with their peers.

INTERNSHIP

The internship requirement at ASD provides invaluable work experience, outside the school setting, prior to graduation. The process of applying for and securing an internship helps students develop an understanding of the steps involved to successfully gain employment; the transition from the classroom to the workplace develops an appreciation for the application of knowledge to real world problems and solutions.

ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVES

- 100% of the academic courses have succinctly stated learning goals and objectives,
- More than 80% of students are proficient or advanced in reading, science, and mathematics on state assessments
- 100% of graduating students earn 5 credits in mathematics
- 100% of middle school students enroll in Algebra 1
- 100% of graduates complete internship experiences in science-related field, with specialists, industry leaders or entrepreneurs
- 100% of graduates have a post-graduation plan,
- 90% of graduates plan to attend a college,
- 100% of students participate in volunteer activities both on campus and off campus,
- All students contribute to a respectful community environment.
- All students will be able to articulate STEM knowledge, developing effective communication skills.

ACHIEVEMENT TESTS TO BE USED TO MEASURE PUPIL ACADEMIC AND OTHER GOAL ACHIEVEMENT

The School measures student achievement using a wide array of methods. Teachers use both formative assessments to inform their instruction and approach in the classroom. Summative results from standardized testing are also analyzed during yearly planning for making curriculum adjustments and focusing professional development. Data for improving school performance overall is generated through continuous interaction among the school director, school staff, parents, and community partners, as well as through surveys for indicating areas of concern.

GRADUATION REQUIREMENTS

The Academy for Science and Design maintains the graduation requirements listed below. The school defines “credit” as the completion of a year-long program with demonstrated content mastery. Partial credits are awarded for semester long classes or in situations where a sequence of classes is required to complete study of the material. The Program of Studies includes all required courses of study and is updated annually and approved by the Board of Trustees.

Of the 28.5 credits required to graduate, 26.5 are accrued through academic courses, as detailed in the following table. The other 2 credits are distributed between Stewardship (0.5), Internship (0.5), and the Senior Project (1).

Mathematics 5 credits

Applied Laboratory Science 3 credits Engineering 1 credit Computer Science 1 credit World Language and Cultural Studies 3 credits

English Language and Literature 4 credits

Social Science and History 3 credits Visual and Performing Arts 1 credit Health and Fitness 1.5 credits Learning Studios 1 credit Advanced Electives, Area of Specialization 3 credits

STAFFING OVERVIEW

The Academy for Science and Design is committed to recruiting and retaining highly qualified faculty and staff members. [Staff development includes professional learning opportunities focused on integrating technical and communication skills into STEM teaching methodologies](#)

In addition to meeting all state requirements for public Charter schools in relationship to required certifications and criminal background checks, as well as all state and federal employment laws, ASD seeks to employ a diverse group of individuals who:

- Possess strong backgrounds/certifications from educational programs and experiences
- Have unique industry experience in STEM-related fields
- Are committed to the mission/vision of the school

SCHOOL LEADERSHIP

The Director is responsible for the daily operational management of the school, but additionally sits as a non-voting member on the Board of Trustees and all Board Committees, providing insight and direction at the school-level and the Board level. The Director also bears additional responsibilities such as direct interaction with members of the New Hampshire Department of Education, members of the State Board of Education, corporate partners, and state legislators.

The Director, in collaboration with the ASD Board of Trustees, develops an organizational structure with clear job responsibilities for all other administrators. This structure is reviewed and adjusted annually to meet the needs of the school.

The Director, in collaboration with the ASD Board of Trustees, will maintain a faculty and staff that promotes a high-quality academic program as well as provides needed support for guidance/student services.

PERSONNEL COMPENSATION PLAN

COMPENSATION

The philosophy of staffing and compensation is to recruit and retain highly motivated and talented personnel, committed to the excellence described in this charter and the philosophy of instruction and support. The school requires faculty who embrace teamwork within and across traditional subject disciplines.

The philosophy of compensation is based on whole school accomplishments, value, fairness, and freedoms afforded charter schools from traditional track and step compensation models. Additional compensation may be incurred by assuming extra responsibility in needed areas and through board-approved bonuses.

BENEFITS

The Board will continue to explore benefit program options that support employee retention.

The school honors state and federal guidelines that may apply to employees such as official holidays, family leave, disability, and civic duty.

PUPIL TRANSPORTATION PLAN

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

RSA 194-B:2, Attendance at a chartered public school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.

The Academy for Science and Design makes an effort to assist parents and students without access to bus transportation who wish to coordinate shared transportation.

STATEMENT OF ASSURANCES RELATED TO NON-DISCRIMINATION

Academy for Science and Design Chartered Public School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Academy for Science and Design Chartered Public School also does not discriminate in its hiring or employment practices.

The Board of Trustees has developed and adopted a policy and has administrative procedures to address complaints or concerns.

METHOD OF COORDINATING WITH A PUPIL'S LOCAL EDUCATION AGENCY (LEA) FOR MATTERS PERTAINING TO ANY SPECIAL EDUCATION PROGRAMS

The Academy for Science and Design follows all rules outlined in New Hampshire Rules for the Education of Children with Disabilities in accordance with all RSAs as well as Special Education technical advisories and communication from the New Hampshire Department of Education.

Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding. The Academy for Science and Design will respect the LEA's

responsibility under statute for handling special education decision-making, and provides a liaison as a member of the IEP team

The Academy for Science and Design initiates and participates in the Special Education process for students who are not identified and continues participation through the Special Education Process Sequence outlined in Ed. 1104.01 Sequence of Special Education Process.

The sequence of the special education process shall be: (a) referral; (b) Evaluation; (c) Determination of eligibility; (d) Development and approval of the IEP; (e) Placement; (f) Ongoing monitoring of the IEP; and (g) Annual review of the IEP

The Academy for Science and Design encourages all interested students to apply and discusses the program with families including supports and resources provided by the charter school in collaboration with the LEA.

ADMISSION PROCEDURES

ELIGIBILITY The Academy for Science and Design is an open enrollment, public school. New Hampshire students who meet the school's admission criteria may apply. The school may accept out-of-state students at a fee to be set annually on a space available basis.

There are two criteria for admission eligibility:

- 1) The applicant student will have successfully completed the school year preceding admission with credits or creditable work in all core subjects. ASD will verify records by requesting copies directly from the sending districts.
- 2) The applicant and his/her parent/guardian acknowledges full understanding of and willingness to participate in the Mission of the school, its policies, program, and expectations.

Students seeking enrollment must complete ASD's application process. When there are more applicants that have completed the application requirements than available spaces in any grade or program, a lottery will be conducted. Only New Hampshire residents are eligible for the Lottery. Out of state applicants may be admitted at the current out-of-state tuition in the event that there are insufficient New Hampshire applicants to fill the available openings.

Applicants who are not admitted from the lottery will be placed on a wait-list in the order their names are drawn, according to grade or program. Should an opening occur, placement will be offered based on waiting list order. Once the school year has begun, applicants requesting to transfer to ASD will be invited to complete an application package and once successfully completed, will be placed at the bottom of the wait list according to grade or program. Complete applications received after the lottery application deadline will be time-stamped and added to the Wait-List in the order received.

All non-New Hampshire resident applicants on the waiting list will be moved in numerical order to waiting list positions following all New Hampshire applicants, regardless of the order New Hampshire resident applications are received.

APPLICATION RELATED DATES AND PUBLIC NOTIFICATION

While applications are accepted throughout the year, an application deadline to be eligible for the admissions lottery will be set and publicly posted by the start of each academic year for admission to ASD in the following academic year.

This information will be made public in the following venues:

- ASD website
- A New Hampshire state-wide newspaper
- Posted in the ASD lobby
- Notification sent by email to all current ASD families, faculty, board members and founders

APPLICATION PACKAGE

All required forms in the application package will be available at ASD as well as online and must include all information required to meet this ASD Charter and NH State requirements (RSA 194- B).

PHILOSOPHY OF STUDENT GOVERNANCE AND DISCIPLINE

The Academy for Science and Design is committed to promoting a respectful and safe environment for all members of the school community. The school's student governance philosophy involves high expectations for respectful and responsible behavior and logical consequences for behavior that does not meet expectations. The school has clear expectations for student behavior as outlined in the Parent & Student Handbook. Students are encouraged to access school counselors and advisors to assist with problem solving and conflict resolution through mediation.

The Academy for Science and Design Board of Trustees develops policies that conform to and support state law in all required areas including the areas of bullying, harassment, violence, drugs and alcohol, weapons, and other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy. The school will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils) and RSA 194-B, 9,III, a pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the Director and staff in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil.

The Academy for Science and Design is committed to providing students opportunities for leadership and citizenship. The Student Council is elected annually, serves as the voice of the student body, and is integral to the school's culture.

METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING

The Academy for Science and Design follows public school accounting guidelines and utilizes internal accounting controls necessary to safeguard its assets. The Academy for Science and Design maintains accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial audit is prepared by an independent, certified public accountant.

The Academy for Science and Design Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the school's financial status. The Board of Trustees also adopts policies for the financial management of the school.

Any funds transferred from the school district will be to the general fund only. The Board of Trustees will establish a maximum cap for discretionary expenditures.

The Academy for Science and Design shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V).

ANNUAL BUDGET, INCLUDING ALL SOURCES OF FUNDING

The Academy for Science and Design will use the State's average high school tuition cost as guideline for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of 194-B:11 (2014)

In partnership with the Finance Committee, the Director and Business Manager develop an annual budget. This budget is approved by the ASD Board of Trustees prior to each fiscal year and reported to all entities required by law. The Academy for Science and Design recognizes that the long-term sustainability of a charter school requires a long-term fiscal plan.

See Appendix A for the 5 Year Projected Expenditure and Revenue Budget

ADDITIONAL SOURCES OF REVENUE

To obtain incremental funding and support for activities essential to high-quality STEM education and to pedagogical innovation, core elements of the Academy's mission, a number of focused efforts are being or will be undertaken:

1. An Annual Campaign and associated events, such as an Annual Gala, to encourage financial support from students' parents, Board members, and members of the surrounding community.
1. Substantial expansion of the Academy's outreach and engagement program to cultivate valuable supporting relationships with STEM-focused companies, particularly in New Hampshire and the Northeast, with the goal of obtaining financial support as well as in-kind contributions such as field trips, student internships, SPARK program presenters, Senior project panelists and corporate sponsorships and partnerships.
2. Initiation of an outreach program to identify entrepreneurs and high-net-worth prospective philanthropists who have STEM-related successes and a desire to promote STEM education.
3. Continual exploration of potential STEM-related grants and resources through local, regional and national programs.
4. Expansion of additional teaching opportunities such as fee-based summer school programs.
5. Ventures primarily operated by student organizations that will produce some amount of revenue while providing entrepreneurial experiences for those students.

The Academy has set a five-year goal to achieve \$500,000 annually from some combination of the above revenue-focused initiatives. There is an initial dependency on some level of volunteer support for some of these programs, but it is anticipated that the Academy's administration will increasingly assume responsibility as revenues from these efforts increase.

SCHOOL CALENDAR ARRANGEMENT, NUMBER AND DURATION OF DAYS PUPILS ARE TO BE SERVED

The Academy for Science and Design School Calendar is developed by the Director and approved by the Board of Trustees. The Director ensures the school calendar maintains compliance with all requirements as set forth by Ed 306.18 and Ed 306.19.

A chartered public school shall provide instruction for at least the number of days required by state law. A chartered public school shall comply with compulsory attendance laws as provided in RSA 189:1, 189:1-a, and 193:1. Innovative scheduling resulting in at least that number of attendance hours required under RSA 186-C:15, 189:1, 189:1-a, and 193:1 and current state board attendance rules shall be encouraged.

PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

The Academy for Science and Design, pursuant to all related laws and regulations at the local, state, and national level, maintains a comprehensive insurance program that provides protections needed for a public charter school, including worker compensation, liability insurance, and facility coverage.

IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES

During the period of planning and development, the Academy for Science and Design required numerous tasks addressed by specialists in fields of charter schools, assessment, school administration, insurance, finance, public relations, curriculum and instruction, foreign language, business and technology, science and engineering, marketing, and strategic planning.

Specialists involved in the first year of planning and development at the Academy for Science and Design included:

- Matora Fiorey, Ph.D., specialist in chemistry; founder,
- David Guo, Ph.D., specialist in aeronautical engineering and Chinese education,
- Susan Hollins, Ph.D., specialist in charter schools and school administration; founder,
- Barbara Hopkins, specialist in math/science grant programs and school business partnerships,
- Annette Kurman, specialist in public relations, currently at Daniel Webster College,
 - Marc Lessard, Ph.D., specialist in space science, physics, and engineering; currently faculty at University of New Hampshire,
 - Alexander Slocum, Ph.D., specialist in engineering, design, and invention; currently faculty at Massachusetts Institute of Technology,
 - Fred Wetzal, Ph.D., specialist in independent teacher preparation programs and advanced placement programs.

All of the above-named specialists have intimate knowledge and commitment to New Hampshire's students, schools, and economy.

The Academy for Science and Design remains open to future involvement from these specialists, as well as others whose unique talents and expertise could inform best practices at the school.

PHILOSOPHY OF PARENT INVOLVEMENT, RELATED PLANS AND PROCEDURES

The high level of family engagement at the Academy for Science and Design is directly related to the school's highly effective school-to-home communication and its continued efforts to reach out to families

for feedback about the program. Families receive regular communications from the school through various methods, including social media channels.

Families engage with the program in the following ways including, but not limited to: financial contributions, volunteering, resource sharing, advocacy, providing feedback to school personnel, and networking with potential community partners.

PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENTS AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure that all New Hampshire residents have equal opportunity to apply to the Academy for Science and Design, a public relations effort will be initiated each year with application details and deadlines. Admissions information will be placed in a statewide newspaper advertisement each year, posted in the admissions portion of the school website and hung in the school lobby.

GLOBAL HOLD HARMLESS CLAUSE

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

The Academy for Science and Design, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the school district, any other school district which sends its students to the charter school, and their school boards, office directors, agents, employees, all funding districts and sources, and their successor and signs, (the “indemnified parties”) from any and all claims, demands, actions and causes 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.

SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE

If the 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 herein.

PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL

The Board of Trustees, in the event of dissolution, would develop a prompt but strategic plan that addressed debt obligation, contracts, and assets.

All property which the Academy for Science and Design has leased, borrowed or contracted for use shall be returned or handled according to contractual prearrangement.

Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

1. The board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.
2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.
3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curricular manuals, personal mementos and other material or apparatus that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legally liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. The Academy for Science and Design shall coordinate any planned or voluntary bankruptcy filing with the area school boards to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students at the Academy for Science and Design

PLAN FOR EDUCATION OF PUPILS SHOULD THE CHARTER SCHOOL CEASE OPERATION

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or/legal guardian. Likely options would be 1) re-

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integration into the student's local public school, 2) application to a high school, including a different chartered public school, if available, 3) depending on age, early admission into a post graduate program, or 4) other available options based on parent and student priorities. **In addition to existing reintegration plans, ASD will collaborate with receiving institutions to ensure that STEM communication skills development continues to be emphasized and supported.**

Official records of all the students would be transferred in a timely manner to the receiving school. Staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

ACCOUNTABILITY PLAN

The Academy for Science and Design provides all required annual reports of progress regarding governance, financial operations, student enrollment, progress toward meeting goals, parent involvement, and outreach. In addition to all accountability reporting required by state agencies, the Academy for Science and Design maintains and updates an Accountability Plan that is used to measure progress.

APPENDIX A 5-YEAR PROJECTED EXPENDITURE AND REVENUE BUDGET

APPENDIX B SCHOOL ACCOUNTABILITY PLAN

APPENDIX C ORIGINAL CHARTER APPLICATION JANUARY 2006

EXECUTIVE SUMMARY

Office of Chartered Public Schools

**The Seacoast Classical Academy Chartered
Public School**

Charter Amendment Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter amendment for The Seacoast Classical Academy Chartered Public School (CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny the amendment of a charter schools charter.

C. EFFECTS OF THIS ACTION

An amendment of the charter will allow The Seacoast Classical Academy CPS to better meet the needs of their students and support the school mission as a chartered public school in the state of New Hampshire until their next five year renewal in 2029.

D. POSSIBLE MOTION

I move that the State Board of Education approve the amendment of The Seacoast Classical Academy Chartered Public School's charter OR:

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



New Hampshire Department of Education
Office of Charter Schools

Chartered Public School
Application for Charter Amendment

A chartered public school may submit an amendment to their charter contract with the state of New Hampshire in accordance with RSA 193-B:3, XI. This form, together with required attachments, is for use when applying for an amendment with the State Board of Education under Ed 318.12 (Issuance and Amendment of Charter).

Name of Chartered Public School: Seacoast Classical Academy Chartered Public School

Name of School Director: Timothy Galitski, PhD

Street Address: 31A West Main Street (address will be renamed in future)

Town: Newton

Email: tgalitski@seacoastclassical.org

Phone Number: 1-603-212-1433

Amendment Type:
(Select all that apply.)

- Grade Levels, Enrollment, Mission, Curriculum/Model, other

Description:

(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

We seek amendment of Section 3 (Introduction) Part I (Scholars to be served), specifically concerning enrollment limits. The amendment would not change the total enrollment limit. It would give us greater flexibility to allocate enrollment places among grades and sections.

Reasoning:

(Use this space to fully describe the area(s) in which you are requesting amendment(s).)* Provide any supporting documentation to support the need for an amendment

The grade-wise distribution of applicants differs from the charter-specified distribution of enrollment places. Some grades are over-subscribed and others are under-subscribed. The amendment would allow us to enroll more applicants by allocating enrollment places to better match the applicant pool.

Impact Areas:

(Check all areas impacted upon amendment approval)

- Students/Families, Budget, Goals, Staffing, Facilities, Accountability Plan, other

A copy of the last approved charter, with proposed amendment(s) shown via "red-lines" or "mark-ups", is required to be attached to any amendment application. Copy attached.



New Hampshire Department of Education

Office of Charter Schools

Please include the following additional attachments as noted for specific impacts.

| | |
|---------------------------------|---|
| Students & Families: | <input checked="" type="checkbox"/> Detailed description of the impacts to students and families <input checked="" type="checkbox"/> Plan for communication of these impacts |
| Staffing: | <input type="checkbox"/> Detailed description of the impacts to staff members <input type="checkbox"/> Plan for communication of these impacts |
| Budget: | <input type="checkbox"/> Detailed description of the impacts to the budget <input type="checkbox"/> Amended next year budget |
| Facilities: | <input type="checkbox"/> Detailed description of the impacts to the facilities <input type="checkbox"/> Timeline for impacts |
| Goals: | <input type="checkbox"/> Goal revisions |
| Accountability Plan: | <input type="checkbox"/> Accountability plan revisions |

By signing below, I certify that the information contained within this application for amendment is true and accurate to the best of my knowledge.

Robert Chase

February 16, 2024

Print Name:

Date:

Signature of the Chairman of the Board of Trustees



IMPACTS ON SCHOLARS AND FAMILIES OF THE PROPOSED CHARTER AMENDMENT

Detailed Description of the Impacts to Scholars and Families

Our proposed amendment promotes the interests of our applicants and families. The impacts on scholars and families will be twofold:

1. Increased probability of the opportunity to enroll in their chosen school,
2. Decreased probability of family disruption by lottery outcomes separating siblings.

We will achieve these positive impacts by using the enrollment flexibility provided by the amendment to adjust our enrollment plan to more closely match the actual grade-wise distribution of applicants.

Plan for Communication of these Impacts

Numerous families have applied for admission. After the March 14th meeting of the NH Board of Education, we will communicate information via email about our lottery without unnecessary delay, and before our lottery date, March 16th. Also, we will post information about the lottery on our website. The content of our communication will specify which grades are subject to a lottery due to insufficient capacity, and which grades will get enrollment offers without a lottery. Also, for any grades that are subject to a lottery, we will notify, individually, each family of their lottery status; either they will be exempt by one of the lawful exemptions allowed by our charter, or they will be entered in the lottery. We will then conduct the lottery and proceed to offer enrollment accordingly.

SEACOAST CLASSICAL ACADEMY
CHARTERED PUBLIC SCHOOL



CHARTER APPLICATION

Submitted to: New Hampshire State Board of Education

Date Submitted: 30 June 2022

Date Approved: 10 November 2022

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| Exhibit G | Draft Budget | |
| Exhibit H | Draft Employee Handbook | |
| Exhibit I | Draft Family Handbook | |
| Exhibit J | Draft Accountability Plan | |
| Exhibit K | Letters of Support | |
| Exhibit L | Draft Calendar | |

SECTION I: LETTER OF INTENT

The letter of intent of 19 November 2021 (Exhibit A) proposed that Seacoast Classical Academy Chartered Public School would serve grades K to 12. This application proposes to serve grades K to 8. All Exhibits are incorporated by reference.

SECTION II: APPLICATION COVER SHEET

Charter School Name: Seacoast Classical Academy Chartered Public School (“SCA”)
Sponsoring Organization: Seacoast Classical Education Foundation (“SCEF”)
Contact Person: Timothy Galitski, PhD
Mailing Address: P.O. Box 844, Exeter, NH 03833
Telephone: 1-603-212-1433
Alternate Telephone: 1-603-580-1698
Email Address: info@scefnh.org
Projected Opening Date: August or September 2023
School Location: Seacoast Region, New Hampshire
5-Year Enrollment Projections:

| 5-YEAR ENROLLMENT PROJECTION | | | | | |
|------------------------------|------------|------------|------------|------------|------------|
| Grade | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| Kindergarten | 60 | 60 | 60 | 60 | 60 |
| Grade 1 | 40 | 60 | 60 | 60 | 60 |
| Grade 2 | 20 | 40 | 60 | 60 | 60 |
| Grade 3 | 20 | 20 | 40 | 60 | 60 |
| Grade 4 | 20 | 20 | 20 | 40 | 60 |
| Grade 5 | 20 | 20 | 20 | 20 | 40 |
| Grade 6 | 60 | 60 | 60 | 60 | 60 |
| Grade 7 | 40 | 60 | 60 | 60 | 60 |
| Grade 8 | 20 | 40 | 60 | 60 | 60 |
| Total | 300 | 380 | 440 | 480 | 520 |

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.

Signed: Seacoast Classical Education Foundation

By: 
 Timothy Galitski, Chairman and President

Date: 30 June 2022

SECTION III: INTRODUCTION

PART A. General Description and Proposed Location

General Description

At Seacoast Classical Academy Chartered Public School we believe that families want academic excellence and family rights. Our core purpose is to provide those to our community in a tuition-free public school. SCA will educate young scholars in Kindergarten through 8th Grade, and will open in the fall of 2023.

Proposed Location and Facility

SCA seeks a location near the center of the Seacoast region, and will prioritize Exeter and nearby towns. Of special interest is a location in the NH101 corridor from Epping to Hampton. Such a location would maximize the number of potential scholars within a half-hour driving radius, and would maximize accessibility from Seacoast population centers and Seacoast towns with the highest poverty rates in Rockingham County.

SCEF has identified facility-site guidelines and calculated building-space guidelines based on: (1) Ed 321 regulations concerning school sites and minimal school spaces; (2) enrollment projections (Section 3G); and (3) plans to co-locate with a future separately chartered High School. See Section XI (Facilities).

PART B. Contact Person See Section II.

PART C. Identity of the Applicant

Seacoast Classical Education Foundation, a New Hampshire nonprofit organization, is the eligible entity submitting this application for a charter for Seacoast Classical Academy Chartered Public School.

PART D. Education Vision and Mission Statements

Vision of Seacoast Classical Academy

Our vision is academic excellence through education that is classical in its curriculum and proven in its pedagogy. We view academics broadly to include literacy, numeracy, humanities, sciences, and arts. We recognize the primacy of the family in the upbringing of the child, and focus our role on academics.

Mission of Seacoast Classical Academy

Our mission is providing academically excellent instruction and opportunities for creative exercise of learning to young scholars, while upholding family rights.

- We impart knowledge, and develop understanding through the examination and synthesis of that knowledge. Ultimately, we teach our scholars how to think critically, not what to think.
- We educate our scholars in traditions of moral and civic virtue, with a central and recurring emphasis on Western and foundational American principles.
- We recognize and reinforce the parental role as the primary decision maker and moral authority in the life of the child.

PART E. School Goals, Characteristics, and Methods

Academy Social Goals

The twin social goals of Seacoast Classical Academy are:

1. To provide an educational choice focused on academics and family rights.
2. Thereby to increase educational satisfaction in all schools in our community.

Educational choice is a community asset.

Academy Virtues (Characteristics)

Seacoast Classical Academy will carry out its mission in ways that exemplify the Academy Virtues, which guide our curricular choices and everyday actions.

| | | |
|--------------------|------------|---|
| <i>Sapientia</i> | Wisdom | We exercise understanding and good judgment. |
| <i>Veritas</i> | Truth | We uphold objective standards of knowledge and thought. |
| <i>Fortitudo</i> | Fortitude | We do what we believe is right though difficult. |
| <i>Excellentia</i> | Excellence | We strive persistently to surpass our former selves. |

Academy Methods

By what methods will Seacoast Classical Academy pursue its vision and carry out its mission? SCA is a champion of classical education. We are building anew by reclaiming and revitalizing classical education in our community. Section 3H (Educational Need) describes classical

education. Section 5 (Education Plan) details our curriculum and pedagogy. For an understanding of our approach to family rights, see Sections 9 (School Culture) and 10 (Stakeholder Engagement).

PART F. Target Population

Functional illiteracy and innumeracy are too prevalent in America. For example, according to the US Department of Education’s 2019 report on “Adult Literacy in the United States” 21% of US adults have difficulty “comparing and contrasting information, paraphrasing, or making low-level inferences”. This difficulty severely hinders the cultural and socio-economic prospects of many millions of Americans. Public schools exist to minimize the incidence of such outcomes. Nonetheless, substantial percentages of scholars graduate in this condition, which causes and magnifies destructive personal and social problems. These disasters disproportionately afflict educationally disadvantaged and at-risk scholars and their families. The coronavirus pandemic exacerbated our educational difficulties.

According to the most recent National Assessment of Educational Progress (NEAP), “The Nation’s Report Card”, in New Hampshire the below-tabulated percentages of scholars fall in the categories of Advanced, Proficient, Basic, and below Basic in reading and mathematics. Considering that the *minimum* standard is Proficient, and Basic is substantially less than the minimum, the data indicate that most New Hampshire scholars are less literate or numerate (or both) than our minimum standards, and large percentages are at risk of functional illiteracy and innumeracy. The NH Department of Education’s most recent assessment data show similar results both statewide and in the Seacoast region, where the percentages of proficient scholars are 56% in English language arts and 41% in mathematics.

| | NH NEAP %: ADVANCED PROFICIENT BASIC BELOW BASIC | | | | | | | | | | | |
|-------------|--|----|-----------|-----------|---------|----|-----------|-----------|----------|----|----|----|
| | Grade 4 | | | | Grade 8 | | | | Grade 12 | | | |
| Reading | 10 | 28 | 33 | 29 | 4 | 34 | 40 | 22 | 7 | 38 | 36 | 19 |
| Mathematics | 9 | 37 | 40 | 14 | 10 | 28 | 39 | 23 | 3 | 29 | 42 | 26 |

The K-8 scholars represented in the below-Proficient majorities (large bold numbers in the above table) are among those who could benefit most from education at Seacoast Classical Academy. The data indicate that problems start early and persist. This observation makes a sound K-to-8 education all the more urgent.

Literacy and numeracy are of paramount and immediate importance for academic development. Unnecessary delays and difficulties achieving them cause cascades of consequent problems. In contrast, expedition and effectiveness in achieving literacy and numeracy promote positive academic experiences. Positive academic experiences support positive attitudes in scholars toward learning, and themselves. Seacoast Classical Academy’s

classical curriculum and proven pedagogy will increase the chances of advantageous and healthy outcomes for our scholars and families.

The Seacoast region has multiple categories of families who would be highly motivated to join the Seacoast Classical community. All are welcome.

- Families of the numerous young scholars who have experienced academic setbacks or slow progress due to pandemic disruptions, and would benefit from a strong focus on academics, especially literacy and numeracy;
- The 10% of Seacoast scholar families (data from NH Dept. of Ed) who are at-risk with limited ability to choose private schools offering strong academics;
- Families attracted to classical liberal-arts education, with its emphasis on copious knowledge, broad understanding, and critical thinking;
- Families of scholars who would benefit from a pedagogical approach combining direct instruction, learning exercise, and progression by mastery;
- Homeschool families and others seeking an educational alternative that does not otherwise exist for them;
- The 62% of Seacoast scholar families who believe, according to NHEd's Bright Futures Survey, that family engagement needs improvement in public schools.

PART G. Objectives and Timeline for School Opening See Section XVI.

PART H. 5-Year Enrollment Projections See Section II.

PART I. Scholars to be Served

Seacoast Classical Academy will serve grades K to 8. We project an opening enrollment of 300 expanding over time to about 500. We anticipate the greatest initial enrollment interest in the early grades, K and 1, as well as Grade 6. In our region Grade 6 is a transition from elementary to middle schools. At full capacity, we project 3 sections of 20 scholars in each grade. Our enrollment projections are based conservatively on the actual enrollments of Lionheart Classical Academy and The Founders Academy, and our local population density.

Enrollment Limits for the First School Year ~~2023-2024~~

The above table contains enrollment projections for 5 years. For the purpose of the state's budgeting of funding for scholars, the maximum enrollment in ~~2023-2024~~ will be, by grade from K to 8: ~~66, 44, 22, 22, 22, 22, 66, 44, 22~~. That makes a total limit of 330 scholars in the first year of operation. While remaining within the total enrollment limit, each year before any lottery the Executive Director, or designee, shall set an enrollment limit for each grade. The Executive Director or designee shall set, and may change, the number of sections in each grade. The Executive Director or designee may limit the class size of any section.

PART J. Educational Need

| CONVENTIONAL EDUCATION | CLASSICAL EDUCATION |
|--|---|
| <p>Narratives</p> <p>Skills</p> <p>Dispositions</p> | <p>Knowledge</p> <p>Understanding</p> <p>Critical Thinking</p> |
| WHAT TO THINK | HOW TO THINK |

How is Classical Education Different?

Classical education—the central elements of which are Knowledge, Understanding, and Critical Thinking—offers a clear choice differing from the currently prevalent conventional emphasis on Narratives, Skills, and Dispositions.

Conventional education often de-emphasizes objective knowledge in favor of subjective **Narratives** as frameworks in which to select and organize knowledge, whereas in classical education, copious objective **Knowledge** is the raw material of learning in a content-rich curriculum.

Conventional education provides training in **Skills** of prospective value, whereas in classical education, we impart not only skills, but also a broad **Understanding** of humanity and nature through examination and synthesis of knowledge.

Conventional education inculcates favored social and intellectual **Dispositions**, whereas in classical education, we develop **Critical Thinking** strengthening the intellectual and moral autonomy of young scholars.

A general tendency of contemporary conventional education is to teach what to think, as prescribed by others, whereas classical education teaches how to think for oneself. In this way, classical education is both deeper and more broad-minded than conventional education. Classical education is good for young scholars and for our community.

Scholars and Schools in the General Area

According to welfareinfo.org, the poverty rate in Rockingham County is 4.8%. Within the county, the towns with the highest poverty rates are Raymond (12.4%) and Epping (9.8%). These towns, as well as the population center of Exeter (6.6%), are squarely in the geographic area of interest. See Section 3F for a description of the target population, which includes disproportionate numbers of educationally disadvantaged and at-risk scholars.

Outside of a small number of religious tuition-charging private schools, there are no schools within the Seacoast region that we would classify as offering classical education. The charter schools in the region offer project-based learning (Great Bay CS), arts integration (Seacoast

CS), and Waldorf education (Coastal Waters CPS). Our public-school mission, focusing on academic excellence through classical education and family rights, will broaden access to the kind of education that would otherwise be out of reach for many families in the second-most-populous county in the state.

District Schools in the NH Seacoast Region

SAU5: Mast Way ES, Moharimet ES, Oyster River MS and HS
 SAU11: Garrison ES, Woodman Park ES, Horne Street School, Dover MS and HS
 SAU14: Epping Elementary, Middle, and High Schools
 SAU16: Main Street ES, Lincoln Street ES, Newfields ES, Stratham Memorial School, Kensington ES, East Kingston ES, Swasey Central, Cooperative MS, Exeter HS
 SAU17: Memorial ES, Daniel J. Bakie ES, Sanborn Regional MS and HS
 SAU21: Lincoln Akerman School, Barnard School, North Hampton ES, Seabrook ES, Seabrook MS, Winnacunnet HS
 SAU31: Newmarket ES, Newmarket HS
 SAU33: Lamprey River ES, Iber Holmes Gove MS, Raymond HS
 SAU50: Newington PS, Greenland CS, Maude H. Trefethen School, Rye ES, Rye JHS
 SAU52: Dondero ES, Little Harbour ES, New Franklin ES, Portsmouth MS and HS
 SAU82: Chester Academy
 SAU83: Ellis School
 SAU90: Centre School, Adeline C. Marston School, Hampton Academy
 SAU106: Atkinson Academy, Danville School, Pollard School, Sandown Central, Sandown North, Timberland Regional MS and HS

Chartered Public Schools in the NH Seacoast Region

Great Bay CS (Exeter), Seacoast CS (Dover), Coastal Waters CPS (Exeter)

Nonpublic Schools in the NH Seacoast Region

Phillips Exeter Academy (Exeter), Heronfield Academy (Hampton Falls), The Cornerstone School (Stratham), Portsmouth Christian Academy (Dover), St Thomas Aquinas HS (Dover), Sacred Heart School (Hampton), St Patrick Academy (Portsmouth), St Mary Academy (Dover), Acton Academy Seacoast (Dover)

PART K. Request for Shortening of Deadlines

Seacoast Classical Education Foundation respectfully asks the New Hampshire State Board of Education to conduct a hearing of this application at the earliest opportunity. The applicant has not yet found a suitable facility. Much time will be needed to find, lease, and prepare a facility in time to open in late August 2023. Having a charter, if granted by the Board, would help to expedite that process.

SECTION IV: GOVERNANCE

PART A. Governing Board

Founding Board

Seacoast Classical Education Foundation (SCEF) is the applicant. The members of its Board of Directors will comprise the Founding Board of Seacoast Classical Academy Chartered Public School (SCA). Upon the approval of a charter for SCA, the Founding Board will serve as the governing board of SCA until it can establish, in accordance with the charter and applicable laws, the SCA Board of Trustees. Because the Board of Trustees must include parents of enrolled scholars, the election of the first Board of Trustees will occur after the enrollment lottery, within 3 months. At all times, SCEF will remain an independent non-operating private foundation.

SCEF plans that there will be a second chartered public school that will be affiliated with SCA. This school, prospectively named Seacoast Classical High School Chartered Public School (“High School”), is planned to open in late August 2024 serving grades 9 and 10, subsequently expanding to grade 12. The charter of SCA does not apply to the High School. The High School would require a separate charter. Each school would have its own finances, though they might be co-located, or share operational synergies, or both. Together, the schools would offer a continuous K-to-12 curriculum, and would coordinate their admission and enrollment operations. For example, scholars who complete the SCA 8th grade would not be subject to an admission lottery to enroll in the High School’s 9th grade. This enrollment coordination, which is authorized by Section 4310(2)(H)(ii) of the Elementary and Secondary Education Act of 1965 as amended, would preserve the benefits of educational continuity and avoid unreasonable disruption of families. In case one is needed, Exhibit B is a draft affiliation agreement between the schools.

Roles of the Board of Trustees

The Board of Trustees (“Board”) of Seacoast Classical Academy Chartered Public School is the governing body of the same, and has full authority to determine SCA’s organization, methods, and goals (RSA 194-B:3(b)). The Board has general supervisory control and authority over SCA’s operations (RSA 194-B:5 I). RSA 194-B:5, as amended, prescribes the authority and duties of the Board of Trustees.

Subject to all applicable laws and regulations, the roles of the Board of Trustees are:

1. The Board is entrusted by the State Board of Education to protect and advance the interests of the enrolled scholars, their families, and employees.
2. The Board is a promoter of academic excellence and family rights.
3. The Board is the ultimate interpreter of the Vision, Mission, Virtues, and Policies.

4. The Board is the sole approver and authorizer of Curriculum, Pedagogy, and Assessment Practices.
5. The Board is the sole maker and enactor of the Policies of the Academy.
6. The Board is the steward of the Academy's financial and institutional health.
7. The Board is the provider of suitable Academy facilities and infrastructure.
8. The Board is the employer of the Executive Director of the Academy.

Duties of the Board of Trustees

Subject to all applicable laws and regulations, the Board of Trustees shall:

1. Promote—in all matters of governance, administration, and operations—the pursuit of the Vision, the execution of the Mission, and the practice of the Virtues.
2. Consider annually for approval and authorization, the Academy's Curriculum, Pedagogy, and Assessment Practices.
3. Defend and promote family rights as explicated in Section X Part A1.
4. Report as required to the State Board of Education.
5. Develop and determine, in consultation with the Executive Director, the Academy's multi-year strategic plans, annual goals, and measurable and attainable objectives pursuant to the plans and goals; require the implementation of the plans, goals, and objectives; review the performance of these at least annually; and make public the results of the review.
6. Make and enact, in consultation with the Executive Director, the Policies.
7. Raise sufficient funds to enable operations.
8. Establish and oversee the Parent Council (Section X, Part A2), and consider its reports and advice.
9. Make and approve, in consultation with the administration, an annual budget.
10. Monitor continually the finances of the Academy.
11. Consider for hiring approval, the Executive Director's nominees for the positions of Principal, Office Manager, and all salaried Teachers.
12. Adopt a Teacher performance evaluation system.
13. Issue to the Executive Director annual written goals and an evaluation of the performance of those goals and regular duties, and set his or her compensation.
14. Make, with outside entities, agreements or contracts that secure SCA's interests, and ensure proper implementation of these.
15. Oversee risk management.
16. Meet in public (RSA 91-A:2)—except for those proceedings designated as nonpublic sessions as defined in RSA 91-A:3,II— to transact business at least bimonthly, require the attendance of the Executive Director or designee, and cause to be kept a written record of each meeting.
17. Elect Trustees according to RSA 194-B:5,II, this charter, and the Board's Bylaws.
18. Establish or dissolve—from time to time as it deems advisable—Committees either standing or ad hoc, charge or discharge them with duties, and appoint or remove their members.

19. Amend the Board's Bylaws as required by law or as the Board deems advisable.
20. Perform all other duties required by law.

Qualifications, Skill Set, and Experience

The Founding Board and the subsequent Boards of Trustees shall elect new Trustees who are expected to be champions of academic excellence (as set out in Section V) and family rights (as explicated in Section X), and to uphold the Vision and the Mission (Section III, PartD). In their personal characteristics, Trustees should exhibit the Academy Virtues—Wisdom, Truth, Fortitude, and Excellence (Section III, Part E). The Trustees, collectively, should have professional skills and experiences preparing them for leadership in:

1. Overseeing educational performance
2. Providing strategic counsel
3. Developing policies
4. Fundraising
5. Overseeing institutional finances and facilities
6. Establishing and maintaining organizational culture
7. Setting expectations and evaluating performance
8. Facilitating interpersonal and community connections of value

The professional skills and experiences of the Founding Board members fulfill these.

PART B. Trustees and their Terms

The composition of the Board of Trustees will comply with RSA 194-B:5,II. The Trustees will include:

- 2 or 3 persons with experience as: an education professional, or a school board member or other elected official, or a board member or officer of a nonprofit, or a business professional with relevant experience;
- 2 or 3 persons who are major donors to SCA, or who are board members of organizations that are major donors to SCA;
- No fewer than 25 percent or 2 parents of enrolled scholars, whichever is greater.

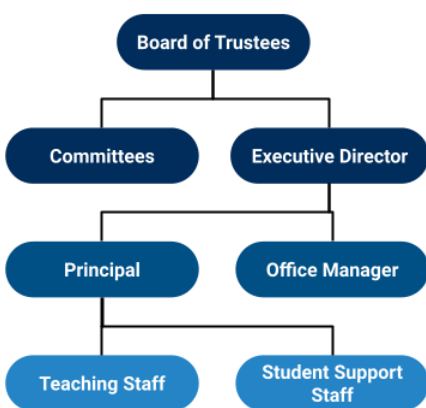
Each Trustee will be elected to a position in one specified category of the foregoing three. The number of Trustees shall be no fewer than 6, but no more than 8. None of the following may serve as a Trustee: a School employee; a child, parent, or spouse of a School employee; or, a member of a School employee's household. For stable governance, the Founding Board shall elect initial Trustees to 1-year, 2-year, or 3-year staggered terms such that continuity of Board membership is maximized. Thereafter, Trustees shall serve 3-year terms, except that persons elected as Parent Trustees shall serve 1-year terms. Unless otherwise specified at the time of election, terms will begin on July 1 and end on June 30. Trustees are eligible for re-election to no more than two full consecutive terms. By $\frac{2}{3}$ vote of the Trustees then in office whose terms will not end on or about the end of the current fiscal year, the Trustees shall elect persons to the Trustee positions with terms coming to an end. In the case of a vacancy, the remaining

Trustees may elect a person to complete the term of the vacant position. Each year the new Board of Trustees shall elect, from among the Trustees, a Chairperson, a Secretary who shall serve also as Vice Chairperson, and a Treasurer. These Board Offices have duties and powers customarily incident to them. The Board of Trustees may remove a Trustee from the Board by a vote of all but one of the other Trustees then in office.

PART C. Bylaws of the Board of Trustees

After approval of the charter, at its first meeting the Founding Board will approve the Bylaws of the Board of Trustees. Exhibit C is a draft of these Bylaws. The Board has the power to amend the Bylaws (Board Duty #19).

PART D. Organizational Structure and Growth Plan



The organizational chart shows the reporting lines of groups and persons. The Board of Trustees may revise this. The Board will seek to minimize the growth of this chart. For example, SCA will outsource accounting related functions (Section VIII, Part A). Also, Head Teachers (Section VI, Parts I&J) will assist the Principal. If necessitated by organizational growth or needs, the Board may approve positions to assist the Executive Director, the Principal, or the Office Manager. Draft position descriptions, including qualifications and responsibilities, are in Exhibit D.

Board of Trustees and its Committees

The State Board of Education entrusts the Board of Trustees with the governance of the Academy (Section IV, Part A). The Board may commit specific work to Committees (Board Duty #18). Such work may comprise, non-exclusively, generating and reporting findings and recommendations to the Board, drafting policies and other instruments for Board consideration, recruiting position candidates, negotiating agreements, and implementing the Board's decisions. Committees increase the work capacity of the Board. The Board may not delegate to a Committee an authority to bind SCA.

Pursuant to its role as the steward of the Academy's financial and institutional health (Board Role #6) and its duty to raise sufficient funds to enable operations (Board Duty #7), the Board shall have a standing Fundraising Committee charged with carrying out this duty. To the Fundraising Committee the Board shall appoint:

- At least 2 Trustees, but fewer than a Board quorum;
- The Executive Director and the Principal;
- At least 2 members of the Parent Council.

The Board may appoint other additional persons, as the Board deems advisable.

Executive Director

The Executive Director is the employee of the Board of Trustees, and the Chief Executive Officer of Seacoast Classical Academy. The Executive Director is accountable to the Board for the Academy's Vision pursuit and Mission execution. Enabling this accountability, the Board delegates authority to the Executive Director through bylaws, policies, directives, decisions, and communicated expectations. This executive authority is subject to Board review and to the Academy charter.

Principal

The Principal is the academic administrator and the lead teacher of Seacoast Classical Academy. The Principal reports to the Executive Director. The Principal shall ensure that the Academy meets its academic goals while upholding family rights.

Office Manager

The Office Manager performs administrative and supervisory work in the non-academic operations of the school, and reports to the Executive Director.

Initial Growth

At the time of the granting of a charter, the Founding Board will execute the plan for the initial growth of SCA (Section XVI). To facilitate this execution, the Founding Board may use SCEF's existing Committees: Fundraising & Marketing, Facilities, and Chartering (repurposed as Recruitment & Operations), and establish additional committees as needed. At a time after chartering, the SCEF Chairman and President, Tim Galitski, will transition to become the Executive Director of SCA. The foremost early priorities will be:

1. Secure an appropriate facility for the Academy.
2. Raise funds.
3. Recruit a Principal.

PART E. Fundraising Plan

New Hampshire charter schools must reconcile an annual revenue gap. Most of the gap is bridged by cost reductions from operational efficiencies and frugality relative to school-district practices. This typically leaves a remaining gap that can range higher than \$1000 per scholar per year. Based on study of our 5-year budget and enrollment projections, we have a simple quantitative model of our revenue gap. Our annual fundraising goal will be equal to the expected revenue gap. The model accounts for fixed costs that do not depend strongly on enrollment, as well as variable costs that are enrollment-dependent.

$$\text{Fundraising_Goal} = \text{Fixed_Cost_Gap} + \text{Per_Scholar_Gap} \times \text{Enrollment_Projection}$$

Rough estimates of the fixed-cost gap (\$100,000) and the per-scholar gap (\$200), combined with our projected enrollment (Section III, PartG), yield the following fundraising goals by school year.

| SCHOOL YEAR | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|-------------------------|------------------|------------------|------------------|------------------|------------------|
| FUNDRAISING GOAL | \$160,000 | \$179,520 | \$195,595 | \$207,997 | \$220,816 |

The SCA administration will update the revenue-gap model each year based on the budget approved by the Board of Trustees. This annual update will yield both a suggested fundraising goal for the coming year, as well as projections of future revenue gaps that will inform the planning of future budgets.

The foregoing fundraising goals do not include fundraising in the time between chartering and the opening of SCA. The costs of securing and preparing a facility are difficult to estimate at this time, and are a major variable in startup expenses. Nonetheless, we project preliminarily a need for approximately \$1.97M in startup fundraising, with \$1.87M in Year 0 and \$100K in Year 1. The Founding Board is responsible for this startup fundraising, and will update projected needs as more information becomes available. The SCEF Board will pursue funding through a combination of individual donors, corporate donors, and fundraising social events.

Upon chartering, the Founding Board, then the Board of Trustees, will be responsible for setting fundraising goals and accountable for meeting them. The Board will set the fundraising goal based on the revenue-gap model, as well as the Board's assessments of present and future opportunities and risks. The Board's fundraising responsibility and accountability reflects its role as the steward of SCA's financial and institutional health (Board Role #6) and the Board's duty to ensure sufficient funds to enable operations (Board Duty #7). Clarity on this arrangement will prevent excessively burdening employees with fundraising, so that they can maintain focus on the mission.

The SCA Board of Trustees will be accountable, and its Fundraising Committee will be responsible, for obtaining funding from SCEF, the founder of the Academy. The granting of funding, and the amount of funding, will be subject to:

- Availability of funds;
- The SCEF Articles of Agreement, bylaws, and policies, as amended;
- Teaching of a high-quality classical curriculum;
- Mission focus on academics and strong academic performance;
- Upholding and protecting family rights;
- Justification of a proposed budget.

So that both SCEF and SCA can develop their annual budgets and fundraising plans, both organizations will make good-faith efforts to agree on grant funding from SCEF to SCA, early in the SCA budget-making process.

The following table presents SCA’s annual fundraising plan, which is subject to change by the Board. The plan apportions fractions of the total annual fundraising goal—as preliminarily set forth in the nearby table, and as set annually by the Board—to several sources.

| SOURCE | AMOUNT | DATE | PURPOSE | WHO | TIME | EXPENSE |
|-----------------------|-----------|----------|-----------------------------------|-----------------------|--------|---------|
| SCEF grant | 0.75 Goal | December | Fill most of funding gap | Fundraising Committee | 10 hr | \$0 |
| Annual Fund | 0.10 Goal | December | Community support, Family support | Fundraising Committee | 20 hr | \$0 |
| Spring Auction Dinner | 0.10 Goal | April | Family support, Social capital | Fundraising Committee | 50 hr | \$3000 |
| Academy Social Events | 0.05 Goal | Various | Social capital | Fundraising Committee | 100 hr | \$2000 |

Within the category of Academy Social Events, we imagine 2 to 4 events whose primary purpose is the formation and maintenance of many positive interpersonal interactions and collaborations. The Fundraising Committee will be responsible for planning and putting on these events. It is expected that the Parent Council will play a leading role in these. This parent leadership will promote support and involvement among our families.

In addition to annual fundraising serving the purposes tabulated above, the Board of Trustees may from time to time initiate a capital campaign to support specific facilities needs. Among other strategies, the Board may seek to arrange matching donors to stimulate the raising of funds for capital improvements.

PART F. Grievance Process

No scholar, parent, or employee will be penalized, formally or informally, for expressing a grievance in a reasonable and business-like manner, or for using the grievance process. The SCA Grievance Process will comply with RSA 194-B:15.

SCA encourages grievants to attempt at first to resolve their grievance directly with involved parties in a manner that reflects the Academy Virtues. If this attempt is unavailing, or if a direct approach is not appropriate, the grievant may submit the grievance in writing to either the Principal or the Executive Director. The receiving administrator shall investigate the claimed grievance and respond to the grievant, while documenting the process.

If the grievant is not satisfied with the administration’s response, the grievant may present their grievance to the Board of Trustees. The Board of Trustees shall conduct a hearing according to rule Ed 204.01. If, after the proceedings of the Board of Trustees, the grievant

believes the grievance has not been adequately considered or redressed, the grievant may submit it to the State Board of Education, which shall investigate and make a determination.

SECTION V: EDUCATION PLAN

PART A. Curriculum and Instruction

Curriculum

The Hillsdale College K-12 Curriculum, as updated from time to time, is the curriculum of Seacoast Classical Academy, serving grades K to 8. It is planned that Seacoast Classical High School, serving grades 9 to 12, will use the same curriculum. A continuous classical K-12 curriculum is essential to the success of both schools. The Founding Board, on behalf of Seacoast Classical Academy, has obtained a license to use this curriculum. The Board of Trustees shall endeavor to maintain this license.

The Board of Trustees is the sole approver and authorizer of the SCA Curriculum, Pedagogy, and Assessment Practices (Section IV, Part A, Board role #4). The Board shall consider annually for approval and authorization, the Curriculum, Pedagogy, and Assessment Practices (Section IV, Part A, Board duty #2). The Board of Trustees may modify the curriculum, pedagogy, and assessment practices.

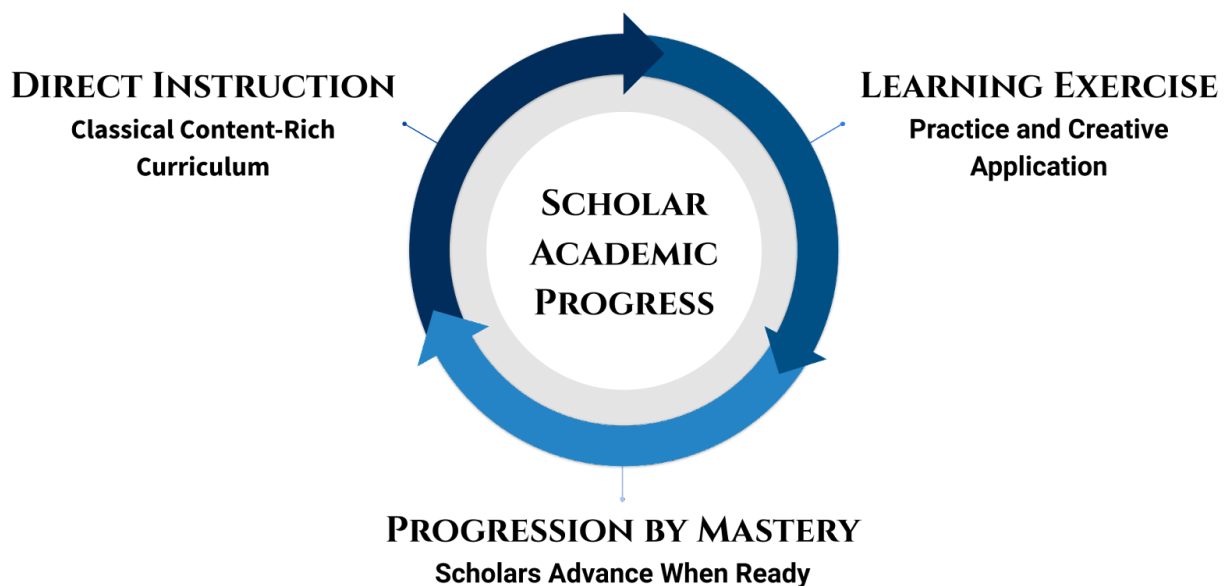
The SCA curriculum is clearly defined. The Hillsdale *K-12 Program Guide* and associated *Bill of Materials* specify the curriculum, and supporting materials, in weekly detail for each subject in each grade. The curriculum is designed for classical education in public charter schools. It is in use in dozens of schools in many states, including New Hampshire at Windham Academy and Lionheart Classical Academy. The curriculum is content-rich with a focus on literacy, numeracy, history, and science, with strong components of foreign language, art, music, and physical education. The literacy curriculum reflects the urgency of learning to read using a sound phonics-based approach. The mathematics curriculum is Singapore Math, a key success factor of the consistent top performance of Singaporean scholars in international math comparisons. The history curriculum emphasizes rigorous study of primary historical sources. The literature curriculum leads scholars in the study of classic works revealing human nature. The science, foreign-language, art, and music components complete a well-rounded liberal-arts early education.

An overview of the K-8 curriculum is below. Exhibit E is an alignment, graciously provided by Lionheart Classical Academy, of the curriculum to the NH College and Career Ready Standards. This alignment demonstrates that SCA's curriculum meets or exceeds New Hampshire state standards in the subject areas offered.

| ELEMENTARY SCHOOL CURRICULUM OVERVIEW | | | | | | |
|---------------------------------------|--|---|---|---|---|---|
| Subject | K | 1 | 2 | 3 | 4 | 5 |
| Literacy | Phonics, Reading, Spelling, Writing, Speaking | | | Grammar, Spelling, Greek & Latin Roots, Composition, Speaking | | |
| Literature | Classic Children's Literature, Sayings & Phrases, Poetry | | | | | |
| Mathematics | Singapore Math <i>Dimensions</i> | | | | | |
| Science | Life, Physical & Earth Science | | | | | |
| History & Civics | World and American History & Geography; Study of American Founding Documents | | | | | |
| Foreign Language | French, Spanish, or German | | | | | |
| Fine Arts | Studio Art, Art & Music History, Music Theory | | | | | |
| Physical Education | Cardiovascular Health, Endurance, Strength, Flexibility, Body Composition, Speed, Power, Agility, Balance, Coordination, Reaction Time | | | | | |

| MIDDLE SCHOOL CURRICULUM OVERVIEW | | | |
|-----------------------------------|--|-----------------------------|---------------------|
| Subject | 6 | 7 | 8 |
| Literacy | Grammar, Composition & Speaking | | |
| Literature | K-5 cont'd | Classic Literature & Poetry | |
| Mathematics | Singapore Math <i>Dimensions</i> | | Algebra I |
| Science | K-5 cont'd | Life & Chem. Sci. | Conceptual Physics |
| History & Civics | K-5 cont'd | America to 1877 | America 1877 to Now |
| Foreign Language | Latin Ia | Latin Ib | Latin II |
| Fine Arts | Studio Art, Art & Music History, Music Theory | | |
| Physical Education | Cardiovascular Health, Endurance, Strength, Flexibility, Body Composition, Speed, Power, Agility, Balance, Coordination, Reaction Time | | |

Instruction



An excellent education is rigorous and enjoyable, stimulating and inspiring. Our educators cultivate learning through direct instruction of a classical content-rich curriculum. Our scholars exercise this learning, and make it truly their own, through practice and creative application. Our scholars progress through the curriculum by demonstrated mastery, and advance when they are ready. Within this schema, the interactions of educators and scholars can take diverse forms.

Educator-led direct instruction is a fundamentally sound pedagogical approach. It is both traditional and adaptable. Skilled instructors engage learners with a variety of stimulating strategies, and readily recognize learning gaps. Assigning practice solidifies learning. Knowing that scholars need to accumulate knowledge and strengthen core mental faculties, we do not shy away from memorization. Making connections between curricular elements builds a network of stably integrated knowledge in the minds of scholars, and stimulates them to new heights of understanding.

Our view of learning exercise and creative application by scholars is expansive and includes many forms of knowledge application and critical thinking: solving unfamiliar math problems, writing composition, group discussion and debate, interacting with invited guests, exercise of foreign language, research of open questions, engineering and design, expressions in fine arts and performance arts, scientific experimentation, use of manipulatives and other forms of hands-on learning, among others. Creativity makes a well-rounded and self-motivated scholar.

Progression by mastery allows scholars to advance from lesson to lesson at a natural pace, when they are ready. There are two components to progression by mastery at SCA. One is differentiated instruction. The other is supplemental instruction. SCA implements differentiated instruction in the form of small-group instruction in literacy and mathematics. It is entirely natural for there to be differences in academic development among scholars in rigidly-defined age cohorts (grades). Breaking classrooms down into developmentally matched reading groups and math groups simplifies teaching and enables all to progress well. Supplemental instruction, described below in Part K, provides additional learning opportunities for scholars who are either excelling or needing to accelerate.

We understand that learning happens everywhere and in various ways. We encourage creative and unstructured play. Field trips extend the learning experience. Energetic physical activity promotes bodily health, invites social interaction, and supports learning.

Grades and Report Cards

At Seacoast Classical Academy, grades and report cards are tools to advance learning through feedback. Teachers will provide scholars with ongoing feedback on their work in an age-appropriate manner. Teachers will hold parent-teacher conferences. Report cards will include written progress narratives, grades, and evaluation comments. On a case-by-case

basis, there might be additional communications about academic progress to parents. In early grades the Academy will use a symmetrical grading scale, e.g., U, S-, S, S+, E. In the middle-school years, teachers will employ the A/B/C/D/F grading system. Each scholar will receive a grade for conduct. The conduct grade will be assigned by the group of instructional employees who work with the scholar. The Academy will explore expanding grading by groups of teachers, for cases in which this is applicable and reasonably practicable. Grading and reporting systems are subject to change and approval by the Board of Trustees (Board Role #4 and Board Duty #2, Section IV, Part A).

Part B. Current Research for the Curriculum

A Seacoast Classical Academy education is rigorous, stimulating, and inspiring.

In classical education, abundant knowledge is the raw material of learning. Accordingly, the Academy's curriculum is content rich, and our instructional methods include direct instruction of this content to expedite rigorous knowledge acquisition through literacy and numeracy.

Classical education inspires a strong understanding of humanity and nature. Correspondingly, the curriculum is strong in the liberal arts—literature, mathematics, history, science, and fine arts—and our instructional methods strengthen this understanding through practice and creative application of knowledge.

In classical education, knowledge and understanding lead to independent critical thinking. The curriculum affords ample age-appropriate opportunities to develop critical thinking through contemplation of literature, a math curriculum emphasizing problem solving, and a history curriculum promoting consideration of primary historical sources. Demonstrations of critical thinking evince mastery, affirming readiness to progress.

The Seacoast Classical Academy curriculum is research-based with evidence of effectiveness. Classical education originated in antiquity, and developed continuously over many centuries in Europe, the Middle East, and North Africa. It continues to have a broad influence. In an important sense, classical education is the educational gold standard to which other educational models should be compared. Seacoast Classical Academy is reclaiming and revitalizing this gold standard in our community.

Classical education can rightfully claim millennia of civilizational development as evidence of its success. The central elements of classical education—which we express in modern English as Knowledge, Understanding, and Critical Thinking—have clear antecedents in ancient Greek philosophy, and are concisely expressed in the medieval-Latin Trivium: *Grammatica, Dialectica, et Rhetorica*. The educational model of Seacoast Classical Academy is influenced by

the first universities, whose durable success and profound influence are unmatched in education.

The components of the Academy's curriculum are research-based with evidence of effectiveness. The components are *Literacy Essentials* for literacy, *Singapore Math*, and *Core Knowledge Sequence* for literature, history, science, and arts. In Exhibit F we reproduce verbatim Section 5B of the charter of Lionheart Classical Academy, which uses the same curriculum. The Lionheart charter includes information supplementing the following.

Literacy Essentials (journeytoliteracy.com) is a multi-sensory approach for teaching phonics, spelling, vocabulary, reading, handwriting, and grammar. Literacy programs fall along a gamut of instructional approaches. On one end is a whole-language approach; the other end is an Orton-based method of intensive phonics instruction leading from spelling to reading through a multi-sensory approach. While the research (e.g., The Report of the National Reading Panel, 2000) tends to support the Orton-based approach, some Orton-based curricula are difficult to use without intensive training. As a result, most current phonics programs use a blended approach of phonics and whole language. The curriculum includes *Literacy Essentials* because it is a robust and accessible Orton-based program. Teachers report that it has a user-friendly design.

In mathematics, the Academy will employ the *Singapore Math* curriculum (singaporemath.com). From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and relationships. The program presents mathematical skill building and problem solving such that scholars have a better understanding of not simply when to use a particular method—but why. In typical US math programs, scholars get a worked example, then solve problems that very closely follow that example, repeating the same steps with different numbers. Two international tests, the TIMSS (Trends in International Mathematics and Science Study) and the PISA (Programme for International Student Assessment), assess math and science competency in countries around the world. Singaporean scholars consistently rank at the top. With the use of *Singapore Math* programs, more scholars rank “At or Above NAEP Proficient” in US national math assessments.

Much of the curriculum in the areas of literature, science, history, art, and music is derived from the *Core Knowledge Sequence* (coreknowledge.org) used widely across the United States for over twenty years. This curriculum is characterized by a strong emphasis on language, content-richness in all subjects, and a focus on historical, literary, and scientific traditions. E. D. Hirsch, Jr. is the founder and chairman of the Core Knowledge Foundation and professor emeritus of education and humanities at the University of Virginia. He is the author of several acclaimed books on education in which he has persisted making the case for equality of educational opportunity. The Core Knowledge Language Arts (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country,

including rural and suburban schools. In these schools, 30% to 99% of scholars received free and reduced lunch, and 15% to 60% were English learners. Results of this three-year study (see coreknowledge.org) show that scholars in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies.

The demonstrated success of the Academy's curriculum in literacy, numeracy, and core subjects directly addresses urgent educational needs of the scholar populations identified in Section III Part F, especially those at risk. This population is at-risk of delayed or underdeveloped literacy and numeracy, and consequent academic stagnation. Our classical educational model, including successful curriculum components, will mitigate this risk and prepare our scholars for success.

Part C. Availability of Information about Curriculum and Policies

As required by RSA194-B:2,II and Ed 318.07(b)(6), information about SCA's curriculum and policies will be available to all persons, including families considering enrollment.

- Printed copies of the *K-12 Program Guide* and the Policy Manual will be on site.
- Curriculum overviews and the Policy Manual will be on the SCA website.
- At enrollment-information sessions and yearly curriculum nights, SCA will share curriculum overviews and policy highlights.
- Parents will receive regular electronic curriculum updates so that families can monitor progress, support learning at home, or exercise their rights.
- SCA will update parents and staff about Policy Manual changes.

Reasonable efforts will be made to provide curriculum and policy information to English learners and those of impaired visual and reading abilities.

Part D. Academic Learning Goals and Objectives and Timeline for Accountability

The alignment (Exhibit E) of the SCA curriculum with the NH College and Career Ready Standards supplies the measurable academic learning goals and objectives for each grade level. Part G below describes the assessments with which teachers will measure progress toward meeting the academic standards.

Timeline for Accountability

- After two years of instruction at the Academy, we expect our scholars will show an average of 10% growth on state assessment scores.
- After four years of instruction at SCA, we expect scholars will show a proficiency percentage that is 1 standard deviation higher than the mean percentage of public elementary schools in the Seacoast region (Section 3H). These mean percentages, and our target percentages, are tabulated below based on 2021 proficiency data. The state's targets are shown for comparison.

- The Seacoast mean proficiency percentage and standard deviation, and therefore SCA’s target, may vary from year to year. This will allow accountability that is less sensitive to changes in the assessment regime or other uncontrolled sources of variability.
- SCA might attract disproportionate numbers of scholars who are educationally disadvantaged. SCA will seek to quantify any such disproportionalities, and will adjust its targets accordingly.

| 2021 PROFICIENCY PERCENTAGES | | | |
|-------------------------------------|---------------------------|--------------------|----------------|
| Percentage | English Lang. Arts | Mathematics | Science |
| Seacoast Mean | 59% | 45% | 44% |
| State Target | 64% | 51% | None |
| SCA Target | 76% | 65% | 60% |

Part E. Performance Standards

The minimal performance standards of SCA are the NH College and Career Ready Standards. Exhibit E is an alignment of these standards and the SCA curriculum. Academic performance will be measured as described below (Part F).

SCA expects all persons associated with it to exercise the Academy Virtues—Wisdom, Truth, Fortitude, and Excellence—as explicated in Section III Part E. Grades for conduct, and components of annual evaluations for employees, will reflect the exercise of the Virtues.

In addition to the expectation of academic excellence, SCA expects of itself the upholding of family rights. The Board of Trustees will require the Parent Council, in consultation with the administration, to formulate a set of parent-survey questions intended to be asked and scored the same way every year, to enable collection of longitudinal data on multidimensional school performance, including upholding family rights, from the perspective of parents.

Part F. Achievement Tests Measuring Academic and Other Goal Achievement

To measure achievement of the NH College and Career Ready Standards, the Academy shall comply with RSA 194-B:8 V. This requirement is implemented at present in the form of annual SAS testing in mathematics and english language arts in grades 3 through 8, and science in grades 5 and 8.

The Academy may use, in addition, the Classical Learning Test for 7th and 8th grade (CLT8). The CLT is a classically oriented test of verbal reasoning, writing & grammar, and quantitative reasoning. The Academy may use this, or other assessments, for formative and summative measurements, to measure growth during the year and achievement at the end of the year.

The expeditious development of literacy and numeracy is mission-critical to SCA. Both SAS and CLT measure academic achievement of scholars in third grade and later, after potential academic-development problems would have become chronic. To measure growth and achievement in literacy and numeracy from the earliest grades, SCA may employ *Literacy Essentials* and *Singapore Math* scholar inventories, or other assessments compatible with the curriculum.

Part G. High-School Graduation Requirements Not applicable

Part H. Scholar Performance Data Management System

The Academy will select a scholar performance data management system based on comparisons of: scholar and family privacy; compatibility with curriculum, pedagogy, and assessment practices; support of policies; compliance with applicable laws; ease of implementation and use; and cost. The Academy will consider Alma through its contract with NHED, as well as Powerschool, FACTS, Infinite Campus, TeacherEase, among others.

Part I. Schedule Sample

| ELEMENTARY SCHOOL | | |
|-------------------|------------------|------------------|
| Time | Grades K-2 | Grades 3-5 |
| 8:10 - 8:30 | Literacy | Literacy |
| 8:30 - 8:50 | | |
| 8:50 - 9:10 | | |
| 9:10 - 9:30 | Literature | Literature |
| 9:30 - 9:50 | Recess | |
| 9:50 - 10:10 | Math | Recess |
| 10:10 - 10:30 | | Math |
| 10:30 - 10:50 | | |
| 10:50 - 11:10 | Special1 | Special1 |
| 11:10 - 11:30 | | |
| 11:30 - 11:50 | Lunch | Lunch |
| 11:50 - 12:10 | Recess | |
| 12:10 - 12:30 | Applied Math | Recess |
| 12:30 - 12:50 | Literacy | Applied Math |
| 12:50 - 1:10 | | History & Civics |
| 1:10 - 1:30 | History & Civics | |
| 1:30 - 1:50 | Science | Science |
| 1:50 - 2:10 | Recess | |
| 2:10 - 2:30 | Special2 | Special2 |
| 2:30 - 2:50 | Literature | Literature |

| MIDDLE SCHOOL | |
|---------------|-----------------------|
| Time | Grades 6-8 |
| 8:10 - 9:00 | Math |
| 9:05 - 9:55 | Literacy & Literature |
| 10:00 - 10:50 | Science |
| 10:55 - 11:45 | History & Civics |
| 11:45 - 12:20 | Lunch & Recess |
| 12:20 - 1:10 | Latin |
| 1:15 - 2:05 | Special |
| 2:10 - 3:00 | Study Hall |

These schedule samples convey general information about the school day. They are subject to change. The elementary-school schedules emphasize Literacy and Mathematics, and frequent recess. In Grades 3 to 5 Literacy shifts toward Literature; Science and History & Civics, both core subjects in the curriculum, take greater prominence. In middle school, the day reflects the subject-specific organization of the faculty, increased time studying Science and History & Civics, study of Latin, and provision of study-hall time for independent work.

Part J. Supplemental Programming

Supplemental programming at SCA will have three linked purposes:

1. To accelerate the learning of scholars in need of academic intervention.
2. To enrich and add more joy to the academic programming of all scholars.
3. To provide advanced enrichment opportunities to excelling scholars.

Acceleration of Learning

Scholars who are in the lower 20% of proficiency of mathematics or english language arts, and who do not have an Individualized Education Program, will receive supplementary instruction, which may be provided in small groups, in areas of need. Acceleration of learning will involve the creative use of alternative learning approaches, including increased use of hands-on learning.

Academic Enrichment

The Parent Council (Section X, Part A2) will assist the faculty and administration to put on special academic events, which may include: art shows, musical or dramatic performances, geography bees, spelling bees, math team competitions, essay contests, debates, guest speakers, STEM exposition, physical education events, field trips, outdoor learning, and special-theme days.

Advanced Enrichment Opportunities

Scholars who are consistently at high levels of proficiency may be eligible for advanced enrichment opportunities. Eligibility will depend on—in addition to academic performance and possibly other factors—conduct grades, and availability of such opportunities. By way of examples, these opportunities could include poem discussion groups, mathematics puzzle solving, advanced science lessons, foreign-language immersion experiences, and the like.

SECTION VI: SCHOOL OPERATIONS

PART A. Admissions Procedures

Seacoast Classical Academy is an open-enrollment no-tuition chartered public school committed to academic excellence and family rights. Admission to SCA is open to any scholar

residing in the State of New Hampshire and wishing a classical education. For scholars residing outside New Hampshire, each school year the Board of Trustees shall set a tuition. SCA methods of admission will not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law. A planned future affiliated high school would offer automatic 9th-grade enrollment to SCA 8th-grade scholars. Subject to applicable laws, the Board of Trustees may change or further specify recruiting, admission, or enrollment policies or practices.

Recruiting

- SCA will recruit broadly in the Seacoast area, with an extra emphasis on high-poverty towns: Raymond, Epping, Seabrook, and Dover.
- Hold in-person recruiting events in the high-poverty towns, and possibly other towns.
- We may hold recruiting events also online, and by appointment if requested.
- We will employ a website, email, and other means to distribute informational electronic content that recipients can share with others and post online.
- To reach more families, including those without internet access, we will advertise in a local newspaper delivered free to all residences in 15 Seacoast towns.
- At recruiting events, we will provide information about our vision and mission, classical education, the Hillsdale K-12 curriculum, and policies and procedures.
- We will provide application assistance to interested families hindered by poverty, disability, language limitations, or homelessness.

Application

- We will ask, but not require, prospective families to attend a recruiting event.
- Application packets will be available online and in print at recruiting events.
- The application will require agreement to the Academy's mission.
- The application time will span November 1 (Jan. 13 in year 1) to February 15. The Board may change these dates.
- After the application due date, we will accept applications on a rolling basis.

Admission Lottery

- If in any grade there are more timely complete applications than the number of available spaces, admission will be offered according to a blind lottery for that grade. Each timely applicant will have one entry in the respective grade-lottery.
- Grade lotteries will be conducted in order from lowest to the highest grade.
- The following exemptions from each grade-lottery will apply on a space-available basis, and in the following order:
 - NH-resident siblings of scholars who are currently enrolled;
 - NH-resident siblings of scholars offered admission in a lower grade, including by lottery draw;
 - Up to 5 (first-come basis) NH-resident children of current SCA employees;
 - Up to 5 (first-come basis) NH-resident children of current SCA Trustees.

- All NH-resident non-exempt applicants will be placed in an order by a blind grade-lottery.
- This order will be used to offer admission to the remaining places in the grade.
- The supernumerary applicants will be placed, in lottery order, in a grade waitlist.
- After NH-resident applicants have been either admitted or placed in a waitlist, non-resident applicants will be considered similarly.
- All applicants will receive written notice of their admission status.

Enrollment

- Enrolled scholars will be offered continued enrollment, which can be reserved by returning a signed commitment letter by the application due date.
- Unenrolled scholars who wish to re-enroll must reapply for admission.
- To enroll an admitted scholar, the family must return, by a specified date, a signed commitment letter with the information needed for registration.
- Informational and social events will support the transition of newly admitted scholars and families to the Academy.

PART B. School Calendar and School Days

SCA will comply with RSA 194-B:3,II(s). Exhibit L is a draft calendar of the 2023-2024 school year. This draft calendar has 180 school days. There are 2 full Teacher In-Service days reserved for professional development. Plus, the Board may add half days in which teachers will benefit from further professional development in the afternoon after scholars have been dismissed. The duration of the school day is shown in Section V Part I (Schedule Sample). The calendar and start and dismissal times are subject to change by the Board of Trustees, which will consider using the school calendar and the start and dismissal times of the school district in which it is located. The Board's top considerations in these decisions will be the well-being of our scholars and families, and transportation. The Principal, with the approval of the Executive Director, shall set the schedules of school days.

PART C. Staffing Overview Including Qualifications

Instructional and administrative staff are expected to include: Executive Director, Principal, Office Manager, Classroom Teachers, Specialty Instructors, Instructional Aides, Special Education Coordinator, and Guidance Counselor. Exhibit D (Draft Position Descriptions) includes position qualifications. SCA will comply with RSA 194-B:14,IV, which requires at least "50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience".

PART D. Employee Job Descriptions See Exhibit D.

PART E. Teachers and Teacher:Scholar Ratio, First 5 Years

| YEAR | TEACHERS | SCHOLARS | TEACHER:SCHOLAR |
|-------------|-----------------|-----------------|------------------------|
| 1 | 15 | 300 | 20:1 |
| 2 | 19 | 380 | 20:1 |
| 3 | 22 | 440 | 20:1 |
| 4 | 24 | 480 | 20:1 |
| 5 | 26 | 520 | 20:1 |

The numbers of teachers reflect regular classroom teachers, and do not include specialty instructors (foreign language, art, music, physical education).

PART F. Employee and Volunteer Background Check

Before employment or volunteer service begins, SCA shall procure a background check of each school employee or designated volunteer in accordance with RSA 189:13-a and Ed 318.07(3). The Executive Director may extend a conditional offer of employment to a selected applicant, subject to a successfully completed background check.

PART G. Compensation and Benefits Plan

All of the compensations and benefits proposed in this charter are subject to change by the Board, and to the constraints of the Board-approved annual budget.

Compensation

All employee contracts will be annual, coterminous with the fiscal year, and subject to Board approval. All employees will benefit from summer vacation and other school vacations. In addition to instructional and professional-development days in the Academy calendar, salaried employees must work 5 days before the first school day, 5 days after the last school day, any assigned professional development days, and any other days required by the Board. The draft budget (Exhibit G) assumes an average starting teacher salary of \$50K and a 4% annual cost-of-living increase. Individual compensation will vary depending on experience and other qualifications. To full-time salaried employees, SCA may offer health, life, dental, vision, retirement, and professional-development benefits.

Leave

Salaried employees will receive 3 paid personal leave days and 5 sick days per year. SCA may offer unpaid leave for employees pursuing educational studies. SCA will offer 1 week of paid jury leave, 3 days of paid leave on the death of a spouse, or a parent, child, brother, sister, grandparent, or grandchild of the employee or employee's spouse. Additional bereavement time off will be without pay or using other paid days off. In accordance with all applicable laws, employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability. Military leave of absence will be granted in accordance with the

Uniformed Services Employment and Reemployment Rights Act. As required by law, or if the Board so chooses, SCA will provide up to 12 weeks of unpaid job-protected leave per year through the Family and Medical Leave Act (FMLA) for any of the following reasons: birth, adoption, or start of foster care of a child; care for a spouse, child, or parent with a serious health condition; or medical leave if the employee is unable to work due to a serious health condition. Employees who worked for SCA the past 12 months, at least 1,250 hours (according to FMLA principles) during that time, are eligible for family medical leave.

PART H. Administration Performance Evaluation

The process for evaluating administrators will comprise 3 steps.

1. At the beginning of the school year, the evaluator shall assign to the administrator written enumerated goals, and measurable objectives pursuant to each goal, as well as a notice of the administrator's regular responsibilities.
2. At mid-year, the evaluator shall provide to the administrator a formative evaluation identifying points of performance strength and weakness, as well as guidance for improvement and goal achievement.
3. At the end of the school year, the evaluator shall provide to the administrator a written summative evaluation based on the performance of the regular responsibilities and the assigned goals.

The organizational chart (Section IV, Part D) identifies the evaluator of each administrator. The Board of Trustees may further specify, or change, the performance evaluation process.

PART I. Teacher and Paraprofessional Performance Evaluation

Effective mentoring is a critical antecedent process to rigorous evaluation of teacher and paraprofessional performance. Mentoring increases the prospect of strong performance, and helps to catalyze clarity and agreement about performance. Thus, the Executive Director, in consultation with the Principal, shall designate a small number of Head Teachers. The Principal and Head Teachers shall plan and implement a mentoring system in which each instructional employee has a mentor. The mentoring system will be an integral element of SCA's professional development plan (Part J).

The Principal, in collaboration with the Head Teachers and in consultation with the Executive Director, shall plan and implement, for all instructional employees, a performance evaluation system involving supervisors, mentors, and peers. Performance evaluation plans require Board approval. The Board may further specify, or change, the performance evaluation system.

PART J. Professional Development Plan

Seacoast Classical Academy requires professional development for all teachers, and prefers teachers who actively seek it. The Principal, with the Head Teachers, in consultation with the Executive Director, shall develop and implement a professional development plan, requiring Board approval. The Employee Handbook (Exhibit H) will include information about professional development and any related benefits.

The SCA professional development plan will include, non-exclusively:

- A mentoring system (see Part I);
- Study of resources referenced in the *Hillsdale K-12 Curriculum Guide*;
- Possible attendance of workshops, conferences, or courses;
- Sharing of professional-development learnings with colleagues;
- Professional-development days built into the Academy calendar.

PART K. Philosophy of Scholar Governance and Discipline

Our Academy Virtues, the curriculum, and the Academy culture are integral elements of our philosophy of scholar governance and discipline. Upholding of the Academy Virtues (Section III, Part E), and teaching about virtue and virtuous role models in the curriculum (Section V, Part A) will promote positive behaviors and help to prevent discipline problems. The Academy culture (Section IX) will further facilitate desired behaviors by diminishing peer pressures, discouraging overconsumption of social media and popular culture, and avoiding forced social conformity through school-imposed activism. Instead, SCA will promote for all a positive school culture buttressed by grades for conduct (Section V, Part A), and incentivized by possible eligibility for advanced enrichment (Section V, Part J).

While protecting safety, SCA will use infractions of scholar discipline as occasions for learning, in an age-appropriate manner, about the virtues that form the foundations of policies and expectations. SCA will inform parents of discipline problems and expect their leadership in the moral education of their children.

PART L. Age-Appropriate Due Process in Disciplinary Matters

Administering Discipline

Teachers, or the Principal, will correct minor infractions in a proportionate and age-appropriate manner. Repeated infractions, or actions of a more serious nature, will prompt a conference of the scholar, a parent, a teacher, and the Principal. The purpose of the conference will be to collaboratively seek a suitable and durable remedy. Behavior that is chronic, criminal, or is otherwise egregious, may result in suspension or expulsion proceedings.

Suspension or Expulsion

SCA policies and practices regarding suspension or expulsion of scholars will implement RSA 193:13, as well as any other applicable state or federal laws. The Family Handbook (Exhibit I) will include details.

PART M. Scholar Transportation Plan

SCA scholars have access to transportation services only if they reside in the school district in which the Academy is located. SCA shall comply with RSA 194-B:3,II(l) and Ed 318.09(e)(7). To facilitate carpooling reducing family burdens and traffic, for out-of-district scholars the Office Manager will provide information about carpooling on our webpage and email communications. The draft position description of the Office Manager (Exhibit D) refers to this responsibility. SCA will provide for this responsibility from its own resources in the form of the use of communications infrastructure and the compensation of the Office Manager (Exhibit G Draft Budget). Future provision of SCA resources to assist in this effort will be determined based on demand and resource constraints.

PART N. Family and Employee Handbooks

Exhibits H and I are draft versions of the Employee Handbook and the Family Handbook. The Handbooks will remain subject to change by the administration.

PART O. Scholar Information System

See Section V Part H (Scholar Performance Data Management System). SCA will use the selected system to manage information on: parent contact, admission, enrollment, health, attendance, grades, report cards, assessment results, discipline, among others.

SECTION VII: MEETING SCHOLAR NEEDS

PART A. Special Education

In compliance with RSA 194-B:8, Seacoast Classical Academy will not discriminate against any child with a disability as defined in RSA 186-C.

Seacoast Classical Academy will comply with RSA 194-B:11 III. In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending SCA shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district. 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 SCA to that meeting. At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment:

1. The resident district may send staff to SCA; or
2. The resident district may contract with a service provider to provide the services at SCA; or
3. The resident district may provide the services at the resident district school; or
4. The resident district may provide the services at the service provider's location; or
5. The resident district may contract with SCA to provide the services; and
6. If the child requires transportation to and/or from SCA 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.

Consistent with section 5210(1) of the Elementary and Secondary Education Act and section 300.209 of the Individuals with Disabilities Education Act, when a parent enrolls a child with a disability in SCA, the child and the child's parents shall retain all rights under federal and state special education law, including the child's right to be provided with a free and appropriate public education, which includes all of the special education and related services included in the child's IEP. The child's resident district shall have the responsibility, including financial responsibility, to ensure the provision of the special education and related services in the child's IEP, and SCA shall cooperate with the child's resident district in the provision of the child's special education and related services.

When SCA understands the plans of the parents and the LEA, SCA will coordinate to implement the decisions with the interests of the scholar as the primary objective. To enable this coordination, SCA will employ at least one Special Education Coordinator. Among the Coordinator's responsibilities will be: to participate in IEP meetings; to coordinate with the sending district regarding the scholar's schedule and work; to communicate about IEP progress to parents; and, to advocate for IEP scholars to help ensure their IEPs are carried out. Also, SCA will implement 504-plan services and accommodations, which are the responsibility of the chartered school.

PART B. Meeting the Educational Needs of Educationally Disabled, Economically Disadvantaged, and At-Risk Scholars

SCA will work to provide support needed by other educationally disabled and economically disadvantaged or at-risk scholars. SCA anticipates providing support for scholars who are educationally disadvantaged, English language learners, neglected or delinquent, homeless, or from migrant and refugee populations. To meet these educational needs, SCA will use its regular budget, in-house staff, and supplemental programming (Section V, Part J). The budget (Section VIII, Part B) includes funding, growing with enrollment over time, for 3 full-time

Special Education Coordinators and 2 full-time Guidance Counselors. Among the responsibilities of these employees will be to support learning, English language proficiency, building social skills, obtaining school supplies and more to meet educational needs. Also, with parent approval, SCA will connect disadvantaged scholars with local resources and programs to promote learning and well-being.

PART C. Additional Academic Support

Seacoast Classical Academy will employ multiple strategies to improve student achievement and to close achievement gaps.

- Our curriculum and pedagogy are rigorous and developmentally harmonious.
- Focus on expeditious development of literacy and numeracy will prevent or ameliorate achievement gaps.
- Curricular transparency and focus on family involvement will help to improve learning and prevent achievement gaps.
- Cooperation with resident districts, coordination of IEPs with the curriculum, and instructional collaboration with SCA teachers will accelerate special education.
- Supplemental Programming includes small-group acceleration of the learning of scholars in need of academic intervention (Section V, Part J), including creative alternative approaches to learning.
- Supplemental Programming includes academic enrichment for all scholars.
- Supplemental Programming includes advanced enrichment opportunities for excelling scholars.

PART D. Federal Title Programs

RSA 194-B:11 VI states, “A chartered public school may receive financial aid, private gifts, grants, or revenue as if it were a school district. A chartered public school shall not be compelled to accept funding from any source.” The Board of Trustees may seek funds from federal Title programs. These programs include, but are not limited to: Title I, Title IIA, and funding through the Every Student Succeeds Act. The Board may allocate money from fundraising to fund expenses that would otherwise be funded by federal Title programs.

SECTION VIII: FINANCIAL MANAGEMENT

PART A. Administration of Fiscal Accounts and Reporting

Seacoast Classical Academy will follow all accounting guidelines for NH public schools, and comply with all reporting requirements. The Board of Trustees will elect a Treasurer with financial oversight responsibilities. The Board will review SCA finances regularly. SCA plans to use an experienced third-party service that will handle accounting, bookkeeping, payroll,

bill payment, grants management, and preparation of reports to the Board and the State. The Board will procure annual audits by an independent auditor, post them on its website, and provide them to the State Board of Education. In compliance with the Initiative for School Empowerment and Excellence reporting, SCA will provide the NH Department of Education with quarterly financial reports. SCA will submit annual progress reports to the Department, by December 1 in Year 1, and by August 31 thereafter. The Department will conduct a program audit at the end of Year 1. The Board will provide its meeting minutes to the Department's charter school office.

The Board of Trustees has authority to authorize payment of any amount. The Treasurer, the Executive Director, and the Office Manager have authority—with the signature of any two of them—to issue payment of amounts less than \$10,000. The Treasurer, the Executive Director, and the Office Manager each have authority to issue payment of amounts less than \$1000. The Board of Trustees may change the foregoing constraints. All officers and employees authorized to issue payment, either alone or with others, will be covered by a fidelity bond.

PART B. Annual Budget

Exhibit G is the proposed pre-operations and 5-year budget in line-item detail. The Board may change the budget, and has the duty to make an annual budget.

PART C. Budget Narrative

Three parameters dominate the balance of the budget. They are enrollment, staffing, and facilities costs. The proposed budget reflects the enrollment projections of Section II and corresponding staffing with locally competitive compensation of \$50K average teacher starting salary and a base wage of \$18/hour, with 4% cost-of-living increases. The budget reflects facility rent payments for the space needs identified in the facilities plan (Section XI), and a lease rate per square foot (\$15/sf) based on recent experience of other NH charter schools. It assumes \$40K lease aid (less than the maximum possible). The Year-0 budget reflects, in addition, investments in technology and facilities-related expenses to prepare a facility for operations. Unanticipated expenses of 3% are built in. The reliance on fundraising is 100% of revenues in Year 0, then moderates (about 5% of revenues) in operational years. Though a start up grant might cover much of the pre-operational expenses, the budget assumes no CSP grant. The following tables show revenue sources and spending priorities from Year 0 to Year 5. Line-item expense justifications follow the tables. Exhibit G is the detailed budget.

| REVENUE CATEGORY | YEAR 0 | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Enrollment Adequacy | \$ - | \$ 2,245,428 | \$ 2,844,209 | \$ 3,426,343 | \$ 3,737,829 | \$ 4,212,907 |
| Differentiated Aid | \$ - | \$ 33,582 | \$ 41,154 | \$ 50,538 | \$ 57,288 | \$ 61,815 |
| Restricted Grants Aid | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Lease Aid | \$ - | \$ 40,000 | \$ 40,000 | \$ 40,000 | \$ 40,000 | \$ 40,000 |
| Annual Fund | \$ - | \$ 16,000 | \$ 17,952 | \$ 19,560 | \$ 20,800 | \$ 22,082 |
| Spring Auction Dinner | \$ - | \$ 16,000 | \$ 17,952 | \$ 19,560 | \$ 20,800 | \$ 22,082 |
| Academy Social Events | \$ - | \$ 8,000 | \$ 8,976 | \$ 9,780 | \$ 10,400 | \$ 11,041 |
| SCEF Grant - Operating | \$ - | \$ 120,000 | \$ 134,640 | \$ 146,696 | \$ 155,998 | \$ 165,612 |
| SCEF Grant - Startup | \$ 1,878,623 | \$ 100,000 | \$ - | \$ - | \$ - | \$ - |
| Capital Campaign | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL REVENUES | \$ 1,878,623 | \$ 2,579,010 | \$ 3,104,883 | \$ 3,712,477 | \$ 4,043,114 | \$ 4,535,539 |

| EXPENSE CATEGORY | YEAR 0 | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Instruction | \$ 606,125 | \$ 1,235,041 | \$ 1,578,617 | \$ 1,870,324 | \$ 2,114,280 | \$ 2,362,124 |
| Special Education | \$ 32,163 | \$ 65,825 | \$ 134,976 | \$ 139,879 | \$ 216,099 | \$ 223,767 |
| Other Instructional | \$ - | \$ 79,500 | \$ 100,700 | \$ 116,600 | \$ 127,200 | \$ 137,800 |
| Guidance Services | \$ 18,442 | \$ 55,625 | \$ 57,918 | \$ 120,119 | \$ 124,946 | \$ 129,965 |
| Health Services | \$ 10,000 | \$ 41,334 | \$ 43,327 | \$ 45,284 | \$ 47,208 | \$ 49,200 |
| Professional Dev | \$ 10,000 | \$ 9,000 | \$ 11,400 | \$ 13,200 | \$ 14,400 | \$ 15,600 |
| Technology | \$ 388,000 | \$ 41,500 | \$ 44,400 | \$ 86,200 | \$ 96,400 | \$ 116,100 |
| Audio Visual Services | \$ 100,000 | \$ 8,000 | \$ 5,700 | \$ 24,400 | \$ 10,100 | \$ 15,800 |
| Library | \$ 40,000 | \$ 2,000 | \$ 1,000 | \$ 10,000 | \$ 6,000 | \$ 7,500 |
| Support - School Board | \$ 35,000 | \$ 45,000 | \$ 45,200 | \$ 55,500 | \$ 57,500 | \$ 67,800 |
| Administration | \$ 205,954 | \$ 320,363 | \$ 332,121 | \$ 344,478 | \$ 356,249 | \$ 369,151 |
| Operation and Maintenance of Plant | \$ 189,939 | \$ 595,671 | \$ 658,118 | \$ 710,889 | \$ 750,087 | \$ 801,307 |
| Capital Expenditures | \$ 243,000 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Unanticipated Expenses | \$ - | \$ 74,966 | \$ 90,404 | \$ 106,106 | \$ 117,614 | \$ 128,883 |
| TOTAL EXPENSES | \$ 1,878,623 | \$ 2,573,824 | \$ 3,103,881 | \$ 3,642,979 | \$ 4,038,083 | \$ 4,424,997 |

Line-Item Expense Justifications

Instruction: Salaries, wages, and benefits for teachers and instructional aides, plus general teaching supplies, program materials, and classroom furniture and fixtures

Special Education: Wages etc., and teaching supplies for Special Ed Coordinators

Other Instructional: Co-curricular supplies and contracted services

Guidance Services: Wages etc., and supplies for Guidance Counselors

Health Services: Wages etc., and supplies for Nurse

Professional Development: Course reimbursement and curriculum PD

Technology: Network equipment, IT services, student and staff computers, and software

Audio Visual Services: Equipment, supplies, and repair and maintenance

Library: Books, other media, furniture

Support - School Board: Property taxes, legal, audits, insurance

Administration: Salaries, benefits, financial services, contract services, postage, printing & binding, advertising, conferences, supplies & equipment, dues & fees

Operation and Maintenance of Plant: Rent, Wages etc., utilities, repairs & maintenance, disposal services, supplies, and insurance

Capital Expenditures: preparation of facilities

Unanticipated Expenses: 3% of expenses

SECTION IX: SCHOOL CULTURE

PART A. A Culturally Inclusive School Environment

Seacoast Classical Academy is culturally inclusive by respecting family rights and the proper role of the family in the upbringing of children. A school culture that respects the family is performe a culturally inclusive environment, because it avoids usurping or displacing the cultural role of the family. In our state-authorized charter, our policies, and our practices, SCA recognizes and reinforces the role of the parent as the primary decision maker and moral authority in the life of the child. We want families, and virtuous role models, to influence children.

We believe academic excellence and family rights go together naturally. By focusing on academics, we will offer the manifold benefits of the primary social role of a public school to our scholars. Conversely, a loss of focus on academics puts those benefits at risk, especially for families with fewer resources and alternatives. It also overextends the demands on teachers, and encroaches on the proper roles of parents. The family is the social institution best suited to bring up children. By upholding the rights of families we show respect for families, and thereby strengthen the collaboration of home and school.

SCA promotes a positive school culture for all scholars. We help families develop their children as individual persons. We endeavor to limit peer pressures, and discourage the overconsumption of social media and popular culture, which crowds out meaningful conversation, constructs shallow or even harmful self-images, and reinforces cliques. SCA is a haven, a place where children from diverse backgrounds can focus on learning, form constructive relationships, have fun, and grow up when they are ready.

PART B. Establishment and Maintenance of School Culture

The Board of Trustees, the administration, the employees, and the Parent Council of Seacoast Classical Academy shall establish and maintain a school culture of working together for academic excellence and the protection of family rights.

SCA will encourage parents to contribute to the establishment and maintenance of the culture. By collaboratively overseeing and contributing to their child's education, parents will magnify the cultural efforts of the Academy. Section X (Stakeholder Engagement) describes possible modes of parental contribution.

How will the Academy maintain focus on the pursuit of academic excellence and the protection of family rights? An essential element of our strategy is to promote learning and thought, in contrast to activism. The opposite of activism is not inaction or apathy; it is contemplation, questioning, and study. We view knowledge, understanding, and introspective critical thinking as prerequisites for activism.

With study and maturity, classical education imparts prerequisites of activism. Yet that is not enough. Genuine activism requires free will. Activism in schools is too often the activism of the school imposed on children. At Seacoast Classical Academy, we focus on developing the knowledge, understanding, and critical thinking skills of our scholars. Activism and promoting activism are outside our vision and mission, and are in some cases antithetical to our vision and mission.

Instead of activism, the Academy subscribes to the Enlightenment ideals of freedom of speech and free inquiry. Exercising these human rights is a time-tested means of seeking the truth. We profess that there is objective truth. However, in any deep question there are various viewpoints, uncounted unknowns, alternative interpretations, and complex conundra. Though it may be impossible to know objective truth with certainty, we come closest to finding it through liberated speech and vigorous inquiry. Because each scholar has a unique nature, we expect that their thoughts will tend to follow their own course. The job of our educators is to develop the scholar's intellect, not to direct the course of thought.

In the day-to-day life of the Academy, we will cultivate a school culture of virtue, decorum, respect, discipline, and studiousness among both students and faculty. We will weave this culture into the Family and Employee Handbooks. Culture maintenance is a daily effort. SCA will establish and exercise various policies and practices that assist in this continuous work. A good example is that SCA will require uniforms. We believe it's best for scholars to express their individuality through their creativity, interactions, and independent thought, instead of through consumer goods like clothes. Our dress code relieves scholars of clothing decisions, mitigates peer pressures, and promotes a shared culture. To prevent the dress code from becoming a barrier to enrollment, SCA will maintain a uniform-swap collection of garments,

and will offer to provide a uniform package to each scholar of families who demonstrate Title-funding eligibility. A further example of culture maintenance is that SCA will restrict, to the greatest extent that is reasonably practicable, the use and the presence on campus of smartphones and similar devices. These devices and their applications are too often distracting, culturally unedifying, and socially and emotionally harmful. Instead, SCA will cultivate healthy face-to-face interactions with peers and adults. These practices will help to maintain the SCA culture.

SECTION X: STAKEHOLDER ENGAGEMENT

PART A1. Philosophy of Family Involvement

New Hampshire public schools need substantial improvement in family engagement. This is the measured opinion of many thousands of NH parents and teachers. A total of 10,002 parents and teachers responded to the NH Department of Education’s 2022 Bright Futures Survey. Among these respondents, the question category with the lowest percent favorable responses is “Family Engagement”. The same is true among parents and teachers in Seacoast school districts (38% positive in the Seacoast).

We need greater family engagement, enabled through the exercise of family rights. The collaboration of home and school, founded on mutual trust between them, is essential for the educational success of scholars. There is abundant evidence for this claim. For example, Anne Henderson and Karen Mapp published a meta-study of 51 studies entitled “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, Annual Synthesis 2002”. As implied by the title, there are yet more such waves of evidence, both before and since.

SCA views family engagement from the perspective of the education of individual scholars, and from the perspective of involvement in the SCA community. SCA will encourage and support both modes of involvement. As part of the enrollment process, SCA will provide parents with the Family Handbook (Exhibit I) outlining rights, responsibilities, expectations, and volunteer opportunities.

Our philosophy of family involvement is founded upon a robust conception of family rights. We refer to our four Academy Virtues to derive four pillars upholding family rights. These derivations are Wisdom → Privacy, Truth → Transparency, Fortitude → Neutrality, and Excellence → Accountability.

Privacy

Wisdom in interactions with families respects their Privacy, including personal information, age-appropriateness, and deference to decisions that are properly in the family domain. SCA will develop and implement information systems, policies, and practices protecting family privacy. For example, SCA will have robust policies regarding the availability of information about curriculum, parental objection to specific curriculum material, and requiring written parental consent to non-academic surveys.

Transparency

Truth in practice regarding family rights is Transparency in governance, curriculum, and Academy performance. SCA will practice active transparency. This will take the form of proactive provision of information about family rights and the policies and practices that protect them, as well as forthrightness regarding SCA's academic performance.

Neutrality

Families deserve the Fortitude of political Neutrality. This means focusing on learning instead of activism, and strong representation of opposing opinions. SCA will foster a culture of political neutrality, especially regarding teaching and openness to developing the thoughts of scholars without imposing employees' opinions or favored causes.

Accountability

Excellence demands Accountability to families and the public. Accountability keeps us on the right path. Strong accountability is built into the charter-school model through school choice, including the option to enroll in a district school. SCA's proactive transparency regarding its academic performance will facilitate this accountability.

With family rights come family responsibilities. We expect parents to exercise their rights and to oversee their child's education, especially their moral and civic education.

PART A2. Procedures and Plans for Family Involvement
Procedures for Family Involvement

The Board of Trustees will enable and expand opportunities for family involvement by setting up a Parent Council, comprising one parent elected from each grade plus two parents elected at large. Elected Councilors will serve one-year terms with possible re-election. The Principal shall advise the Council and serve as a voting ex-officio Councilor. The Council shall elect, from among the Councilors, a President, a Secretary who shall serve also as Vice President, and a Treasurer. These offices will have powers and duties customarily incident to them. The Board shall appoint at least 2 elected Councilors to service on its Fundraising Committee. The Parent Council will meet monthly during the school year and shall:

1. Uphold the Academy charter, vision, mission, virtues, and policies.
2. Collaborate with the Fundraising Committee to raise funds;

3. Assist the administration and teachers with operations and academic events;
4. Plan, resource, and run extracurricular programs, with Board approval;
5. Design an annual parent survey, obtain Board approval of the survey, conduct the survey, and report the results to the Board;
6. In the Board's public meetings, report on Council work and advise the Board.

The Board may change, or further specify, the Parent Council's organization, and duties.

Plans for Family Involvement

We ask families to contribute to an Academy community characterized by collaborative volunteerism. This involvement will strengthen the Academy and enrich its offerings to scholars. SCA will expect the Parent Council and ask Academy families to:

- Collaborate in fundraising (Section IV, Part E);
- Assist in regular operations. Possible examples include: classroom parents, recruiting events, helpers at recess, lunch, dropoff, or pickup, and group transportation.
- Assist in academic events. Possible examples include: art shows, musical or dramatic performances, geography bees, spelling bees, math team competitions, essay contests, debates, guest speakers, STEM exposition, physical education events, field trips, outdoor learning, and special-theme days.
- Lead possible extracurricular programs, for example, sports, outdoor activities, community-service opportunities, after-school academic enrichments, or tutoring.
- Contribute to Academy accountability through the annual parent survey.

PART B. Community Involvement Plan Including Partnerships

SCA will seek to engage community supporters, government officials, civic and nonprofit organizations, and local businesses in its fundraising events (Section IV, Part E), academic events, and extracurricular programs (Part A2 above). The Fundraising Committee and the Parent Council will promote family participation and community involvement in these events. Community partners could provide unrestricted donations, program funding, event sponsorship, academic prizes, collaboration, or materials. The manifold benefits of such community building include enriching the education of our scholars, forming and maintaining interpersonal relationships, spotlighting the generosity of community members and organizations, and supporting SCA's operations and finances.

The Founding Board is forming community relationships with other charter schools, whose opportunities and challenges are similar to ours. This is especially true of schools that use the same curriculum. We have already contacted, visited, and collaborated with New Hampshire charter schools in the Seacoast and Monadnock regions. We plan to continue and to deepen these interactions. These may include shared policy research, group provision of employee benefits, administrative collaboration, overlapping Board membership, *inter alia*.

PART C. Local Education Agency (LEA) Partnerships

School districts and their schools, compared to New Hampshire charter schools, are well funded, highly staffed, and enjoy extensive built-for-purpose facilities. In contrast, charter schools have the advantages of greater diversity in their curriculum and pedagogy, and fewer regulatory constraints. This general situation suggests the broad outlines of likely and fruitful modes of collaboration and partnership for the benefit of the community.

SCA will reach out to LEA Superintendents and Principals to identify partnership opportunities. We will prioritize interactions with the district in which the future facility is located, and the home districts of enrolled scholars. Prospective opportunities include cross-participation in extracurricular activities, including sports teams. Coordination of information sharing, scheduling, and perhaps provision of transportation between schools would make this cross-participation easier for families.

SCA's emphasis on established curriculum and pedagogy might be attractive to other public schools. There might be scholars in other public schools who would benefit from our curricular and pedagogical emphases. SCA will explore with LEAs possible partnership enabling collaborative professional development in classical education.

SECTION XI: FACILITIES

PART A. Seeking a Suitable Facility

The facilities committee of the applicant, Seacoast Classical Education Foundation, is actively searching for a site and facility for Seacoast Classical Academy. Section III Part A describes SCEF's target geographic area. The preferred arrangement is to lease a suitable building with access to outdoor space. A possible option is to lease buildable land, and build upon it while housing the Academy in temporary facilities, either a short-term leased location elsewhere or temporary structures at the build location.

PART B. School Facility Guidelines

SCEF prefers to co-locate SCA with a future separately chartered high school. With this in mind, SCEF is seeking a facility, or a buildable site, that can accommodate the projected combined growth of both schools. The building-space table in Part C sums up the total indoor space guidelines for SCA over time. Considering the building guidelines for SCA, and the preference to co-locate with the high school, plus parking space and outdoor play space, SCEF reckons that a site of about 10 acres total accommodates all.

PART C. Classrooms, Offices, Athletics, Outdoor Guidelines

SPACE IN SQUARE FEET: SEACOAST CLASSICAL ACADEMY

| Space Type | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|---------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| K Rooms | 3000 | 3000 | 3000 | 3000 | 3000 | 3000 |
| G1-8 Rooms | 10800 | 14400 | 17100 | 18900 | 20700 | 21600 |
| Offices | 2900 | 2900 | 2900 | 2900 | 2900 | 2900 |
| Library | 1800 | 1800 | 1800 | 1900 | 2100 | 2200 |
| Music Room | 900 | 900 | 900 | 900 | 900 | 900 |
| Laboratory | 900 | 900 | 900 | 900 | 900 | 900 |
| Multipurpose | 10000 | 10000 | 10000 | 10000 | 10000 | 10000 |
| TOTAL | 30300 | 33900 | 36600 | 38500 | 40500 | 41500 |

The site guidelines (Part B) include outdoor space for recess and other uses. The nearby table has calculated building-space guidelines based on Ed 321 regulations of minimal school spaces and the enrollment projections (Section II).

PART D. Plans for Lease or Purchase

The SCA draft budget assumes leasing a facility at a rate per square foot that has been obtained recently in the local market, and the space totals tabulated above.

SECTION XII: SAFETY MANAGEMENT PLAN

PART A. Emergency Operations Plan

Prior to the school opening, the Board will submit an Emergency Operations Plan that is compliant with regulations to the NH Homeland Security and Emergency Management portal. The Board will work with local law enforcement and the fire department to formulate specific plans for our facility. Before the start of classes, all teachers and staff will participate in emergency preparedness training with state and local authorities, and possibly private vendors to provide necessary training in: Run-Hide-Fight, Fire Extinguisher Use, Evacuation Procedure, General Emergency Preparedness, First Aid including First Aid certification, Child First Aid.

PART B. Health and Safety Compliance

In compliance with RSA 194-B:3,II and Ed 318.07(b)(4), the school facilities will comply with all federal and state health and laws, rules and regulations including, but not limited to: fire

safety; heating, ventilating and air conditioning; plumbing; electrical; food service; and requirements of the Americans with Disabilities Act.

SECTION XIII: COMMUNICATION PLAN

PART A. Communicating Information about Choice of School

Communicating information about choice of school is an integral part of SCA's recruiting efforts, which are described in Section VI Part A. The Community Involvement Plan Including Partnerships, described in Section X Part B, will support these efforts. Moreover, SCA's commitment to transparency (Section X Part A1) will provide enrolled families and the community with information for their decisions about choice of school.

PART B. Plan to Develop and Disseminate Best Practices

Developing Best Practices

The SCA Board and administration will develop and inventory best practices. At the annual consideration for approval and authorization of the Academy's Curriculum, Pedagogy, and Assessment practices (Board Duty #2, Section IV Part A), the Board will note well-performing practices. When carrying out Board Duty #5, "Develop and determine ... the Academy's multi-year strategic plans, annual goals, and measurable and attainable objectives pursuant to the plans and goals; require the implementation of the plans, goals, and objectives; review the performance of these at least annually; and make public the results of the review.", the Board will note practices working well, and will disseminate them when it makes the results of its review public.

Disseminating Best Practices

SCA will further disseminate best practices in additional ways. The administration will communicate regularly with NH schools using the same curriculum to share best practice information. SCA proposes to explore with LEAs possible partnership enabling collaborative professional development in classical education (Section X Part C). The Board will consider joining the New Hampshire Alliance of Public Charter Schools as a forum for sharing best practices. The Board of Trustees will seek opportunities for Trustees or employees to attend meetings, state educational conferences, and community events to build relationships and share findings.

PART C. Communication with Families and Stakeholders

SCA views regular and timely communication with families and stakeholders as critical for building a strong and successful school community, and will include:

- School hours, calendar, and curriculum overviews on the school website

- Curriculum Nights in September to share overviews and policy highlights
- Parent-teacher conferences
- Report cards including progress narratives identifying parts of the curriculum that have been covered, and parts to be covered in the coming term
- School closures (snow etc) may be announced by telephone, email, or NH media
- Press releases publicly announcing major developments

Regular ongoing communications will include:

- Regular newsletter from the Principal, including progress toward academic and organizational goals, recent activities, upcoming events, important dates, and other pertinent information
- Frequent classroom communications via class website, email, letters, or flyers
- Board of Trustees meeting schedule, agendas, minutes, and other work products of the Board, posted together online
- Public Board meetings including time for the Parent Council to report on its work and to provide input to the Board's work and decision making

SECTION XIV: ASSURANCES, PROVISIONS, POLICIES

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

Seacoast Classical Academy Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless its home district, any other school district which sends its scholars to the chartered public 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 chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

PART B. Severability and Enforceability, RSA 194-B:3,II(y)

Any provision of the Seacoast Classical 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 will 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 Board of Trustees to meet statutory obligations.

PART C. Statement on Nondiscrimination, RSA 194-B:3,II(m)

Seacoast Classical Academy Chartered Public School does not discriminate on the basis of age, sex, sexual orientation, gender identity, race, creed, color, marital status, familial status, physical disability, mental disability, national origin, genetic information, pregnancy, or pregnancy-related medical conditions in admission or access to, or treatment or employment in, its programs or activities, or in any other way that is prohibited by law.

PART D. Continuing Evidence of Adequate Insurance Coverage, RSA 194-B:3,II(t)

Seacoast Classical 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. Seacoast Classical 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.

PART E. Identities of Consultants, RSA 194-B:3,II(u)

Seacoast Classical Academy may use the pro bono or for-hire services of various professional specialists. The following is an alphabetical non-exclusive list.

Caitlin Blundell, CPA, Blundell Accounting Services
 Richard Chiarella, Owner & Principal, Chiarella Design
 Eric Coykendall, Director of Operations, K-12 Education Office, Hillsdale College
 Kimberly Lavallee, Chair, New Hampshire Charter School Foundation and Founder, Founders Academy Public Charter School and Spark Academy of Advanced Technologies
 Christine Paul, President, C. Paul Communications

PART F. Policy and Procedure for Contracting of Services, Ed 318.07(b)(2)

When it has secured a facility, SCA will negotiate, in good faith, a contract with the host district for transportation. Scholars wishing to participate in athletic or extracurricular activities do so in the district where they reside. Transportation to and from athletic or other extracurricular activities is the responsibility of the parents. SCA will either employ directly or contract with a local maintenance and custodial services provider and therefore declines to contract with the host district for these services. All contracted services shall be defined by purchase order or written contract in advance of the provision of such services. SCA will require proof of adequate professional liability insurance from all contractors.

PART G. Policies the School Will Develop Before Opening, Ed 318.08(j)(7)

After the issue of a charter, and before the opening of the school, the Board of Trustees shall develop policies regarding: 1) records retention; 2) promoting school safety including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), pupil safety and violence prevention (RSA 193-F), and limiting the use of child restraint practices (RSA 126-U); and 3) developmentally appropriate daily physical activity (Ed 310).

PART H. Provision for Dissolution of the Charter School

If Seacoast Classical Academy Chartered Public School ceases operations for any reason, including the non-renewal or revocation of its Charter, the Board of Trustees shall consult with the New Hampshire Department of Education to meet contractual and financial obligations. 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 the donor. Any remaining assets will be evenly distributed among New Hampshire charter schools using a curriculum licensed by Hillsdale College. If there are no such schools, the remaining assets will be evenly distributed among the three New Hampshire charter schools located closest to SCA.

PART I. District to Charter Conversion Not applicable

PART J. Education of Scholars after Cessation of Operation, RSA 194-B:3,II(z)

If SCA ceases operation for any reason, the Board of Trustees in conjunction with faculty will act immediately to place scholars in appropriate educational settings. SCA will inform families of the dissolution at least 90 days in advance. The faculty will assist in scholar transitions. A committee comprising faculty and the parents will create a list of researched educational options for students. The receiving school for each scholar will be notified and files forwarded, with the written permission of parents. Receiving schools will be advised that SCA personnel are available for consultation. Information, including all appropriate scholar records, will be mailed to respective homes.

PART K. Only Available Public Education at a Specific Grade, RSA 194-B:8,IV

If Seacoast Classical Academy is the only public school in its district providing education services at a specific grade level, SCA shall offer those educational services to all resident scholars of that grade level.

PART L. Outline of Proposed Accountability Plan, RSA 194-B:3,II(dd)

Exhibit J is a draft accountability plan.

SECTION XV: LETTERS OF SUPPORT

Exhibit K is a compilation of letters of support.

SECTION XVI: CHARTER SCHOOL OPENING

The following is SCA's timeline of measurable objectives to be implemented from the time of chartering to the opening day of school. The Board may revise this.

| OBJECTIVE | TARGET DATE |
|---|--------------------------|
| First meeting of the Founding Board of Trustees | 1 month from charter |
| Scholar recruitment | 2 months from charter |
| Recruit Principal | November-January 2023 |
| Update policy manual and handbooks | November-December 2023 |
| Executive Director and Principal begin work | January 2023 |
| Recruit instructional personnel | January-June 2023 |
| Regular admissions, lottery, enrollment | Jan/Feb/Mar 2023 |
| Secure a facility, begin prep | March 2023 |
| Comms. with districts about IEPs, transport, etc. | April-May 2023 |
| Faculty contracts in place, work begins | May-June 2023 |
| Founding Board of Trustees elects Board of Trustees | June 2023 |
| Enrollment and registration complete | July 2023 |
| Facility prep complete | 1 August 2023 |
| Complete IT infrastructure | August 2023 |
| Part-time faculty begin | August 2023 |
| Professional development, safety/security training | August 2023 |
| First day of school | Late Aug. or early Sept. |



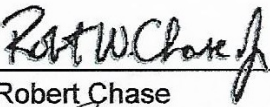
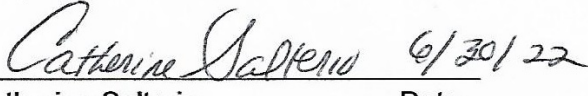

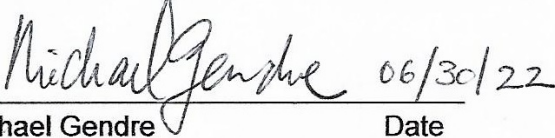
SECTION XVII: CERTIFICATION AND SIGNATURES

PART A. Complete Application

All Exhibits are incorporated by reference. The foregoing is our complete application.

PART B. Signed by all Members of the Development Team

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.

| | | | |
|--|-----------------------------|--|-------------------------|
|  _____ Timothy Galitski | <u>30 June 2022</u> Date |  _____ Linda Allard | <u>6/29/22</u> Date |
|  _____ Robert Chase | <u>6/29/2022</u> Date |  _____ Catherine Salterio | <u>6/30/22</u> Date |
|  _____ Rebecca Bates | <u>6/30/2022</u> Date |  _____ Michael Gendre | <u>06/30/22</u> Date |



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
25 Hall Street
Concord, NH 03301
TEL. (603) 491-8060

March 2024
State Board of Education Meeting
Learn Everywhere Program Initial Application
UpReach Therapeutic Equestrian Center
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the initial application for the UpReach Therapeutic Equestrian Center Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Allison McCully
UpReach Therapeutic Equestrian Center
PO Box 355
Goffstown, NH 03045
603-497-2343

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve the application [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this initial application will allow the applicant to award students that complete the Learn Everywhere program a certificate for credit toward meeting high school graduation requirements for a period of one year.

E. Possible Motion

I move that the State Board of Education approve the UpReach Therapeutic Equestrian Center Learn Everywhere initial 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
Office of Learn Everywhere
Division of Education Analytics and Resources
25 Hall Street
Concord, NH 03301
TEL. (603) 491-8060
FAX (603) 271-1953

March 6, 2024

Frank Edelblut, Commissioner
New Hampshire Department of Education
25 Hall Street
Concord, NH 03301

Re: UpReach Therapeutic Equestrian Center
Learn Everywhere Program Evaluation Report

Commissioner,

This evaluation report has been prepared, and is being submitted by, the Administrator of Educational Pathways (AEP) of the New Hampshire Department of Education (NHED) to the NHED Commissioner of Education (Commissioner) as required by Ed 1403.02(f). This evaluation report, along with the UpReach Therapeutic Equestrian Center (UpReach) Learn Everywhere initial program application, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

UpReach is a 501 (c) (3) organization located in Goffstown, New Hampshire dedicated to inspiring hope, fostering independence, and improving the physical, emotional, and psychological well-being of individuals with and without disabilities by partnering with the power of the horse.

UpReach has submitted this Learn Everywhere program application, in accordance with Ed 1403.01, requesting an initial one-year approval to issue certificates for credit for their Equine Vocational Training Program be applied toward meeting high school graduation requirements as an Open Elective.

UpReach Learn Everywhere Program Application Review Process

- UpReach submitted its initial application to NHED on November 27, 2023.
- As required by Ed 1403.02, NHED reviewed the application and notified UpReach that the application was considered incomplete on January 8, 2024. The AEP provided UpReach feedback

on the application and discussed what was needed to bring the application to a complete status. UpReach submitted a revised application to NHED on February 5, 2024. Following a second review of the application by the AEP, UpReach was notified that their application was complete on February 7, 2024.

- 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.

Anne Wallace – Ms. Wallace is the NHED Education Consultant in Mathematics and STEM. Prior to coming to NHED, she had taught at the elementary through high school levels within private and public schools for approximately twenty years. During this time, she served as teacher, math department lead/facilitator, math coach and interventionist, math specialist, and building curriculum coordinator. Over the past 15 years, Anne has also taught elementary and secondary math methods, along with facilitating the New Hampshire TCAP Capstone Seminar at the post-secondary level. Along with teaching, Anne has been involved in education through serving on and participating in the following: the Professional Standards Board, the New Hampshire Teachers of Mathematics executive board, as a program reviewer for the New Hampshire Council for Teacher Education, New Hampshire STEM Education Task Force, and the New Hampshire Quantitative Literacy Project. She holds a Bachelor of Business Administration, Master’s in Education, Post-Graduate Certificate in Curriculum and Assessment, and Certificate of Advanced Graduate Studies in Educational Leadership. Ms. Wallace’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of curriculum competency expertise.

Suzanne Taylor – Suzanne is a high school chemistry teacher in Nashua. She is a graduate of New Mexico State University, where she earned her master's degree in Agricultural and Extension Education. She holds an Experienced Educator License from the state of New Hampshire and is endorsed in chemistry, horticulture, and animal science. Ms. Taylor’s participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of High School animal science.

- The AEP reached out to directly to five members of the Extended Learning Opportunities Network (ELON) in an attempt to fulfill the intent of Ed 1403.02(a)(2)a. by providing expertise in the area of extended learning programming. None of the ELON members solicited responded to the request to participate in the review. The AEP then reached out directly to the ELON leadership asking for assistance in finding a reviewer. However, there was no response from ELON leadership to this request. In accordance with Ed 1403.02(a)(2), the lack of reasonable availability of a member of ELON 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 UpReach initial 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 February 27, 2024. The review committee comments were consolidated and relayed to UpReach for their consideration on February 29, 2024. UpReach provided their response the review comments along with an updated application to the AEP on March 6, 2024

Summary of the Committee Review

Listed below in italics are the comments and/or 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 UpReach in bold text.

Comments in Accordance with Application Requirements

1. Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment. [Ed 1403.02(d)(6)]

The UpReach proposal clearly outlines policies for administering background checks to all employees. It also clearly states "If an employee or applicant declines to provide such authorization and/or if a criminal background check has unsatisfactory results, employment services may be denied or immediately terminated." However, there is no explicit mention of providing disclosure to parents.

UpReach agrees with this comment and has made the suggested change by adding the following additional language to Section 4.0 of the application relative to parental notification –

"UpReach's background check policy will be disclosed as part of the intake process to students and parents/guardians. If a parent is not present for the intake, UpReach staff will follow up with parents/guardians to make sure they are aware of the policy."

General Reviewer Comments

1. *Wondering --- Under course description (p.8) currently has course occurring Tuesday and Thursdays 9.30 – 11.30 am --- this is during typical school day hours --- will this course be available outside of school hours for students who would like to participate in it but cannot during the school day?*

UpReach added a description of other potential time opportunities for their program to be delivered as follows –

"SCHEUDLING OPTIONS

- **Classes will always last 2 hours at a time**
- **The entire course will span 72 hours**

- **Option 1: Class meets 2 times a week for 1 semester (Sept – Jan/Jan – June)**
- **Option 2: Class meets 1 time a week for 1 school year (Sept – June)**
- **Class times will be determined each cohort based on the availability filled out by the participants in the application”**

2. *The proposal submitted for the Learn Everywhere application for the UpReach program is commendable. It reflects a well-written document that effectively addresses all the necessary components of the program application. The clarity and coherence exhibited in the proposal indicate a thorough understanding of the program's objectives and requirements. The proposal aligns with current best practices in education while also adhering to the standards of the equine industry. This demonstrates a holistic approach to learning that not only meets educational benchmarks but also reflects an understanding of industry-specific needs and expectations. The UpReach program's commitment to integrating both educational principles and industry standards signifies a forward-thinking approach to learning. It indicates a readiness to equip participants with relevant skills and knowledge that are applicable in real-world settings, thereby enhancing their overall educational experience. I believe the program holds great potential to make a meaningful impact on participants' learning journeys and deserves strong consideration in the Learn Everywhere application process.*

No response required. (AEP)

A copy of the revised UpReach Learn Everywhere initial application is attached.

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, and the associated attachment, 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 UpReach initial application.

Please let me know if you have any questions or need additional information to inform your recommendation.

Respectfully submitted,



Timothy C. Carney
Administrator of Educational Pathways

Attachment – UpReach Learn Everywhere Initial Application

UpReach Learn Everywhere Initial Application



New Hampshire

Department of Education

Learn Everywhere Program Initial Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

Organization Name: UpReach Therapeutic Equestrian Center

Name of Primary Contact: Allison McCully

Mailing Address: PO Box 355 Goffstown NH 03045

Email Address: allison@upreachtec.org

Phone Number: 603-497-2343

2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

UpReach Therapeutic Equestrian Center (UpReach) is a 501©3 organization dedicated to inspiring hope, fostering independence, and improving the physical, emotional, and psychological well-being of individuals with and without disabilities by partnering with the power of the horse.

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)].

The instructor of the UpReach Equine Vocational Training Program must have the following qualifications:

- PATH certified Equine Specialist in Mental Health and Learning (ESMHL)
- State of NH Criminal Background Check completed
- Able to lift 50 lbs
- Knowledge of barn routine
- Able to recognize signs of equine illness and injury
- Able to teach barn routine and recognizing signs of equine illness and injury
- Ability to safely operate all farm equipment and vehicles
- Strong communication skills and basic computer skills
- Organized and able to prioritize
- Ability to problem solve and think creatively
- Able to follow written curriculum

A volunteer assisting the instructor must have the following qualifications:

- State of NH Criminal Background Check completed
- Possess a working knowledge of the UpReach barn routine

- Ability to coach students in horse care tasks
- Allow participants to find their own solutions while maintaining safety

UpReach assures that the instructor and any volunteers for the program meets these requirements. Meeting the requirements listed above are monitored by the UpReach Unmounted Program Manager and UpReach Program Director. Participants in the program, along with their support professionals and/or parents are asked to do satisfaction surveys at the end of the program to report back about the program and the effectiveness of the instructor.

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)].

Employment is conditioned upon obtaining satisfactory results of a criminal background check. For all positions, applicants will be required to submit to a pre-employment criminal background check. The failure to provide written authorization to conduct a criminal background check or unsatisfactory results of a criminal background check will result in the withdrawal of any offer of employment or result in termination from employment.

UpReach retains the discretion to determine on a case-by-case basis whether certain criminal convictions, pleas of nolo contendere (no contest), or other findings by a court render an applicant, employee, or volunteer unsuitable for employment or continued employment or service with UpReach. Employees and applicants may be asked to provide UpReach with such authorization to conduct a criminal background check at any time. If an employee or applicant declines to provide such authorization and/or if a criminal background check has unsatisfactory results, employment services may be denied or immediately terminated.

UpReach affirms that, in the Equine Vocational Training Program, it shall not allow 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.

UpReach's background check policy will be disclosed as part of the intake process to students and parents/guardians. If a parent is not present for the intake, UpReach staff will follow up with parents/guardians to make sure they are aware of the policy.

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)].

UpReach is proposing to offer their Equine Vocational Training Program through the Learn Everywhere program. Students completing the Equine Vocational Training Program will be awarded a certificate for credit toward meeting high school graduation requirements as an Open Elective as listed in Ed 306.27(v).

6.0 An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].

Course Description

The Equine Vocational Training Program consists of 72 hours of structured experiential learning. The Goal of the course is to learn the hard and soft skills needed to work in the animal care industry, with a focus on horses. The course has both direct instructional time as well as plenty of hands on practice time for students to be able to master skills as independently as possible.

Course Objectives/Goals

1. Safety working with and around horses.
2. Hard and soft skills needed to work in the animal care industry.
3. Basic routine of barn work
4. Emergency care of equines
5. Facility maintenance

Competencies

1. Basic Horse needs-5 things horses need to survive, intro. to herd, horse cost, location of supplies.
2. Safety-horse blind spots, fight or flight response, approach in stall & field, haltering, leading, blanketing
3. Cleaning stalls & water buckets-method, bedding types
4. Horse nutrition-types of hay, grain and minerals, horse digestive system, mixing grain.
5. Horse anatomy-poll, ears, mane, withers, shoulder, barrel, croup, dock, tail, flank, hock, pastern, hoof
6. Horse age, height, weight-how to measure height and weight and estimate horse age based on teeth.
7. Brushing and tacking-learn different name & function of brushes, learn types of saddles and bridles, and the care and cleaning of brushes and tack.
8. Safety knots & bathing-how to tie a quick release knot and how and why to bathe a horse.
9. Misc. facility maintenance-cleaning paddocks, sheds, moving & stacking hay, fence safety, repairing fencing.
10. Routine equine health care-vaccines, teeth care, deworming, hoof care
11. Vital signs-breaths per minute, heartbeats per minute, gum color, gut sounds, temperature
12. Emergency care-lameness, lacerations, leg wrapping, colic.

Outcomes

Students are assessed monthly on the level of independence with the following skills:

1. Identify the 5 things horses need to survive
2. Identify blind spots on horses
3. Safely approaches and halters a horse in a stall
4. Brings a horse into a stall safely
5. Leads horses to and from field safely
6. Safely approaches and halter horse in a field
7. Can turn a horse out in a field safely
8. Maintain gate safety while working with a horse in hands
9. Can close a gate with a horse in hand
10. Can safely blanket horse

11. Cleans stalls
12. Scrubs feed buckets and replaces them
13. Scrubs water buckets and refills them
14. Recognizes when outside water needs to be cleaned and filled
15. Can reroll a hose on the ground
16. Can reroll a hose to a reel
17. Spreads hay in paddock without horses in it
18. Spreads hay in paddock with horses in it
19. Puts Hay in stalls
20. Follows grain chart and can remix grain
21. Can identify why supplements are fed
22. Can identify basic parts of a horse
23. Can use height/weight tape to measure height of the horse
24. Can use height/weight tape to measure weight of the horse
25. Can determine approximate age of horse
26. Uses brushing tools in order and correctly
27. Can saddle a horse with English saddle
28. Can saddle a horse with Western saddle
29. Can bridle a horse
30. Cleans saddles
31. Cleans bridles
32. Can identify the difference between wintec and leather
33. Able to clean brushing tools
34. Can tie a safety knot
35. Knows and executes all aspects of giving a horse a bath
36. Can clean paddocks and keep self and others (including horses) safe
37. Can clean turn out sheds and keep self and others (including horses) safe
38. Can help move hay around the farm (does NOT include driving large equipment)
39. Recognizes when a fence board needs to be replaced
40. Repairs/replaces broken fence board
41. Recognizes when a fence post needs to be replaced
42. Repairs/replaces broken fence post
43. Can identify a hole that is hazardous in a field and knows how to rectify it.
44. Understands how to deworm a horse and can execute skill
45. Knowledge of normal range for breaths per minute and knows how to measure them
46. Knowledge of normal range for heartbeats per minute and knows how to measure them
47. Knows normal gum color and can identify it
48. Knows what normal gut sounds sound like and can listen for them
49. Knows normal temperature range for a horse and can use thermometer to find it
50. Understands emergency protocols – when to call the barn manager
51. Can take care of a small cut if found on a horse
52. Knows protocols and can execute it if a large cut is found and the vet needs to be called
53. Can identify if a horse is moving at an abnormal gait if someone else is lunging
54. Can cold hose a hurt leg
55. Can identify when wraps are not correct and need to be fixed
56. Can properly put on Sports Medicine boots
57. Can properly put on bell boots
58. Can reroll a wrap for next use
59. Can identify signs of colic

Students are assessed on how often they are using the following soft skills:

1. Interpersonal Skills and Teamwork
2. Integrity
3. Professionalism and Personal Acceptability
4. Initiative
5. Dependability and Reliability
6. Lifelong Learning
7. Communication
8. Critical and Analytical Thinking

The proposed Equine Vocational Training Program Monthly Progress Report can be found beginning on page 8 of the attached supporting document.

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 instructor notates the skill and competency level each student demonstrated at the end of each lesson. Monthly progress reports are completed and may be submitted to school, VR, parent/guardian with Consent to Release Information. Final reports are completed at the conclusion of the program and include a summary of the student progress for the cohort.

The proposed Equine Vocational Training Program Monthly Progress Report can be found beginning on page 8 of the attached supporting document.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Assessment of the student outcomes are completed using direct and continual instructor observations.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

Students that successfully complete Equine Vocational Training Program will be awarded a Learn Everywhere certificate for 1 credit to be applied toward meeting high school graduation requirements.

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)].

The proposed competency-based grading system for the Equine Vocational Training Program can be found on the attached Vocational Training Program Monthly Progress Report (beginning on page 8) of the attached supporting document.

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)].

Students and/or caregivers fill out application for Equine Vocational Training Program. They are given the list of eligibility and physical demands to self-determine if this is the right fit for them. Upon receipt of the application, the instructor contacts the student and parent/guardian to schedule an in-person intake. At the intake, students meet with the instructor to review expectations both of the student and of the instructor.

The proposed Vocational Training Program Intake Form for the Equine Vocational Training Program can be found beginning on page 18 of the attached supporting document. A description of the physical demands of the program can be found on the Vocational Training Program Physical Demands sheet beginning on page 21 of the attached supporting document.

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, UpReach 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, UpReach will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the UpReach programs, provided that the student can meet the physical demands of the program. Although UpReach instructors are not explicitly certified to work with students with 504 plans, they are certified Equine Specialists through PATH Intl to work with individuals with disabilities. They are also caring, patient and compassionate and can work with the student's LEA representative to understand how to implement recommended accommodations and/or modifications. If UpReach 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 UpReach 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)].

UpReach gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If requested, UpReach 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 UpReach representative will participate in IEP team meetings that discuss revisions to the student's IEP needed to participate in an UpReach program. UpReach 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 the UpReach.

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)].

UpReach 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)].

UpReach is located at 153 Paige Hill Rd Goffstown and sits on 90 acres, with a main barn that holds office space, accessible restrooms, classroom space, 15 stalls a large indoor arena and parking. A smaller indoor arena is located behind the main barn. There are 11 paddocks for the horses to be turned out in as well as a trail in the woods. All areas of the facility the student's access are handicapped accessible.

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)].

UpReach's facilities meet all applicable federal and state health and safety laws, rules, and regulations.

17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

UpReach carries liability and property insurance and will disclose any insurance that covers Learn Everywhere participants upon request.

Additional Information

This program does not involve horseback riding. All lessons taught are from the ground.

Supporting Documents are as follows:

1. Program Syllabus
2. Program Monthly Progress Report
3. Intake Form
4. Program Physical Demands
5. Program Policies and Procedures

Also attached is resume for Allison McCully, creator and instructor of the program

UpReach Website can be found at www.upreachtec.org On the front page, you will find our mounted and unmounted videos.



UpReach Therapeutic Equestrian Center, Inc.

153 Paige Hill Road, Goffstown, NH 03045
603.497.2343 FAX: 603.497.5367



Vocational Training Program Syllabus

Instructor: **Allison McCully**

- Bachelor of Science, Equine Science – UNH
- PATH Intl. Certified Riding Instructor
- PATH Intl. Certified Equine Specialist in Mental Health & Learning

Location: UpReach Therapeutic Equestrian Center

Email: Allison@upreachtec.org

Phone: (603) 497-2343

SCHEDULED OPTIONS

- Classes will always last 2 hours at a time
- The entire course will span 72 hours
- Option 1: Class meets 2 times a week for 1 semester (Sept – Jan/Jan – June)
- Option 2: Class meets 1 time a week for 1 school year (Sept – June)
- Class times will be determined each cohort based on the availability filled out by the participants in the application

COURSE OBJECTIVES

1. Safety working with and around horses
2. Hard and soft skills needed to work in animal care industry
3. Basic daily routine of barn work
4. Emergency care of equines
5. Facility Maintenance

ADDITIONAL OPPORTUNITIES

6. Learning in a reputable establishment can be used as a reference for getting a job.
7. Networking with other equine professionals.
8. A sense of purpose and accomplishment.
9. Working with animals on a regular basis.
10. A highly motivating environment to learn new skills.
11. Physical activity that is enjoyable.
12. Can lead to meaningful employment.

ENCOURAGED MATERIALS

UpReach provides all horses and equipment. Students only need to bring a willingness to learn, a good attitude, and willingness to try new things.

SUGGESTED READING: *How to Think Like a Horse*, by Cherry Hill
2006, Storey Publishing – ISBN: 978-1-58017-835-8

- Students are encouraged to bring the following items as they need them. None are required, but UpReach does not provide them.
 - Sunscreen
 - Bug Spray
 - Waterproof boots
 - Change of clothes
 - Any snacks needed
 - Drinking water
 - Work gloves (UpReach has these, but many are adult male sized, so students may want their own)

EVALUATION & ASSESSMENTS

- Students will be informally assessed by the instructor during sessions, through continuous observation and checks for understanding.
- Monthly assessments will be completed by instructor and sent to parents/schools/vocational rehabilitation counselors – parents and schools can request as many or as few people to send them to at the time of the intake.
- Final evaluations will be completed by instructor and handed to students during final session, then sent home. Students will spend the last few weeks of the program demonstrating skills as independently as possible.

COURSE SCHEDULE

| DATES | SESSION THEME | | GOAL |
|---------------|--|--|---|
| WEEK 1 | Hard Skills <ul style="list-style-type: none">• Basic Horse Needs | Soft Skills <ul style="list-style-type: none">• Interpersonal Skills and Teamwork• Integrity• Professionalism and Personal Acceptability• Initiative• Dependability and Reliability | Intro to Horse Thinking / Behavior 5 Things Horses Need to Survive Intro to our Herd Horse Costs/Familiarizing with Location of Tools and Other Needed Items |

| | | | |
|------------------------|--|---|--|
| | | <ul style="list-style-type: none"> • Communications | |
| Week 1 Day 2 | Hard Skills <ul style="list-style-type: none"> • Safety | Soft Skills <ul style="list-style-type: none"> • Integrity • Communications | Safety Around Horses: <ul style="list-style-type: none"> • Blind spots • Fight or Flight Response • Approaching in a Stall • Approaching in a Field • Being in Field w/ multiple horses • Haltering • Leading • Blanketing |
| WEEK 2 | Hard Skills <ul style="list-style-type: none"> • Cleaning Stalls | Soft Skills <ul style="list-style-type: none"> • Interpersonal Skills and Teamwork • Initiative • Professionalism and Personal • Acceptability | Mucking Stalls Bedding Types |
| WEEK 3 | Hard Skills <ul style="list-style-type: none"> • Scrubbing Buckets | Soft Skills <ul style="list-style-type: none"> • Professionalism and Personal Acceptability • Initiative • Dependability and Reliability • Communications | Feed Buckets Water Buckets Outside Buckets / Troughs |
| WEEK 3 Day 2 | Hard Skills <ul style="list-style-type: none"> • Horse Nutrition | Soft Skills <ul style="list-style-type: none"> • Integrity • Dependability and Reliability • Lifelong Learning • Communications | Hay / Grain / Minerals Horse Digestive System Spreading Hay Mixing Grain |
| WEEK 4 | REVIEW OF PREVIOUS LESSONS | Soft Skills <ul style="list-style-type: none"> • Interpersonal Skills and Teamwork • Integrity • Professionalism and Personal Acceptability • Initiative • Dependability and Reliability • Lifelong Learning • Communications • Critical and Analytical Thinking | |
| WEEK 5 | Hard Skills <ul style="list-style-type: none"> • Horse Anatomy | Soft Skills | Learn Basic Parts of a Horse |

| | | | |
|--|--|---|---|
| | | <ul style="list-style-type: none"> • Interpersonal Skills and Teamwork • Professionalism and Personal Acceptability • Lifelong Learning • Communications | |
| Week 5 Day 2 | Hard Skills <ul style="list-style-type: none"> • Horse Age / Height / Weight | Soft Skills <ul style="list-style-type: none"> • Interpersonal Skills and Teamwork • Lifelong Learning • Communications | Measuring Height / Weight Estimating Age from Horse's Teeth |
| WEEK 6 | Hard Skills <ul style="list-style-type: none"> • Brushing & Tacking | Soft Skills <ul style="list-style-type: none"> • Integrity • Initiative • Dependability and Reliability • Lifelong Learning • Communications | Brushing Horses English / Western Style Tack Equipment Organization |
| WEEK 6 Day 2 | Hard Skills <ul style="list-style-type: none"> • Cleaning Tools & Equipment | Soft Skills <ul style="list-style-type: none"> • Integrity • Professionalism and Personal Acceptability • Initiative • Dependability and Reliability • Lifelong Learning • Communications | Cleaning Tack / Treating Leather Reassembling a Bridle Cleaning Brushes |
| WEEK 7 Subject to change, based on weather | Hard Skills <ul style="list-style-type: none"> • Horse Baths • Safety Knots | Soft Skills <ul style="list-style-type: none"> • Interpersonal Skills and Teamwork • Integrity • Initiative • Lifelong Learning • Critical and Analytical Thinking | How to Wash a Horse How to Tie Safety Knots |
| WEEK 8 | Hard Skills <ul style="list-style-type: none"> • Other Farm Tasks | Soft Skills <ul style="list-style-type: none"> • Interpersonal Skills and Teamwork • Integrity • Initiative • Dependability and Reliability • Lifelong Learning • Critical and Analytical Thinking | Cleaning Paddocks Cleaning Sheds Carrying and Stacking Hay Bales |

| | | | |
|-------------------------|--|--|---|
| WEEK 9 | Hard Skills <ul style="list-style-type: none"> • Paddock Maintenance | Soft Skills <ul style="list-style-type: none"> • Interpersonal Skills and Teamwork • Integrity • Initiative • Dependability and Reliability • Lifelong Learning • Critical and Analytical Thinking | Fences Safety Repairing Fences Holes in the Ground |
| WEEK 10 | Hard Skills <ul style="list-style-type: none"> • Routine Health Care | Soft Skills <ul style="list-style-type: none"> • Professionalism and Personal Acceptability • Initiative • Dependability and Reliability | Deworming Vaccinations Teeth Floating |
| | | | |
| WEEK 10 Day 2 | Hard Skills <ul style="list-style-type: none"> • Taking Vital Signs | Soft Skills <ul style="list-style-type: none"> • Integrity • Professionalism and Personal Acceptability • Dependability and Reliability • Lifelong Learning • Communications • Critical and Analytical Thinking | Taking vitals <ul style="list-style-type: none"> • Breaths per minute • Heartbeats per minute • Gum color • Gut Sounds • Temperature |
| WEEK 11 | Hard Skills <ul style="list-style-type: none"> • Lacerations | Soft Skills <ul style="list-style-type: none"> • Integrity • Dependability and Reliability • Lifelong Learning • Communications • Critical and Analytical Thinking | Taking care of cuts found on horses |
| WEEK 12 | Hard Skills <ul style="list-style-type: none"> • Lameness | Soft Skills <ul style="list-style-type: none"> • Integrity | Identifying Lameness in a Horse Cold hosing |

| | | | |
|-------------------------|---|---|--|
| | | <ul style="list-style-type: none"> • Dependability and Reliability • Lifelong Learning • Communications • Critical and Analytical Thinking | |
| Week 11 Day 2 | Hard Skills <ul style="list-style-type: none"> • Leg Wrapping Overview • Sports Med. Boots • Bell Boots | Soft Skills <ul style="list-style-type: none"> • Integrity • Professionalism and Personal Acceptability • Initiative • Communications • Critical and Analytical Thinking | Why legs might need to be wrapped Rerolling wraps Recognizing a wrap that is no longer safe Putting on Sports Med. Boots Putting on Bell Boots |
| WEEK 13 | Hard Skills <ul style="list-style-type: none"> • Colic | Soft Skills <ul style="list-style-type: none"> • Integrity • Professionalism and Personal Acceptability • Dependability and Reliability • Lifelong Learning • Communications • Critical and Analytical Thinking | Identifying Colic |
| Remaining Weeks: | REVIEW OF ALL SESSIONS Competency Evaluations | Soft Skills <ul style="list-style-type: none"> • Interpersonal Skills and Teamwork • Integrity • Professionalism and Personal Acceptability • Initiative • Dependability and Reliability • Lifelong Learning • Communications • Critical and Analytical Thinking | PRACTICE ALL SESSIONS |

CLASS PARTICIPATION & ETIQUETTE

Students will be expected to participate in all sessions. Expectations include: listening when the instructor is teaching, respecting others' questions, and asking question relevant to the subject at hand.

- Cellphone use will not be permitted during sessions, except for emergencies.
- Breaks are not typically offered, but are allowed if needed, students just need to ask.

ASSESSMENTS

Assessments will be done by the instructor monthly. There are 4 levels of proficiency for all tasks:

| | |
|-----------------------------|--|
| 4 – Skills Mastered | Skills learned, practiced, and can be completed without supervision. When instructor follows up after, skills are completed correctly. |
| 3 – Skills Satisfactory | Skills learned, practiced, and completed with supervision. Occasional cues as reminders |
| 2 – Skills Improving | Skills learned and practiced. Still need verbal cues and occasional physical support to perform task. |
| 1 – Skills Need Improvement | Skills learned and practiced. Still need physical support to complete task |

SYLLABUS / CURRICULUM CHANGES POLICY

All sessions and plans are subject to change due to the nature of horses, the weather, holidays, or other unplanned events at UpReach or for the instructor(s). If any changes occur to the curriculum or syllabus, UpReach will provide as much notice as possible.



UpReach Therapeutic Equestrian Center, Inc.
 153 Paige Hill Road, Goffstown, NH 03045
 603.497.2343 FAX: 603.497.5367



Vocational Training Program Monthly Progress Report

Name of Student:

Form Completed By:

Date:

Definition of Progress Report Hard Skill Levels

| | |
|-----------------------------|--|
| 4 – Skills Mastered | Skills learned, practiced, and can be completed without supervision. When instructor follows up after, skills are completed correctly. |
| 3 – Skills Satisfactory | Skills learned, practiced, and completed with supervision. Occasional cues as reminders |
| 2 – Skills Improving | Skills learned and practiced. Still need verbal cues and occasional physical support to perform task |
| 1 – Skills Need Improvement | Skills learned and practiced. Still need physical support to complete task |

HARD SKILLS

| Week | | 4 | 3 | 2 | 1 | Comments |
|------|--|---|---|---|---|----------|
| 1 | Identify the 5 things horses need to survive | | | | | |
| 1 | Identify Blind Spots on horses | | | | | |
| 1 | Safely approaches and halts a horse in a stall | | | | | |
| 1 | Brings a horse into a stall safely | | | | | |
| 1 | Leads horses to and from field safely | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 1 | Safely approaches and halters horse in a field | | | | | |
| 1 | Can turn a horse out in a field safely | | | | | |
| 1 | Maintains gate safety while working with a horse in hand | | | | | |
| 1 | Can close a gate with a horse in hand | | | | | |
| 1 | Can safely blanket horse | | | | | |
| 2 | Cleans stalls | | | | | |
| 3 | Scrubs feed buckets and replaces them | | | | | |
| 3 | Scrubs water buckets and refills them | | | | | |
| 3 | Recognizes when outside water needs to be cleaned and filled | | | | | |
| 3 | Can reroll a hose on the ground | | | | | |
| 3 | Can reroll a hose to a reel | | | | | |
| 3 | Spreads hay in paddock without horses in it | | | | | |
| 3 | Spreads hay in paddock with horses in it | | | | | |
| 3 | Puts hay in stalls | | | | | |
| 3 | Follows grain chart and can remix grain | | | | | |
| 3 | Can identify why supplements are fed – what they help in the horse (ie: cosequin is for joints) | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 5 | Can identify basic parts of a horse | | | | | |
| 5 | Can use height/weight tape to measure height of horse | | | | | |
| 5 | Can use height/weight tape to measure weight of horse | | | | | |
| 5 | Can determine approximate age of horse | | | | | |
| 6 | Uses brushing tools in order and correctly | | | | | |
| 6 | Can saddle a horse with English tack | | | | | |
| 6 | Can saddle a horse with Western tack | | | | | |
| 6 | Can bridle a horse | | | | | |
| 6 | Cleans saddles | | | | | |
| 6 | Cleans bridles | | | | | |
| 6 | Can identify the difference between wintec and leather | | | | | |
| 6 | Able to clean brushing tools | | | | | |
| 7 | Can tie a safety knot | | | | | |
| 7 | Knows and executes all aspects of giving a horse a bath | | | | | |
| 8 | Can clean paddocks and keep self and others (including horses) safe | | | | | |
| 8 | Can clean turn out sheds and keep self and others (including horses) safe | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 8 | Can help move hay around the farm (does NOT include driving large equipment) | | | | | |
| 9 | Recognizes when a fence board needs to be replaced | | | | | |
| 9 | Repairs/replaces broken fence board | | | | | |
| 9 | Recognizes when a fence post needs to be replaced | | | | | |
| 9 | Repairs/replaces fence post | | | | | |
| 9 | Can identify a hole that is hazardous in a field and knows how to rectify it | | | | | |
| 10 | Understands how to deworm a horse and can execute skill | | | | | |
| 10 | Knowledge of normal range for breaths per minute and knows how to measure them on a horse | | | | | |
| 10 | Knowledge of normal range for heartbeats per minute and knows how to measure them on a horse | | | | | |
| 10 | Knows normal gum color and can identify it | | | | | |
| 10 | Knows what normal gut sounds sound like and can listen for them | | | | | |
| 10 | Knows normal temperature range for a horse and can use thermometer to find it | | | | | |
| 10 | Understands emergency protocols – when to call the barn manager | | | | | |
| 11 | Can take care of a small cut if found on a horse | | | | | |
| 11 | Knows protocol and can execute it if a large cut is found and the vet needs to be called | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 12 | Can identify if a horse is moving at an abnormal gait if someone else is lunging | | | | | |
| 12 | Can cold hose a hurt leg | | | | | |
| 12 | Can identify when wraps are not correct and need to be fixed. | | | | | |
| 12 | Can properly put on Sports Medicine Boots | | | | | |
| 12 | Can properly put on bell boots | | | | | |
| 12 | Can re roll a wrap for next use | | | | | |
| 13 | Can identify signs of colic | | | | | |

Definition of Progress Report Soft Skill Levels

| | |
|---|------------------------|
| 1 | 0% - None of the time |
| 2 | 25% - Some of the time |
| 3 | 50% - Half of the time |
| 4 | 75% - Most of the time |
| 5 | 100% - All of the time |

SOFT SKILLS

Interpersonal Skills and Teamwork

| | 5 | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|----------|
| Interacts professionally and respectfully with supervisors and coworkers | | | | | | |
| Work effectively with people who have diverse personalities and backgrounds | | | | | | |
| Respects diverse opinions, perspectives, customs, contributions, and individual differences in others | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Uses appropriate strategies and solutions for dealing with a wide range of people | | | | | | |
| Listens to and considers others' viewpoints | | | | | | |
| Uses effective strategies to manage conflicts appropriately | | | | | | |
| Uses networking and relationship building skills to develop and maintain good working relationships | | | | | | |
| Understands the need for reasonable accommodations in the workplace | | | | | | |

Integrity

| | 5 | 4 | 3 | 2 | 1 | Comments |
|--|---|---|---|---|---|----------|
| Treats others with honesty, fairness, and respect | | | | | | |
| Complies with ethical standards for your field | | | | | | |
| Takes responsibility for accomplishing work goals within accepted timeframes | | | | | | |
| Accepts responsibility for one's decisions and actions | | | | | | |
| Performs quality work | | | | | | |

Professionalism and Personal Acceptability

| | 5 | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|----------|
| Demonstrates self-control by maintaining composure and dealing calmly with stressful situations | | | | | | |
| Accepts and gives constructive criticism and attempts to learn from mistakes | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Demonstrates a positive attitude | | | | | | |
| Follows rules and standards of appropriate dress | | | | | | |

Initiative

| | 5 | 4 | 3 | 2 | 1 | Comments |
|--|---|---|---|---|---|----------|
| Takes initiative in seeking out new responsibilities and work challenges | | | | | | |
| Pursues work with energy, drive, and effort to accomplish tasks | | | | | | |
| Persists at a task until completion, despite interruptions, obstacles, or setbacks | | | | | | |
| Establishes and maintains personal challenging, but realistic work goals | | | | | | |
| Strives to exceed standards and expectations | | | | | | |
| Demonstrates the capacity to adapt to new, different or changing environments and requirements | | | | | | |
| Accomplish tasks in a timely manner | | | | | | |

Dependability and Reliability

| | 5 | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|----------|
| Behaves consistently, predictably, and reliably | | | | | | |
| Follows written and verbal directions | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Complies with organizational rules, policies, and procedures | | | | | | |
| Adheres to company policies regarding time and attendance | | | | | | |
| Understands safety in the workplace as it relates to company policy | | | | | | |

Lifelong Learning

| | 5 | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|----------|
| Demonstrates an interest in personal and professional lifelong learning and development | | | | | | |
| Treats unexpected circumstances as opportunities to learn and adopt new techniques | | | | | | |
| Seeks feedback, and modifies behavior of improvement | | | | | | |
| Uses newly learned knowledge and skills to complete specific tasks and improve work processes | | | | | | |

Communication

| | 5 | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|----------|
| Gives full attention to what others are communicating verbally or non-verbally | | | | | | |
| Receives, attends to, interprets, understands, and responds to verbal messages and other cues | | | | | | |
| Applies active listening skills using reflection, restatement, questioning, and clarification | | | | | | |
| Speaks clearly and confidently | | | | | | |
| Confidently presents ideas in a persuasive manner in a workplace situation | | | | | | |

Critical and Analytical Thinking

| | 5 | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|----------|
| Uses logic and reasoning to identify strengths and weaknesses of alternative solutions, conclusions or approaches to problems | | | | | | |
| Uses reasoning to analyze, synthesize, compare and interpret information | | | | | | |
| Draws conclusions from relevant or missing information | | | | | | |
| Understands the underlying relationships among facts and connections between issues | | | | | | |
| Solves problems by breaking them into manageable tasks | | | | | | |

Pre-ETS addressed this month:
 Workplace readiness
 Work-Based Learning Experiences
 Self-Advocacy





UpReach Therapeutic Equestrian Center, Inc.
153 Paige Hill Road, Goffstown, NH 03045
603.497.2343 FAX: 603.497.5367



Vocational Training Program Intake Form

Name: _____ **Date:** _____

1. How did you hear about the UpReach Vocational Training Program?

2. What do you know about the program so far? (Things to cover)

- a. Basic overview of program
- b. Schedule – Days/Times/Full semester
- c. Reminder that this is all weather/wearing appropriate clothing

3. Have you ever had a job before? Y/N

- a. Or a task/list of responsibilities that were yours at school/home?

4. If yes, what did you enjoy about your job? Anything you didn't like?

5. Do you have any experience working with horses? What have you done before?

*Riding Lessons Horse Brushing /Tacking Stall Cleaning Tack Maintenance Facility
Maintenance (fences/gates/lawn)*

Other experience not listed here?

6. To make sure everyone has the same expectations: this program is about many different aspects of taking care of horses. Mucking stalls, taking care of paddocks, mixing grain, throwing hay, etc. While there will be some time with the horses, a lot of the work is not directly dealing with the horses. We just want to make sure you're aware of that before you decide this is something that you definitely want to do. Does that work for you? Y/N

7. What happens when you're asking to do something you don't like, or don't want to do?

8. Review Physical Demands

9. What is your preferred learning style? *(Circle all that apply to you.)*

Visual Audio Kinesthetic (learn by doing)

10. What's the best way to communicate with you? And by email or phone?

- a. You personally? Info:
- b. Parent or Para? Info:

11. Is there anything that you can think of that you know that you want to learn while you're here?

12. What made you decide to attend the program? What's your personal goal when you're done?

- a. Get a job
- b. College
- c. Make some new friends
- d. Knowledge
- e. Other? _____

13. Who should receive copies of your monthly reports?

- a. Name: _____ Contact: _____
- b. Name: _____ Contact: _____
- c. Name: _____ Contact: _____

14. Billing Info: _____

Is there anything else I should know to help support you in the most successful way possible?



UpReach Therapeutic Equestrian Center, Inc.
 153 Paige Hill Road, Goffstown, NH 03045
 603.497.2343 FAX: 603.497.5367



Vocational Training Program Physical Demands

The information on this document is to inform the potential student of the physical demands of the Vocational Training Program.

Physical Demands

| <i>(Please indicate which factor is required to perform specific job/task/function)</i> | Occasional (Up to 1/3 of the time) | Frequent (1/3 to 2/3 of the time) | Constant (2/3 or more of the time) |
|--|---------------------------------------|-----------------------------------|------------------------------------|
| Standing Surface: Cement or outdoors | | | ✓ |
| Walking Terrain: inside/outside, with hills and rocky terrain | | | ✓ |
| Able to be physically active for up to 2 hours (in regards to the training program) | | | ✓ |
| Able to be physically active for up to 6 hours (in regards to most job sites) | | | ✓ |
| Sitting | ✓ | | |
| Lifting Pounds: 50 lbs max | | ✓ | |
| Carrying Pounds: 50 lbs max | | ✓ | |
| Pushing Pounds: 50 lbs max | | ✓ | |
| Pulling Pounds: 50 lbs max | | ✓ | |

| | | | |
|--|---|---|---|
| Stooping | ✓ | | |
| Crouching | ✓ | | |
| Reaching (overhead) | ✓ | | |
| Talking (to co-worker, staff, etc.) | | | ✓ |
| Hearing (from co-workers, staff, etc.) | | | ✓ |
| Exposure to Weather | | | ✓ |
| Exposure to Extremes of Cold Temperatures | | ✓ | |
| Exposure to Extremes of Heat Temperatures | | ✓ | |
| Moderate Noise Level | | | ✓ |
| Atmospheric Conditions (i.e. – dust) | | ✓ | |
| Other Environmental Conditions | | ✓ | |

Additional Comments/Concerns



UpReach Therapeutic Equestrian Center, Inc.

153 Paige Hill Road, Goffstown, NH 03045

603.497.2343 FAX: 603.497.5367



Vocational Training Program Policies and Procedures

Eligibility

- Ability to keep self, others, and horses safe
- Ability to work independently with supervision
- Ability to ambulate independently
- Ability to lift up to 50 pounds
- Completed UpReach paperwork
- Willingness to work outside in all kinds of weather (Dress appropriately!)
- A desire to work with animals
- Ability to follow directions
- Open to receiving constructive feedback
- Have a positive attitude about working in this environment
- Desire to treat all animals and humans with respect

Discharge guidelines

A student may be discharged from the vocational program at the discretion of the instructor, for the following reasons:

- They threaten or become excessively disruptive or uncontrollable to the point of harming themselves, the horses, other students, volunteers, staff or facility at UpReach
- Misusing equipment
- Consistently wearing inappropriate footwear, impacting their ability to participate in programming
- Disrespectful of horses or UpReach staff
- Refusal to participate in program
- Falsification of information on participant application and/or other documents
- Excessive use of foul language
- Smoking on the property

Attendance policy

- If a student needs to cancel for any reason, they are responsible for calling UpReach 497-2343 as soon as possible.
- UpReach may cancel due to excessive winter weather and poor driving conditions in our area. UpReach staff will attempt to contact you via telephone in regards to the cancellation. Please make sure you provide us with accurate contact phone numbers.
- Students missing 10 or more sessions will receive an incomplete
- Please arrive on time for each session. Should you experience delay, please call UpReach at 497-2343.

Clothing

- For safety, people participating in equine activities must wear close toed, close-heeled shoes. A participant will not be allowed to participate in their session if they come without appropriate footwear.
- There is no specific dress code; however, this is a professional working environment. Professional barn attire is as follows:
 - Jean or shorts without holes (Shorts must have a 3inch inseam).
 - Shirts are required at all times. Tank tops are allowed – straps need to be 1 inch thick.
 - During the winter months, dress in layers.
 - There will be many outside tasks that need to be done, rain or shine, in the cold and in the heat, so please dress appropriately for the weather.

Cell Phone Use

- No one should be on a cell phone and handling a horse at any time.
- If students need a cell phone for a recording device during classroom activities, please address this with instructor.
- Unless there is an emergency, cell phones should remain on silent and only used for photos of horses at the end of the session, or with permission from instructor.

Background Checks

- All UpReach employees are required to complete a background check upon hiring
- All UpReach Vocational Training Program Volunteers must complete a background check to be eligible to volunteer in the Vocational Training Program.



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
25 Hall Street
Concord, NH 03301
TEL. (603) 491-8060

March 2024
State Board of Education Meeting
Learn Everywhere Program Initial Application
Laconia Flight Academy/Sky Bright Aviation
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the initial application for the Laconia Flight Academy/Sky Bright Aviation Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Gena Adams, Chief Flight Instructor
Laconia Flight Academy/Sky Bright Aviation
Laconia Airport – 65a Aviation Drive
Gilford, NH 03249
603-528-6818

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve the application [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this initial application will allow the applicant to award students that complete the Learn Everywhere program a certificate for credit toward meeting high school graduation requirements for a period of one year.

E. Possible Motion

I move that the State Board of Education approve the Laconia Flight Academy/Sky Bright Aviation Learn Everywhere initial 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
Office of Learn Everywhere
Division of Education Analytics and Resources
25 Hall Street
Concord, NH 03301
TEL. (603) 491-8060
FAX (603) 271-1953

March 4, 2024

Frank Edelblut, Commissioner
New Hampshire Department of Education
25 Hall Street
Concord, NH 03301

Re: Laconia Flight Academy/Sky Bright Aviation
Learn Everywhere Program Evaluation Report

Commissioner,

This evaluation report has been prepared, and is being submitted by, the Administrator of Educational Pathways (AEP) of the New Hampshire Department of Education (NHED) to the NHED Commissioner of Education (Commissioner) as required by Ed 1403.02(f). This evaluation report, along with the Laconia Flight Academy/Sky Bright Aviation (LFA/SBA) Learn Everywhere initial program application, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

It is the mission of LFA/SBA to provide flight students with an excellent flight training experience that produces highly skilled and safe pilots. Safety is our number one priority, and every member of their team is committed to ensuring flight students receive the highest in professional flight instruction in well-maintained aircraft.

LFA/SBA has submitted this Learn Everywhere program application, in accordance with Ed 1403.01, requesting an initial one-year approval to issue certificates for credit for their Pilot License Course and Instrument Flight Rating Course to be applied toward meeting high school graduation requirements as an Open Elective.

LFA/SBA Learn Everywhere Program Application Review Process

- LFA/SBA submitted its initial application to NHED on December 13, 2023.
- As required by Ed 1403.02, NHED reviewed the application and notified LFA/SBA that the application was considered incomplete on January 24, 2024. The AEP provided LFA/SBA feedback on the application and discussed what was needed to bring the application to a complete status. LFA/SBA submitted a revised application to NHED on February 6, 2024. Following a second review of the application by the AEP, LFA/SBA was notified that their application was complete on February 6, 2024.
- 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.

Jeffrey Beard – Jeff Beard, Ed.D is the New Hampshire State Director for Career and Technical Education. He has worked at the New Hampshire Department of Education for seven years, in the Bureau of Career Development. Two of the seven years he has served in an administrative role, overseeing grants management, program approval, program monitoring and evaluation, and leadership for career and workforce development education. Prior to joining State service, Dr. Beard was a middle school level special education teacher and English/Language arts teacher for 15 years. He received his Doctorate in Educational Leadership from Plymouth State University in 2014. Mr. Beard’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of curriculum competency expertise.

Matt Prince – Mr. Prince has been a social studies teacher for 21 years at Hanover High School. In the last three years he has served as the schools part time ELO coordinator and manages the March Intensive program. Matt is a graduate of Hanover High School and the University of New Hampshire Masters in Teaching program. Matt’s participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. by providing expertise in the area of extended learning opportunities

- The AEP reached out directly to five teachers credentialed in earth and space science in an attempt to fulfill the intent of Ed 1403.02(a)(2)b. Two of the teachers responded indicating they would not be participating in the review. No other responses were received. The AEP then reached out to Megan Tuttle, President of NEA-NH, who had prior offered to assist the AEP in finding credentialed teachers to complete Learn Everywhere program reviews. The AEP did not receive a response to the request for assistance. In accordance with Ed 1403.02(a)(2), the lack of reasonable availability of a teacher 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 LFA/SBA initial 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 March 1, 2024.

Summary of the Committee Review

Reviewer comments in Accordance with Application Requirements

None.

General Reviewer Comments

- This proposed program provides a balance of practical application and in-depth theory. Students will be able to connect an area of personal interest (aviation) with scientific principles.
- I'm impressed with the program and feel it meets all of the criteria for completing and ELO for students interested in pursuing a future in aviation.

A copy of the revised LFA/SBA Learn Everywhere initial application is attached.

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, and the associated attachment, 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 LFA/SBA initial application.

Please let me know if you have any questions or need additional information to inform your recommendation.

Respectfully submitted,



Timothy C. Carney
Administrator of Educational Pathways

Attachment – LFA/SBA Learn Everywhere Initial Application

**Laconia Flight Academy/Sky Bright Aviation
Learn Everywhere Initial Application**



New Hampshire

Department of Education

Learn Everywhere Program Initial Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

Organization Name: Laconia Flight Academy/Sky Bright Aviation

Name of Primary Contact: Gena Adams, Chief Flight Instructor

Mailing Address: Laconia Airport, 65a Aviation Dr, Gilford NH 03249

Email Address: gadams@skybright.com

Phone Number: 603-528-6818

2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

At Laconia Flight Academy, it is our mission to provide flight students with an excellent flight training experience that produces highly skilled and safe pilots. Safety is our number one priority, and every member of our team is committed to ensuring our flight students receive the highest in professional flight instruction in well-maintained aircraft.

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 our instructors are required to be FAA Certified Flight Instructors at a minimum and advanced Instructor ratings are preferred.

All CFIs must meet the following requirements.

- Be 18 years of age
- Read, speak, write and understand the English language
- Hold either a commercial pilot certificate or airline transport pilot certificate and an instrument rating
- Have logged at least 250 hours of flight time
- Hold a valid FAA 3rd Class Medical Certificate (or higher)
- Receive a logbook endorsement from an authorized instructor on the fundamentals of instructing
- Pass a knowledge test on the aeronautical knowledge areas appropriate to the flight instructor rating sought
- Pass a Practical Exam administered by a DPE; which involves an Oral Exam (Typically more than 4 hours long) followed by a Check Ride flight (approximately 1.5 hours)

All CFIs (a CFI - Instrument – which is required to teach a student pursuing their IFR rating) must meet the following requirements.

- Have a CFI Certificate
- Pass the FAA test on instrument flying
- Pass a CFI Practical Exam administered by a DPE; which involves an Oral Exam (Typically 1 hour long) followed by a Check Ride flight (approximately 1 hour)

Laconia Flight Academy assures that Learn Everywhere program instructors will satisfy the above requirements.

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)].

It is Laconia Flight Academy's policy that it 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.

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)].

Flight instruction requires the student to be proficient in a variety of competencies related to Technology, Engineering, Earth and Physical Sciences. Flight instruction is an ideal course to fulfill elective credit in Science as an "Open Elective" per Ed 306.27(v).

Students that successfully complete the Private Pilot License Course or the Instrument Flight Rating Course will be awarded a certificate for credit as an "Open Elective" to be applied toward meeting public high school graduation requirements.

6.0 An outline of the program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].

Program Goals and Performance Objectives

(From the NHTEA Technology & Engineering Education Curriculum Guide R2022)

The recent revision of the NHTEA Technology & Engineering Education Curriculum Guide R2022 has been updated using the ITEEA Standards for Technology & Engineering Literacy as a guide. The NHTEA Technology & Engineering Curriculum Guide illustrates where our state grade level performance objectives correspond to the technology and engineering standards from ITEEA STEL. The ITEEA STEL document explains the process of comparing the STEL Benchmarks to the Benchmarks from NGSS, CCSS Math and CCSS ELA. ITEEA STEL can be viewed as a free download from [iteea.org](https://www.iteea.org/stel) and a link to the STEL ETOOL is found at <https://www.iteea.org/stel>

NHTEA Goals and Performance Objectives that are met through Private Pilot Lessons at Laconia Flight Academy/Sky Bright Aviation are outlined below. The Academy uses the Private Pilot Syllabus by FLY8MA, copyright 2023.

NHTEA Goals: Technology/Engineering Education will contribute to the development of all students by:

- A. Providing opportunities to utilize the engineering design process to overcome real world situations using age appropriate, thematically related, and hands on solutions.
- B. Encouraging those habits of mind necessary to a lifelong learner, such as the ability to question, investigate, design, experiment, and evaluate.
- C. Providing opportunities to develop safe and appropriate skills, and awareness of a wide range of traditional and contemporary technologies.
- D. Preparing students to recognize, use, prepare (and communicate) technical information in order to engineer solutions to problems related to a variety of technological systems.
- E. Promoting an appreciation for the interdependency of technology and other disciplines.
- F. Increasing understanding of the (current and historical) relationships between technology, individuals, and society.
- G. Providing an introduction to the impact technology has on society and the environment.
- H. Providing opportunities to plan, develop, operate, control and maintain a variety of technological systems such as medical, agricultural, biological, energy and power, information and communication, transportation, manufacturing, construction, robotics and automation and emerging technologies.
- I. Encourage the development of (career awareness and) leadership abilities. Through (classroom activities and) participation in extracurricular activities such as the Technology Student Association and other Career & Technical Student Organizations, Design Challenges, and projects that support their communities.

Performance Objectives: The student will be able to:

| | |
|------------|---|
| Grade 9-12 | |
| A8 | Design, develop, manage, and evaluate activities using identified problem-solving techniques. |
| B5 | Demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively. |
| B6 | Evaluate the use of technology to solve issues. |
| C6 | Exhibit the safe and proper selection, use and maintenance of technical equipment (both digital and physical), materials, and processes. |
| C7 | Recognize and demonstrate safe, appropriate and ethical use of information technology. |
| D11 | Demonstrate those technical skills needed to find, organize, use and communicate information effectively in a technological world. |
| D12 | Select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information. |
| D13 | Recognize and demonstrate ethical collection, use, and communication of data, with integrity and limited bias. |

| | |
|----|---|
| E5 | Integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems. |
| F9 | Evaluate examples of how technological systems and processes have developed to satisfy human needs and wants. |
| G7 | Analyze technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life. |
| H7 | Design, schedule, manage, and assess technical processes and systems. |
| H8 | Diagnose and repair malfunctioning systems. |
| I5 | Demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education/employment. |
| I6 | Discover and develop talents, aptitudes, and interests related to technical pursuits. |

Laconia Flight Academy is proposing two courses that would earn Learn Everywhere credit. Both courses are a combination of "Ground School" for knowledge and "Flight Activities" to learn and improve skills. The first is the Private Pilot Certificate course (VFR-Visual Flight Rules) and the second is the IFR (Instrument Flight Rules) course.

Private Pilot License Course Lessons (VFR) (FLY8MA)

In order to earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit. Ground School includes on-line work through fly8ma.com with supplemental ground training by certified instructors to review work, answer questions and prepare students to pass their written Private Pilot Knowledge Test. The Flight Activities portion of the course includes time in the air as well as pre-flight and ground activities directly related to safety of the aircraft.

This first course is outlined below. It entails a minimum of 49 hours of ground school and 63 hours of flight activities.

Stage 1

1. PPL Certificate and Flight Fundamentals
2. Aircraft Control & Configuration Changes
3. Energy Management
4. Stalls & Wind Correction
5. Ground Reference & Multitasking
6. Instrument Flight Emergency Procedures
7. Preflight Planning & Towered Airports
8. Flight Environment & Emergency Procedures
9. Energy Management in the Traffic Pattern
10. Advanced Traffic Pattern
11. Traffic Pattern Eps
12. Performance Takeoffs & Landings

13. Simulated Instrument & Unusual Attitudes
 14. Day-to-Night Transitions
 15. Stage 1 Check
- Ground Hours = 15 Activity Hours = 23.2

Stage 2

16. First Solo – Pattern
 17. Second Solo (Pattern) + Maneuver Review
 18. Unaccompanied Pattern Solo
 19. Local Area Solo
 20. Principles of Navigation
 21. XC Flight Emergency Procedures
 22. XC Flight Planning
 23. VORs + Maneuver Review
 24. Local Area Solo
 25. Advanced Navigation Systems
 26. Local Area or Pattern Solo OPTIONAL
 27. First Dual XC Flight
 28. Unfamiliar Airport Traffic Pattern Ops
 29. Local Area Solo OPTIONAL
 30. Night XC Flight
 31. Long Dual XC Flight
 32. Stage 2 Check
- Ground Hours = 22 Activity Hours = 24.8

Stage 3

33. First Solo XC Flight
 34. Emergency Procedures & Pattern Work
 35. Second Solo XC Flight
 36. Maneuver Review
 37. Mock PPL Checkride
 38. Local Area Solo
 39. Student Progress Evaluation
 40. Stage 3 Check
- Ground Hours = 12 Activity Hours = 15

Instrument Flight Rating Course Lessons (VFR) (FLY8MA)

The Private Pilot License Course is a pre-requisite for the advanced course. Like the first, this course also has two parts: Ground School and Flight Activities.

Ground School includes on-line work through fly8ma.com with supplemental ground training by certified instructors to review work, answer questions and prepare students to pass their written IFR

Knowledge Test. The Flight Activities portion of the course includes time in the air as well as simulator time and ground activities directly related to the use of aircraft instruments.

This first course is outlined below. It entails a minimum of 33.7 hours of ground school and 40.8 hours of flight activities.

Stage 1

1. Introduction to the IFR Rating and Instrument Flight
2. IFR Aeronautical Decision Making & Aeromedical Factors
3. Navigation in the World of IFR
4. The National Airspace System
5. Holding Patterns
6. Instrument Federal Aviation Regulation
7. Enroute/Chart Supplements & Airport Lighting/Diagrams
8. Approach Charts

Stage 1 Check

Stage 2

9. Standard Instrument Departures & Terminal Arrival Routes
10. Weather
11. Weather Charts, Publications and Resources
12. IFR Flight Planning
13. Instrument Flying Emergencies
14. IFR Scenario 1
15. IFR Scenario 2
16. IFR Scenario 3
17. IFR Scenario 4
18. IFR Scenario 5

Stage Check 2

7.0 A plan for recording student progress in meeting expected student outcomes for the course of instruction [Ed 1403.01(b)(1)(c)].

A plan for formative and summative assessments is in place for this course. All formative assessments will be informal resulting from instructor observation of performance-based learning. Performance evaluation rubrics will be used to evaluate program proficiencies and student performance.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Flight instruction is individualized and can be very fast paced. For formative assessments, instructors will be provided with check sheets and charts on which they can record brief notes concerning student performance of certain tasks. For summative assessments, project evaluation rubrics will be used to evaluate program proficiencies and student performance. A four-point scale from “not yet meeting,” to “Exceeding,” will indicate what degree of mastery the student has achieved.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

We propose 1 credit for achieving a Private Pilot License (Course 1). A student requires a minimum of 49 hours of ground school and 63 hours of ground activity & flight time. The average student logs many more hours than this. As mentioned above, in order to earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit.

We propose an additional 1 credit for a student who successfully completes the Instrument Flight Rating Course (VFR) (FLY8MA).

10.0 A description of the competency-based grading system to be used for this proposed course of instruction [Ed 1403.01(b)(1)(e)].

A rubric for this course is included at the end of this application. Students will be evaluated on each Performance Objective listed using the following scale:

Not yet meeting; Approaching; Meeting; Exceeding

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)].

Laconia Flight Academy/Sky Bright Aviation advertises flight instruction through a variety of media. Individuals wishing to study for their Private Pilot license are responsible for tuition payments. When grants and other financial assistance opportunities are available the instructors ensure students are aware of them.

The methods for admission shall not be 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)].

Students with 504 Plans are encouraged to share those with our instructors and we will do what we can within our resources to meet the accommodations outlined in the plan. As mentioned above, in order to earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit.

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)].

Students with IEPs are encouraged to share those with our instructors and we will do what we can within our resources to meet the accommodations outlined in the plan. As mentioned above, in order to

earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit.

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)].

Laconia Flight Academy 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 as required in Ed 1403.01(b)(2)(d). As mentioned above, in order to earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit.

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)].

Laconia Flight Academy has a classroom in the Sky Bright hangar at Laconia Airport that is available for ground school use. A full motion Red Bird Simulator is housed in the room next door. The classroom and the Simulator are in a climate-controlled environment. Three aircraft are available for student and instructor use for flight instruction and are stored in a heated hangar during cold weather and out on the ramp in warmer weather.

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)].

Laconia Flight Academy affirms that all facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations as required in Ed 1403.01(b)(3)(b).

17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

Laconia Flight Academy agrees to disclosed to Learn Everywhere program participants insurance it maintains, if any, which would cover the participants in the Learn Everywhere program.

Additional Information

Formative Assessment Check Sheet

2024 Laconia Flight Academy: Instructor: Name

A formative assessment should take place every couple of lessons and instruction modified as needed. The following check sheet will be used as students are working on activities on the ground and in the air.

Circle: "B" = Beginning; "D" = Developing; "P" = Proficient; "E" = Exceeds

| Student Name | Uses Engineering Process | Developing Habits of Mind | Skills & Awareness | Use Tech Info | Plan, Develop, Operate, Maintain | Leadership |
|--------------|--------------------------|---------------------------|--------------------|---------------|----------------------------------|------------|
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |
| | B D P E | B D P E | B D P E | B D P E | B D P E | B D P E |

NHTEA Engineering and Technology Goals

- A. Providing opportunities to utilize the engineering design process to overcome real world situations using age appropriate, thematically related, and hands on solutions.
- B. Encouraging those habits of mind necessary to a lifelong learner, such as the ability to question, investigate, design, experiment, and evaluate.
- C. Providing opportunities to develop safe and appropriate skills, and awareness of a wide range of traditional and contemporary technologies.
- D. Preparing students to recognize, use, prepare (and communicate) technical information in order to engineer solutions to problems related to a variety of technological systems.
- E. Providing opportunities to plan, develop, operate, control and maintain a variety of technological systems such as medical, agricultural, biological, energy and power, information and communication, transportation, manufacturing, construction, robotics and automation and emerging technologies.
- F. Encourage the development of (career awareness and) leadership abilities. Through (classroom activities and) participation in extracurricular activities such as the Technology Student Association and other Career & Technical Student Organizations, Design Challenges, and projects that support their communities.
- G. Providing an introduction to the impact technology has on society and the environment.

- H. Providing opportunities to plan, develop, operate, control and maintain a variety of technological systems such as medical, agricultural, biological, energy and power, information and communication, transportation, manufacturing, construction, robotics and automation and emerging technologies.
- I. Encourage the development of (career awareness and) leadership abilities. Through (classroom activities and) participation in extracurricular activities such as the Technology Student Association and other Career & Technical Student Organizations, Design Challenges, and projects that support their communities.

Laconia Flight Academy 2024; Instructor: _____

Summative Assessment Competency Rubric

| Student Name | Uses Engineering Process A8, B6, E5, F9 | Developing Habits of Mind B5, C7, G7 | Skills & Awareness B5, B6, C6, D12 | Use Tech Info B7, C7, D11, D12, D13, E5, H7, G7 | Plan, Develop, Operate, Maintain A8, C6, H8 | Leadership I5, I6 |
|--------------|---|--------------------------------------|------------------------------------|---|---|-------------------|
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| A8 Design, develop, manage, and evaluate activities using identified problem-solving techniques. Lessons numbered: | | | |
|--|--|---|--|
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to design, develop, manage, and evaluate activities using identified problem-solving techniques. | Learner <i>uses support</i> to design, develop, manage, and evaluate activities using identified problem-solving techniques. | Learner <i>consistently and independently</i> designs, develops, manages, and evaluates activities using identified problem-solving techniques. | Learner <i>consistently and independently</i> analyzes designs and evaluates development & management plans as well as evaluating activities using |

| | | | |
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| | | | identified problem-solving techniques. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> • I can use identified problem-solving techniques to design solutions to technical problems. • I can use identified problem-solving techniques to develop solutions to technical problems. • I can use identified problem-solving techniques to manage solutions to technical problems. • I can use identified problem-solving techniques to evaluate solutions to technical problems. | | | |

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| B5 Demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively. | Learner <i>uses support</i> to demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively. | Learner <i>consistently and independently</i> demonstrates an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively. | Learner <i>consistently and independently</i> analyses the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> • I can demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility. • I can demonstrate an understanding of and an appreciation for the importance of developing a solid work ethic. • I can demonstrate an understanding of and an appreciation for the importance of learning to plan and work effectively. | | | |

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| B6 Evaluate the use of technology to solve issues. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to evaluate the use of technology to solve issues. | Learner <i>uses support</i> to evaluate the use of technology to solve issues. | Learner <i>consistently and independently</i> evaluates the use of technology to solve issues. | Learner <i>consistently and independently</i> evaluates and analyzes the use of technology to solve issues. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> • I can evaluate the use of technology to solve issues. | | | |

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| C6 Exhibit the safe and proper selection, use and maintenance of technical equipment (both digital and physical), materials, and processes. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to safely and properly select, use and maintain technical equipment (both digital and physical), materials, and processes. | Learner <i>uses support</i> to safely and properly select, use and maintain technical equipment (both digital and physical), materials, and processes. | Learner <i>consistently and independently</i> safely and properly selects, uses and maintains technical equipment (both digital and physical), materials, and processes. | Learner <i>consistently and independently</i> analyses safety and proper selection, use and maintenance of technical equipment (both digital and physical), materials, and processes. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> • I can safely and properly select, use and maintain technical equipment (both digital and physical). • I can safely and properly select, use and maintain technical materials. • I can safely and properly select, use and maintain technical processes. | | | |

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| C7 Recognize and demonstrate safe, appropriate and ethical use of information technology. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to recognize and demonstrate safe, appropriate and ethical use of information technology. | Learner <i>uses support</i> to recognize and demonstrate safe, appropriate and ethical use of information technology. | Learner <i>consistently and independently</i> recognizes and demonstrates safe, appropriate and ethical use of information technology. | Learner <i>consistently and independently</i> recognizes, demonstrates and evaluates safe, appropriate and ethical use of information technology. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> • I can recognize safe, appropriate and ethical use of information technology. • I can demonstrate safe, appropriate and ethical use of information technology. | | | |

| | | | |
|---|---|--|--|
| D11 Demonstrate those technical skills needed to find, organize, use and communicate information effectively in a technological world. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to demonstrate those technical skills needed | Learner <i>uses support</i> to demonstrate those technical skills needed to find, organize, use | Learner <i>consistently and independently</i> demonstrates those technical skills needed | Learner <i>consistently and independently</i> demonstrates and evaluates those |

| | | | |
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| to find, organize, use and communicate information effectively in a technological world. | and communicate information effectively in a technological world. | to find, organize, use and communicate information effectively in a technological world. | technical skills needed to find, organize, use and communicate information effectively in a technological world. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> I can demonstrate those technical skills needed to effectively find information in a technological world. I can demonstrate those technical skills needed to effectively organize information in a technological world. I can demonstrate those technical skills needed to effectively use information in a technological world. I can demonstrate those technical skills needed to effectively communicate information in a technological world. | | | |

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| D12 Select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information. | Learner <i>uses support</i> to select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information. | Learner <i>consistently and independently</i> selects and uses appropriate measuring tools to accurately gather, compile, analyze, and communicate information. | Learner <i>consistently and independently</i> selects and evaluates the use of appropriate measuring tools to accurately gather, compile, analyze, and communicate information. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> I can select appropriate measuring tools to accurately gather, compile, analyze, and communicate information. I can use appropriate measuring tools to accurately gather, compile, analyze, and communicate information. | | | |

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| D13 Recognize and demonstrate ethical collection, use, and communication of data, with integrity and limited bias. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to recognize and demonstrate ethical collection, use, | Learner <i>uses support</i> to recognize and demonstrate ethical collection, use, and | Learner <i>consistently and independently</i> recognizes and demonstrates ethical | Learner <i>consistently and independently</i> recognizes, demonstrates and |

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| and communication of data, with integrity and limited bias. | communication of data, with integrity and limited bias. | collection, use, and communication of data, with integrity and limited bias. | evaluates ethical collection, use, and communication of data, with integrity and limited bias. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> I can recognize ethical collection, use, and communication of data, with integrity and limited bias. I can demonstrate ethical collection, use, and communication of data, with integrity and limited bias. | | | |

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|---|--|--|--|
| E5 Integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems. | Learner <i>uses support</i> to integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems. | Learner <i>consistently and independently</i> integrates the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems. | Learner <i>consistently and independently</i> integrates and evaluates the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> I can integrate the engineering design process to develop solutions to real-world problems. I can integrate knowledge from other academic disciplines to develop solutions to real-world problems. | | | |

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|--|--|--|--|
| F9 Evaluate examples of how technological systems and processes have developed to satisfy human needs and wants. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to evaluate examples of how technological systems and processes have developed to satisfy human needs and wants. | Learner <i>uses support</i> to evaluate examples of how technological systems and processes have developed to satisfy human needs and wants. | Learner <i>consistently and independently</i> evaluates examples of how technological systems and processes have developed to satisfy human needs and wants. | Learner <i>consistently and independently</i> analyzes <i>and</i> evaluates examples of how technological systems and processes have developed to satisfy human needs and wants. |

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|---|--------------|-----------|-------------------------|
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> I can identify how technological systems and processes have developed to satisfy human needs and wants. | | | |

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|---|--|--|--|
| G7 Analyze technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to analyze technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life. | Learner <i>uses support</i> to analyze technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life. | Learner <i>consistently and independently</i> analyzes technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life. | Learner <i>consistently and independently</i> evaluates and analyzes technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> I can list examples demonstrating how technology impacts society and the environment. I can list examples demonstrating how technology enhances or destroys the human condition and quality of life. | | | |

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|--|--|--|--|
| H7 Design, schedule, manage, and assess technical processes and systems. Lessons numbered: | | | |
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to design, schedule, manage, and assess technical processes and systems. | Learner <i>uses support</i> to design, schedule, manage, and assess technical processes and systems. | Learner <i>consistently and independently</i> designs, schedules, manages, and assesses technical processes and systems. | Learner <i>consistently and independently</i> evaluates designs, schedules, management techniques, and assesses technical processes and systems. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> I can design technical processes and systems. I can schedule technical processes and systems. I can manage technical processes and systems. I can assess technical processes and systems. | | | |

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|---|--|--|--|
| H8 Diagnose and repair malfunctioning systems. Lessons numbered: | | | |
|---|--|--|--|

| Beginning | Developing | Proficient | Exceeds |
|--|--|---|--|
| Learner <i>requires support</i> to diagnose and repair malfunctioning systems. | Learner <i>uses support</i> to diagnose and repair malfunctioning systems. | Learner <i>consistently and independently</i> diagnoses and repairs malfunctioning systems. | Learner <i>consistently and independently</i> analyzes the function of an apparatus to diagnose and repair malfunctioning systems. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> • I can diagnose malfunctioning systems. • I can repair malfunctioning systems. | | | |

| 15 Demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education/employment. Lessons numbered: | | | |
|---|--|--|--|
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment. | Learner <i>uses support</i> to demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment. | Learner <i>consistently and independently</i> demonstrates an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment. | Learner <i>consistently and independently</i> demonstrates an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none"> • I can demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in my education. • I can demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in my employment. | | | |

| 16 Discover and develop talents, aptitudes, and interests related to technical pursuits. Lessons numbered: | | | |
|--|--|---|--|
| Beginning | Developing | Proficient | Exceeds |
| Learner <i>requires support</i> to discover and develop talents, aptitudes, and interests related to technical pursuits. | Learner <i>uses support</i> to discover and develop talents, aptitudes, and interests related to technical pursuits. | Learner <i>consistently and independently</i> discovers and develops talents, aptitudes, and interests related to technical pursuits. | Learner <i>consistently and independently</i> evaluates talents, aptitudes, and interests related to technical pursuits during the |

| | | | |
|--|--------------|-----------|------------------------------------|
| | | | discovery and development process. |
| Still Learning... | Sometimes... | Always... | Always independently... |
| <ul style="list-style-type: none">• I can discover talents, aptitudes, and interests related to technical pursuits.• I can develop talents, aptitudes, and interests related to technical pursuits. | | | |



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

EXECUTIVE SUMMARY

Initial Proposal Ed 504.08-504.10 School Nurse Expire Date: June 12, 2024 – Interim Rules

Submitted to the State Board of Education, March 14, 2023:

- A. **ACTION NEEDED**
A vote is needed by the board of education to approve the initial proposal to readopt Ed 504.08-504.10, relative to school nurse certification requirements.
- B. **RATIONALE FOR ACTION**
Interim rules are currently in place and effective until June 12, 2024. This proposal does not make any changes to the current interim rules in place.
- C. **EFFECTS OF THIS ACTION**
If the board votes to approve the initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the regular rulemaking process. A public hearing for these rules could be held as early as the regularly scheduled May state board meeting.
- D. **POSSIBLE MOTION**
I motion to approve the initial proposal for Ed 504.08-504.10, relative to school nurse requirements.

Readopt Ed 504.08 – Ed 504.10, effective 12-15-23 (Document #13823, Interim), to read as follows:

Ed 504.08 School Nurse I.

(a) An applicant for school nurse I shall be currently licensed in New Hampshire as a registered nurse as defined by RSA 326-B:2, X at the associate's degree level and have 3 years of clinical nursing experience in pediatric nursing or other related nursing areas, including, but not limited to public health, community health, family mental health, emergency, and primary care nursing.

(b) The applicant shall complete and submit the following items pursuant to Ed 505.08(a):

(1) The form(s) pursuant to Ed 505.08(b) and the attestation pursuant to Ed 505.08(j);

(2) An official transcript from a registered nursing program approved by the board of nursing;

(3) A copy of a valid state-issued license as a registered nurse;

(4) An employment verification letter from current or previous employers which demonstrates 3 years of work experience as required in (a) above; and

(5) Verification of enrollment in a board of nursing approved program to confirm compliance with RSA 200:29, IV.

(c) A school nurse I shall complete continuing education as outlined in Ed 513.07.

(d) A school nurse I shall comply with the code of conduct outlined in Ed 511.

(e) A school nurse I credential shall be valid for no more than 2 cycles of 3 years each with verification of compliance with (b)(5) above.

Ed 504.09 School Nurse II.

(a) A school nurse II hired before August 25, 2019, may renew a school nurse II credential if they continue to be employed within the same school district and comply with (c) and (d) below.

(b) If a school nurse II leaves the school district in which they are currently employed, they shall either:

(1) Apply for a school nurse I credential under Ed 504.08; or

(2) Apply for a school nurse III credential under Ed 504.10.

(c) A school nurse II shall complete continuing education as outlined in Ed 513.07 and follow the renewal procedures outlined in Ed 509.

(d) A school nurse II shall comply with the code of conduct outlined in Ed 511.

Ed 504.10 School Nurse III.

(a) An applicant for school nurse III shall have completed a board of nursing approved registered nursing program at the bachelor's degree level or higher, be currently licensed in New Hampshire as a registered nurse as defined by RSA 326-B:2, X, and have 3 years current experience in pediatric nursing or other related nursing areas, including, but not limited to public health, community health, family mental health, emergency, and primary care nursing.

(b) A school nurse holding national certification (NCSN) or out of state certification shall meet the requirements of school nurse III upon evaluation by the bureau of credentialing.

(c) The applicant shall complete and submit the following items pursuant to Ed 505.08(a):

- (1) The form(s) pursuant to Ed 505.08(b) and the attestation pursuant to Ed 505.08(j);
- (2) Employment verification letters from a current or previous employer which outlines 3 years of work experience required in (a) above;
- (3) A copy of a valid state-issued license as a registered nurse at the bachelor’s degree level or higher; and
- (4) An official transcript from an accredited college or university showing the successful completion of a BSN or more advanced degree.

(d) A school nurse III shall complete continuing education as outlined in Ed 513.07 and shall follow the renewal procedures outlined in Ed 509.

(e) A school nurse III shall comply with the code of conduct outlined in Ed 511.

Appendix I

| Rule | Statute |
|---------------------|------------|
| Ed 504.08-Ed 504.10 | RSA 200:29 |



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Final Proposal: Ed 504.12 Criminal History Record Check Deadline to File with JLCAR: April 9, 2024

Submitted to the State Board of Education, March 14, 2024:

A. ACTION NEEDED

A vote is needed by the state board of education to approve the final proposal for Ed 504.12, relative to criminal history record checks completed by the department of education.

B. RATIONALE FOR ACTION

All JLCAR draft comments have been addressed. Additionally, language was added to address out of state licenses that may be valid for longer than 5 years, and a current legislative change being made to the length of time clearances are valid for PEPP candidates.

C. EFFECTS OF THIS ACTION

If the board votes to approve this final proposal, it will be submitted to the Office of Legislative Services (OLS) to be reviewed and added to the April JLCAR agenda.

D. POSSIBLE MOTION

I vote to approve the final proposal for Ed 504.12, relative to criminal history record checks.

Readopt with amendment Ed 504.12, effective 2-22-23 (Document #13562), to read as follows:

Ed 504.12 Criminal History Record Check Clearance.

(a) A criminal history records check clearance ~~credential~~ shall be required for ~~any individual who:~~

(1) Any individual who ~~seeks~~ employment as a ~~a. School bus driver; or~~

~~b. Transportation monitor; or~~

(2) Professional educator preparation program (PEPP) candidates prior to unsupervised placement in a field experience as described in Ed 604.12 ~~;~~ Edit: period

(b) Individuals currently employed as a school bus driver ~~or transportation monitor~~ shall apply for a criminal history record check clearance no more than 6 months and no less than 60 days prior to the expiration of their current state-issued driver's license.

(c) An applicant for a criminal history record check clearance ~~credential~~ shall submit:

(1) To the department:

Submit form for OLS review

a. A completed "Criminal History Record Check Clearance" form, ~~September~~ February 2023;

b. A copy of a valid government-issued identification (ID) including, but not limited to:

1. A driver's license;

2. A state-issued photo ID;

3. A passport; or

4. A military ID; and

c. The applicable credentialing fee as required in Ed 505.09; and

(2) To the department of safety:

a. A completed department of safety "Criminal History Record Release Form DSSP 382" for SAU employees, as referenced in Appendix II along with the fee indicated on the form; or

b. A completed department of safety "Contracted School Transportation Providers" ~~ff~~ Form DSSP 434 as referenced in Appendix II, along with the fee indicated on the form.

(d) A criminal history records check clearance shall not be issued without the department's receipt of the applicant's criminal history record.

(e) A criminal history records check clearance ~~credential~~ shall be denied to any individual in accordance with Ed 512.01.

(f) A completed application for criminal history records check clearance shall be reviewed by the background check coordinator, as defined in RSA 21-N:8-a, I-a, in accordance with Ed 505.10(a)-(d).

(g) ~~A~~ Criminal history records check clearance ~~credentials~~ for bus drivers ~~and transportation monitors~~ shall be valid:

(1) For 5 years; or

(2) Until the background check coordinator of the department:

a. Receives actual notice of a basis to deny a criminal history records check clearance ~~credential~~ in accordance with Ed 512.01; and

Edit: delete the /

b. Provides notice of revocation of the criminal history records check clearance ~~credentials~~ to the bus driver and the New Hampshire department of motor vehicles.

(h) ~~A~~ Criminal history records check clearance ~~credentials~~ for new bus driver applicants shall be valid for the duration of the individual's current state-issued driver's license.

(i) ~~A~~ Criminal history records check clearance ~~credentials~~ for PEPP candidates shall be valid for 3 years.

(j) Renewal applications for bus drivers ~~and transportation monitors~~ shall be submitted no more than 6 months and no less than 60 days prior to the expiration of the criminal history records check clearance ~~credential~~ or current driver's license, as applicable, by submission of the requirements enumerated in (c) above.

(k) Renewal applications for PEPP candidates shall be submitted no less than 60 days prior to the expiration of the last criminal history records check clearance ~~credential~~, as applicable, by submission of the requirements enumerated in (c) above.

Appendix I

| Rule | Statute |
|-----------|--|
| Ed 504.12 | RSA 189:13-a, IV; RSA 189:13-b; RSA 189:13-c |

APPENDIX II

| Rule | Title | Obtain at |
|----------------------|--|---|
| Ed 504.12 (c)(2)a | Criminal History Record Release Form, DSSP382, Effective 10/1/16 | https://www.nhsp.dos.nh.gov/resources/documents-and-forms |

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|---------------------|--|--|
| Ed 504.12(c)(2)b | Contracted School Transportation Providers, DSSP 434 Effective 8/1/18 | New Hampshire Department of Safety, Division of State Police, Central Repository for Criminal Records, 33 Hazen Drive, Concord, NH 03305 |
|---------------------|--|--|

Readopt with amendment Ed 504.12, eff 2-22-23 (Document #13562) to read as follows:

Ed 504.12 Criminal History Record Check Clearance.

(a) A criminal history records check clearance shall be required for:

- (1) Any individual who seeks employment as a school bus driver; and
- (2) Professional educator preparation program (PEPP) candidates prior to unsupervised placement in a field experience as described in Ed 604.3;

(b) Individuals currently employed as a school bus driver shall apply for a criminal history record check clearance no more than 6 months and no less than 60 days prior to the expiration of their current state-issued driver's license.

(c) An applicant for a criminal history record check clearance shall submit:

(1) To the department:

- a. A completed DOE BOC 17 "Criminal History Record Check Clearance" form, March September 2024~~3~~, which includes the certification in Ed 505.08(f) and the attestation in Ed 505.08(h);
- b. A copy of a valid government-issued identification (ID) including, but not limited to:
 1. A driver's license;
 2. A state-issued photo ID;
 3. A passport; or
 4. A military ID; and
- c. The applicable credentialing fee as required in Ed 505.09; and

(2) To the department of safety:

- a. A completed department of safety "Criminal History Record Release Form DSSP 382" for SAU employees, ~~as referenced in Appendix H~~, along with the fee indicated on the form; or
- b. A completed department of safety "Contracted School Transportation Providers Form DSSP 434", ~~as referenced in Appendix H~~, along with the fee indicated on the form.

(d) A criminal history records check clearance shall not be issued without the department's receipt of the applicant's criminal history record.

(e) A criminal history records check clearance shall be denied to any individual in accordance with Ed 512.01.

(f) A completed application for criminal history records check clearance shall be reviewed by the background check coordinator, as defined in RSA 21-N:8-a, I-a, in accordance with Ed 505.10(a)-(d).

(g) A criminal history records check clearance for bus drivers shall be valid:

- (1) For 5 years; or

(2) Until the background check coordinator of the department:

- a. Receives actual notice of a basis to deny a criminal history records check clearance in accordance with Ed 512.01; and
- b. Provides notice of revocation of the criminal history records check clearance to the bus driver and the New Hampshire department of motor vehicles.

(h) A criminal history records check clearance for new bus driver applicants shall be valid for:

(1) ~~¶~~The duration of the individual’s current state-issued driver’s license; or

(2) A period not to exceed 5 years from the date of issuance.

(i) A criminal history records check clearance for PEPP candidates shall be valid for the period established in RSA 189:13-c, II(c)for 3 years.

(j) Renewal applications for bus drivers shall be submitted no more than 6 months and no less than 60 days prior to the expiration of the criminal history records check clearance or current driver’s license, as applicable, by submission of the requirements enumerated in (c) above.

(k) Renewal applications for PEPP candidates shall be submitted no less than 60 days prior to the expiration of the last criminal history records check clearance, as applicable, by submission of the requirements enumerated in (c) above.

Appendix I

| Rule | Statute |
|-----------|--|
| Ed 504.12 | RSA 189:13-a, V-VI; RSA 189:13-b; RSA 189:13-c |

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Final Proposal: Investigations and Disciplinary Proceedings Ed 501, Ed 510.05, Ed 511 Deadline to submit to JLCAR: April 9, 2024

Submitted to the State Board of Education, March 14, 2024:

A. ACTION NEEDED

A vote is needed by the state board of education to approve the final proposal for Ed 501, Ed 510.05, and Ed 511, relative to investigations and disciplinary procedures.

B. RATIONALE FOR ACTION

All JLCAR comments have been addressed (JLCAR draft included), and public comment has been used to make additional changes. The public testimony report outlining the testimony received and how it was used in the final proposal has also been included.

C. EFFECTS OF THIS ACTION

If the board votes to approve the final proposal, it will be submitted to the Office of Legislative Services (OLS) to be included and reviewed at the April JLCAR meeting.

D. POSSIBLE MOTION

I vote to approve the final proposal for Ed 501, Ed 510.05, and Ed 511, relative to investigations and disciplinary proceedings.

Readopt with amendment Ed 501.01, eff 10-5-20 (Document # 13100), cited and to read as follows:

PART Ed 501 PURPOSE AND DEFINITIONS

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

- (a) Develop and administer credential standards for educational personnel;
- (b) Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of educator licenses;
- (c) Develop and administer a code of conduct for all credential holders and to inform members of the public of the code of conduct applicable to credential holders;
- (d) Specify unprofessional conduct which justifies disciplinary sanctions against credential holders;
- (e) Set forth the department’s procedures and processes as it pertains to reviewing and assessing complaints, cases, and investigations; and
- (f) Provide oversight of adjudicatory proceedings required for discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02, eff 7-1-23 (Document #13655), and renumber as Ed 501.02 and Ed 501.03, to read as follows:

Ed 501.02 Definitions A - H. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:

- (a) “Authorization” means permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;
- (b) “Board” means the state board of education created by RSA 21-N:10;
- (c) “Bureau” means the bureau of credentialing, division of educator support and higher education, department of education;
- (d) “Case” means ~~that~~ a complaint or report has been reviewed by the department and a determination ~~has been made~~ that the allegation within the complaint involves a licensed credential holder and a possible violation of the educator code of conduct and might warrant an investigation;
- (e) “Clearance” means a document issued to bus drivers and candidates enrolled in a professional educator preparation program (PEPP) which reflects that the criminal history record check was completed pursuant to RSA 189:13-b and RSA 189:13-c, and none of the violations in RSA 189:13-a, V were found;
- (f) “Certificate” means the electronic or paper form of any type of credential issued by the board;

(g) “Code of conduct” means the code of conduct for licensed or certified educational personnel as outlined in Ed 510.01-Ed 510.05 and is applicable on or off duty;

(h) “College-level course” means a course of at least 3 credit hours from an institution of higher education accredited by a regional accrediting body approved by the U.S. Department of Education;

(i) “Commissioner” means the commissioner, department of education;

(j) “Complaint” means information ~~that alleges possible educator misconduct or could involve possible educator misconduct as defined by the code of conduct~~ that has come to the attention of the department either through direct reporting or other means and alleges possible educator misconduct as defined by the educator code of conduct. Complaints are available to the public pursuant to RSA 91-A, subject to appropriate redactions to protect identifiable information. The term also includes “report”;

(k) “Credential” means any authorization, statement, or license issued by the state board including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), intern authorization (IA), ~~emergency authorization (EA)~~, statement of eligibility (SOE), educational interpreter and /transliterator license (EITL), paraeducator I & II license (PARA I & PARA II), school nurse I, II & III license (SN I, SN II & SN III), and master teacher license (MTL);

(l) “Credential holder” means any individual who holds a credential, as defined in Ed 501.02(kg);

(m) “Credential verification request” means a request from a credential holder to fulfill a request for verification of a New Hampshire credential;

(n) “Career and technical education principal” means the ~~administrator who directs the curriculum, instruction, and assessment activities~~ individual who serves as the administrative and instructional leader of a career and technical education school;

(o) “Curriculum administrator” means the individual, other than the superintendent, who is responsible for the oversight of the entire administrator of a school district or school administrative unit who directs the curriculum, instruction, and assessment ~~program~~ activities of a school district or school administrative unit (SAU);

(p) “Degree” means a degree from an institution accredited by a regional accrediting body approved by the U.S. Department of Education;

(q) “Denial” means the refusal to grant a credential to an applicant;

(r) “Department” means the New Hampshire department of education;

(s) “Director” means the director, division of educator support and higher education, department of education;

(t) “District administrator” means the senior educational official of a school district or ~~school administrative unit~~ SAU with 400 or fewer total school-age enrollments and with no more than 2 public schools who provides the superintendent services identified in RSA 194-C:4 and Ed 302;

(u) “Division” means the division of educator support and higher education, department of education;

(v) “Education administrator” means a person who provides building-, district-, or ~~school administrative unit~~ (SAU)-level administrative services at the pre-K, elementary, or secondary level including a superintendent, assistant superintendent, principal, assistant principal, special education administrator, curriculum administrator, career and technical education principal, and district administrator, as outlined in Ed 506;

(w) “Educational interpreter and transliterator” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;

(x) “Educational organization” means a public school, an SAU ~~school administrative unit~~, a school district, a chartered public school, public academy, or a non-public school;

(y) “Educational specialist” means a person who provides non-instructional services, or provides specialized instructional services outside of the classroom, to students at the pre-K, elementary, or secondary level including a library media specialist, school counselor, school counseling director, school nurse, school psychologist, school social worker, and specialist in assessment of intellectual functioning;

(z) “Educator” means education administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter and transliterator, and school nurses;

~~(aa) “Emergency authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ an educator to fill a vacancy as specified in Ed 504.04;~~

(~~aa~~b) “Endorsement” means the area specified on a credential that indicates the role for which the credential holder is authorized for employment; and

(~~ab~~e) “Experience” means full-time employment ~~in~~as a specific educator role, or equivalent to full-time, not to include time in a role requiring a credential if the educator did not hold the required credential.

Ed 501.03 Definitions I - Z. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:

(a) “Instructional specialist” means a person who provides specialized instructional support to teachers and others who provide direct instruction to children at the pre-K, elementary, or secondary level, including reading and writing specialist, digital learning specialist, and elementary mathematics specialist for grades k-6;

(b) “In process of licensure authorization (IPLA)” means the authorization issued by the bureau to a school district or ~~school administrative unit~~SAU to employ a non-credentialed educator who is in the process of licensure to fill a vacancy as specified in Ed 504.05;

(c) “Intern authorization” means the authorization granted to an applicant pursuant to Ed 504.03 to perform educational services while working under a bureau approved development plan as outlined in Ed 505.06;

(d) “Investigation” means that the department has ~~credible evidence determined that to support conducting an official inquiry to determine whether there is probable cause that~~ a violation of the educator code of conduct ~~may have~~ occurred;

(e) “License” means the document issued when an applicant meets full licensure requirements;

(f) “Licensure” means the official recognition by the board that an individual has met all requirements and is approved to practice in an endorsement area(s);

(g) “Paraeducator” means a person who works under the supervision of a teacher or other appropriate licensed education professional to provide specialized or concentrated non-initial instructional support to students at the pre-, elementary, or secondary level and may be licensed by the board;

~~(h) “Principal” means the individual who serves as the administrative and instructional leader of a school;~~

~~(i) “Professional conduct” means a set of established professional norms and behaviors as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;~~

~~(j) “Reprimand” means a note in the file of a credential holder for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which can be used in the event of a subsequent investigation;~~

~~(k) “Report” means information that alleges possible educator misconduct or could involve possible educator misconduct as defined by the code of conduct that has come to the attention of the department either through direct reporting or other means. Reports are available to the public pursuant to RSA 91-a, subject to appropriate redaction to protect identifiable information;~~

~~(l) “Revocation” means the department has permanently rescinded a credential from a credential holder or clearance holder;~~

~~(m) “School nurse” means a person licensed/certified by the board to provide health services in accordance with RSA 200:29;~~

~~(n) “Senior educational official” means the top executive in an educational organization who makes the key decisions on spending, staffing, and other education policies;~~

~~(o) “Special education administrator” means the individual who is responsible for oversight of the entire special education staff and program at the district or SAU level;~~

~~(p) “State” means any state of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, a Trust Territory of the Pacific Islands, the Department of Defense Education Activity, or any territory or possession of the U.S.;~~

~~(q) “Statement of eligibility” means a credential issued by the department that indicates that an individual has successfully met the entry requirements to seek employment and begin the site-based licensing plan described in Ed 505.06;~~

(r) “Superintendent” means the individual serving in the role of executive officer of the local school district(s) within the SAU and providing superintendent services as outlined in RSA 194-C:4 and Ed 302;

(sq) “Surrender” means when a credential holder offers to voluntarily give up the possession of a credential;

(tr) “Suspension” means the department has rescinded a credential from a credential holder for a specified period of time;

(us) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade 12, or any “adult student” as specified in Ed 1102.01(f), at any school or education institution except as otherwise noted in these rules; and

(vt) “Teacher” means a person who plans, provides, and assesses direct instruction to children at the pre-K, elementary, or secondary level in a content area specified in Ed 507. “Teacher” does not include paraeducator.

Readopt with amendment Ed 510.05 eff 11-9-18 (Document #12661), cited and to read as follows:

PART Ed 510 CODE OF CONDUCT

Ed 510.05 Duty to Report.

(a) Any credential holder shall report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.

(b) If a principal has been notified of, or is personally aware that a credential holder might~~may~~ have violated the code of conduct, the principal shall report to the superintendent of the school district or SAU of employment.

(c) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the department:

(1) When a superintendent has knowledge that a credential holder, as defined in Ed 501.02(~~lk~~), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

(2) When a superintendent has knowledge that a credential holder might~~may~~ have violated the code of conduct.

(d) If a credential holder suspects that a superintendent has violated the code of conductor if a credential holder has made a report or complaint and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

(e) Credential holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to:

(1) The credential holder's~~His or her~~ immediate supervisor, superintendent, or both; and

(2) The department of health and human services, pursuant to RSA 169-C:29.

(f) If the department has reason to suspect that any violation of the code of conduct was known by a credential holder and not reported, the department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by ~~Ed 510.05~~(a), (b), or (c) above.

(g) The department shall review the report or complaint of possible misconduct in accordance with Ed 511.01.

Readopt with amendment Ed 511, eff 11-9-18 (Document #12661), to read as follows:

PART Ed 511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS

Ed 511.01 Complaints, Cases, and Investigations.

(a) All complaints which allege possible educator misconduct or could involve possible educator misconduct shall be reviewed by the department.

(b) After the complaint is reviewed, if the department determines that a possible violation of the code of conduct has occurred, the department shall open a case with an assigned number.

(c) In reviewing the case, if the department determines by preponderance of the evidence that a violation of the code of conduct has occurred, the case shall become an investigation at which point the credential holder shall be placed under investigation, with the following conditions:

(1) Credential holders who are placed under investigation shall be notified in writing, via certified mail, that an investigation has been opened, ~~and~~ the nature of the allegation, and a summation of the facts within 15 days of the initiation of the investigation;

(2) Once under investigation, a credential holder who surrenders ~~their~~his or her credential shall be deemed to be revoked;

(3) The credential status of credential holders who are placed under investigation shall be valid, except for credential holders who are subject to immediate suspension pursuant to Ed 511.054; and

(4) A case that has not become an investigation within 90 days shall be closed.

(d) The credential holder's current superintendent shall be notified in writing by the department that an investigation has been opened, and when it is closed, unless the department determines that the notification ~~might~~may compromise the investigation.

(e) Evaluations of complaints, cases, and investigations into allegations of educator misconduct, as defined in the code of conduct, shall not constitute a disciplinary hearing and shall not constitute a finding of misconduct against a credential holder.

(f) Investigations shall be conducted by department personnel, except if the department determines that there is a need to contract with an independent investigator or needs to conduct the investigation in cooperation with another state or federal agency.

(g) The department shall make every attempt to:

- (1) Obtain any and all documentation which might be relevant to the investigation; and
- (2) Interview all individuals who may have relevant information which pertains to the investigation including, but not limited to:

- a. Parents or guardians;
- b. Students, with permission from the parent or guardian if they are under 18;
- ~~c~~b. The credential holder;
- ~~d~~e. Administration; and
- ~~e~~f. Other educational personnel, to include uncredentialed staff.

(h) Once the investigation is complete, the following procedures shall apply:

- (1) The department may create a report which documents the results of the investigation; or
- (2) The department may adopt the factual basis of the school district’s independent investigative report or law enforcement’s investigative report to fulfill the requirement of this subsection.

(i) If the department adopts the factual basis in (h)(2) above, it shall provide a summary statement to the credential holder informing the individual that it has adopted the factual basis of the independent report, and how those facts substantiate a violation of the code of conduct.

~~(j)~~ If the investigation finds that the credential holder did not violate the code of conduct, the credential holder shall be notified in writing and the investigation closed within 15 days of the termination of the investigation.

Ed 511.02 Post Investigation Procedures.

~~(a)~~ If the ~~department finds that the~~ investigation supports a finding that the credential holder violated the code of conduct, the department shall issue a written notice to the credential holder containing:

(1) A summation of the findings of the investigation, which may include incorporation of other reports as necessary; and

(2) How they support the proposed sanction, and propose a form of discipline as follows:

- ~~(1)~~a. No discipline warranted;
- ~~(2)~~b. Reprimand, which may include a provision allowing the reprimand to be removed from the credential holder’s file after a specified period of time;
- ~~(3)~~c. Suspension;
- d. Nonrenewal; or

~~(4)~~ed. Revocation.

~~(b)~~(k) The department shall determine the sanctions to be imposed after considering the presence of aggravating or mitigating circumstances as specified in ~~(d)~~(l) and ~~(e)~~(m) below.

~~(c)~~(l) The following shall be considered aggravating circumstances:

- (1) The seriousness of the offense;
- (2) The credential holder's prior disciplinary record;
- (3) Potential risk of harm to children, public health, and safety; and
- (4) The purpose of the rule violated.

~~(d)~~(m) The following shall be considered mitigating circumstances:

- (1) Absence of a prior disciplinary record;
- (2) The credential holder's acknowledgment of wrongdoing; and
- (3) The purpose of the rule or statute violated.

~~(e)~~(n) If no disciplinary sanction is proposed, the department shall notify the credential holder in writing that there was a finding but no disciplinary sanction, and the investigation shall be closed.

~~(f)~~(o) Cases and investigations, inclusive of the department's investigatory reports, school district reports, law enforcement reports, and all other information gathered during the course of reviewing a case and an investigation shall be confidential, with the following exceptions:

- (1) The report shall be made available to the credential holder and ~~his or her~~their attorney in any adjudicatory proceedings resulting from this section; and
- (2) If the department determines it is appropriate, the department shall provide information gathered in the disciplinary investigation to the following:
 - a. Pursuant to a subpoena or warrant from a law enforcement agency when the agency is conducting a criminal investigation of the credential holder;
 - b. The state board if the matter is appealed to the state board;
 - c. A certifying agency of another jurisdiction for:
 1. Purposes of certification of the credential holder in the other jurisdiction; or
 2. An investigation of the credential holder by the other jurisdiction when:
 - (i) The credential holder was the subject of an investigation under Ed 511; or

(ii) Disciplinary action was taken against the credential holder by the board pursuant to Ed 511.

Ed 511.032 Reprimand, Suspension, or Revocation.

(a) ~~At any time, if the department determines that a~~ the credential holder ~~and the department has violated the code of conduct and the credential holder~~ may agree to ~~at the~~ proposed disciplinary finding ~~in which case or either a reprimand, suspension, or revocation,~~ no disciplinary hearing shall be held.

(b) The credential holder and the department shall reduce their agreement to a writing which sets out the terms of the discipline and the section of the code of conduct relevant to the discipline.

(c) The credential holder shall receive a copy of the agreement in (b) above, and a copy shall be placed in the credential holder's electronic credentialing file at the department once signed.

~~(b) All disciplinary findings shall be documented in writing and shall set out the terms of the discipline and the reason for the disciplinary finding.~~

~~(c) The credential holder shall receive a copy of the disciplinary finding in writing and a copy shall be placed in the credential holder's electronic credentialing file at the department once it is signed by all required parties, to include the credential holder.~~

(d) The department shall notify the credential holder's superintendent of the discipline that was imposed.

(e) Any credential holder whose credential is revoked, nonrenewed due to disciplinary reasons, or who voluntarily agrees to a revocation shall be prohibited from applying or reapplying for any other credential issued by the state board.

(f) Any suspension or revocation shall be included in the department's revoked or suspended educator list. ~~The list shall be~~ which is available on the department's website and provided to school districts.

(g) Any suspension, nonrenewal due to disciplinary reasons, or revocation shall be entered into the National Association of State Director of Teacher Education and Certification (NASDTEC).

(h) Once the suspension period has been served, the credential holder's name shall be removed from the revoked or suspended educator list, but the record of said suspension shall remain in the credential holder's electronic credentialing file at the department.

Ed 511.043 Disciplinary Hearings.

~~(a) If a credential holder does not agree with the proposed disciplinary finding as a result of an investigation in accordance with Ed 511.01, a~~ A credential holder ~~may~~ shall have 15 days from the receipt of the written proposed discipline to do one of the following:

(1) Accept the proposed discipline by signing and returning to the department the proposed discipline letter; or

(2) If the credential holder does not agree with the proposed disciplinary finding, request in writing to the department an adjudicatory hearing, which shall commence pursuant to Ed 200.

(b) If after 15 days the credential holder has not completed one of the actions in (a) above, the department shall impose the proposed discipline.

(c) The credential holder may file for an appeal pursuant to Ed 213.

Ed 511.054 Status of a Credential Pending Completion of Disciplinary Proceeding.

(a) When the department receives information indicating that a credential holder has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder's credential and any and all endorsements may, at the commissioner's discretion after reviewing the considerations enumerated in Ed 511.02(c)-(d), be immediately suspended pursuant to RSA 541-A:30, III.

(b) The department shall notify the credential holder and the employing school district that the credential holder's credential has been suspended pending an investigation by the department.

(c) An adjudicatory hearing shall commence within 10 working days after the suspension of the credential in accordance with RSA 541-A:30, III, unless expressly waived by the credential holder.

Ed 511.065 Grounds for Reinstatement After Suspension.

~~(a) A credential which has been suspended shall be reinstated iffor one of the following reasons:~~

~~(a1) The period of the suspension has passed and any and all terms and conditions regarding possible reinstatement have been satisfied; orand~~

~~(b2) A credential holder whose credential has been suspended demonstrates by clear and convincing evidence that the credential holderhe or she has corrected the deficiencies or conduct which led to the original suspension.~~

~~(b) Upon reinstatement, the state board may issue a credential which is limited in time, level, or scope, or subject to other terms as the state board deems necessary, to include a reinstatement fee.~~

Ed 511.076 Request for Early Reinstatement.

(a) A credential holder who seeks early reinstatement of theirhis or her teaching credential, prior to the terms of the imposed discipline, shall submit a written request to the state board for review, with consideration for such a request occurring at the next regularly scheduled meeting. The credential holder may appear in front of the state board in support of their request.

(b) Such written request shall include evidence that the credential holder has corrected the deficiencies or conduct which lead to the original disciplinary action.

(c) The state board's determination shall be subject to the appeal process for state board decisions pursuant to Ed 200final.

Appendix I

| Rule | Statute |
|-------------|--|
| Ed 501 | RSA 186:8, II; RSA 189:39 |
| Ed 510.05 | RSA 186:11, X(e); RSA 21-N:9, II(cc) |
| Ed 511 | RSA 186:11, X(a); RSA 189:13-a; RSA 189:13-b; RSA 189-13-c; RSA 541-A:30, II-III |

Readopt with amendment Ed 501.01, effective 10-5-20 (Document # 13100), cited and to read as follows:

PART Ed 501 PURPOSE AND DEFINITIONS

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

- (a) Develop and administer credential standards for educational personnel;
- (b) Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of educator licenses;
- (c) Develop and administer a code of conduct for all credential holders and to inform members of the public of the code of conduct applicable to credential holders;

(d) Specify unprofessional conduct which justifies disciplinary sanctions against credential holders; ~~and~~

(e) Set forth the department’s procedures and processes as it pertains to reviewing and assessing complaints, cases, and investigations; and

(f) Provide oversight of adjudicatory proceedings required for discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02, effective 7-1-23 (Document #13655), and renumber as Ed 501.02 and Ed 501.03, to read as follows:

Ed 501.02 Definitions A - H. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:

(a) “Authorization” means permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;

(b) “Board” means the state board of education created by RSA 21-N:10;

(c) “Bureau” means the bureau of credentialing, division of educator support and higher education, department of education;

(d) “Case” means that a complaint or report has been reviewed and a determination has been made that the allegation involves a licensed credential holder and a possible violation of the code of conduct;

(e) “Clearance” means a document issued to bus drivers and candidates enrolled in a professional educator preparation program (PEPP) which reflects that the criminal history record check was completed pursuant to RSA 189:13-b and RSA 189:13-c, and none of the violations in RSA 189:13-a, V were found;

(f) “Certificate” means the electronic or paper form of any type of credential issued by the board;

(g) “Code of conduct” means the code of conduct for licensed or certified educational personnel as outlined in Ed 510.01-Ed 510.05 and is applicable on or off duty;

(h) “College-level course” means a course of at least 3 credit hours from an institution accredited by a regional accrediting body approved by the U.S. Department of Education;

(i) “Commissioner” means the commissioner, department of education;

Edit: "and"

(j) “Complaint” means information that alleges possible educator misconduct or could involve possible educator misconduct as defined by the code of conduct that has come to the attention of the department either through direct reporting or other means. Complaints are available to the public pursuant to RSA 91-A, subject to appropriate redactions to protect identifiable information;

(k) “Credential” means any authorization, statement, or license issued by the state board including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), interim authorization (IA), emergency authorization (EA), statement of eligibility (SOE), educational interpreter/transliterater license (EITL), paraeducator I & II license (PARA I & PARA II), school nurse I, II & III license (SN I, SN II & SN III), and master teacher license (MTL);

Edit: "(k)"

(l) “Credential holder” means any individual who holds a credential, as defined in Ed 501.02(g);

(m) “Credential verification request” means a request from a credential holder to fulfill a request for verification of a New Hampshire credential;

(n) “Career and technical education ~~principal~~director” means the administrator who directs the curriculum, instruction, and assessment activities of a career and technical education school;

(o) “Curriculum administrator” means the administrator of a school district or school administrative unit who directs the curriculum, instruction, and assessment activities of a school district or administrative unit;

(p) “Degree” means a degree from an institution accredited by a regional accrediting body approved by the U.S. Department of Education;

(q) “Denial” means the refusal to grant a credential to an applicant;

(r) “Department” means the New Hampshire department of education;

(s) “Director” means the director, division of educator support and higher education, department of education;

(t) “District administrator” means the senior educational official of a school district or school administrative unit with 400 or fewer total school-age enrollments and with no more than 2 public schools;

(~~uq~~) “Division” means the division of educator support and higher education, department of education;

(~~fv~~) “Education administrator” means a person who provides building-, district-, or school administrative unit (SAU)-level administrative services at the pre-K, elementary, or secondary level including a superintendent, assistant superintendent, principal, assistant principal, special education administrator, curriculum administrator, career and technical education principal, and district administrator, as outlined in Ed 506;

(~~ws~~) “Educational interpreter and transliterator” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;

(~~xt~~) “Educational organization” means a public school, a school administrative unit, a school district, a chartered public school, public academy, or a non-public school;

(~~y#~~) “Educational specialist” means a person who provides non-instructional services, or provides specialized instructional services outside of the classroom, to students at the pre-K, elementary, or secondary level including a library media specialist, school counselor, school counseling director, [school nurse](#), school psychologist, school social worker, and specialist in assessment of intellectual functioning;

(~~vz~~) “Educator” means education administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter and transliterator, and school nurses;

(~~aa#~~) “Emergency authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ an educator to fill a vacancy as specified in Ed 504.04;

(~~ab#~~) “Endorsement” means the area specified on a credential that indicates the role for which the credential holder is authorized for employment; [and](#)

(~~acy~~) “Experience” means full-time employment as an educator, or equivalent to full-time, [not to include time in a role requiring a credential if the educator did not hold the required credential.](#);

[Ed 501.03 Definitions I - Z. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:](#)

(~~az~~) “Instructional specialist” means a person who provides specialized instructional support to teachers and others who provide direct instruction to children at the pre-K, elementary, or secondary level, including reading and writing specialist, digital learning specialist, and elementary mathematics specialist for grades k-6;

(~~baa~~) “In process of licensure authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator who is in the process of licensure to fill a vacancy as specified in Ed 504.05;

Edit/Unclear : This definition seems to be more about how it is determined an investigation is needed, not what an investigation actually is. This makes the use of the term confusing in later sections. **See the Edit/Unclear comment on page 6, which continues to apply in the subsequent sections.**

(~~cab~~) “Intern authorization” means the authorization granted to an applicant pursuant to Ed 504.03 to perform educational services while working under a bureau approved development plan as outlined in Ed 505.06a site-based plan is being implemented;

Edit: "might"

(d) “Investigation” means that the department has determined that there is probable cause that a violation of the code of conduct may have occurred;

(~~cae~~) “License” means the document issued when an applicant meets full licensure requirements;

(~~fae~~) “Licensure” means the official recognition by the board that an individual has met all requirements and is approved to practice in an endorsement area(s);

Edit/Question for the Agency: Why is this deleted here but not in the other sections?

(~~gae~~) “Paraeducator” means a person who works under the supervision of a teacher or other appropriate licensed education professional to provide specialized or concentrated non-initial instructional support to students at the pre-~~K~~, elementary, or secondary level and may~~ight~~ be licensed by the board;

(~~haf~~) “Professional conduct” means a set of established professional norms and behaviors as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;

Edit: "their"

(~~iaa~~) “Reprimand” means a note in the~~o~~ file of a credential holder for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which can be used in the event of a subsequent investigation;

(j) “Report” means information that alleges possible educator misconduct or could involve possible educator misconduct as defined by the code of conduct that has come to the attention of the department either through direct reporting or other means. Reports are available to the public pursuant to RSA 91-a, subject to appropriate redaction to protect identifiable information;

(~~ahk~~) “Revocation” means the department has permanently rescinded a credential from a credential holder or clearance holder;

(~~ahj~~) “School nurse” means a person certified by the board to provide health services in accordance with RSA 200:29;

(~~maj~~) “Senior educational official” means the top executive in an educational organization who makes the key decisions on spending, staffing, and other education policies;

(~~akn~~) “Special education administrator” means the individual, other than the superintendent, who is responsible for oversight of the entire special education staff and program at the district or SAU level;

(~~oal~~) “State” means any state of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, a Trust Territory of the Pacific Islands, the Department of Defense Education Activity, or any territory or possession of the U.S.;

(~~pan~~) “Statement of eligibility” means a credential issued by the department that indicates that an individual has successfully met the entry requirements to seek employment and begin the site-based licensing plan described in Ed 505.06;

(q) “Surrender” means when a credential holder offers to voluntarily give up the possession of a credential;

(~~ran~~) “Suspension” means the department has rescinded a credential from a credential holder for a specified period of time;

(~~sae~~) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade 12, or any “adult student” as specified in Ed 1102.01(f), at any school or education institution except as otherwise noted in these rules; and

(~~tap~~) “Teacher” means a person who plans, provides, and assesses direct instruction to children at the pre-K, elementary, or secondary level in a content area specified in Ed 507. “Teacher” does not include paraeducator.

Readopt with amendment Ed 510.05, effective 11-9-18 (Document #12661), cited and to read as follows:

PART Ed 510 CODE OF CONDUCT

Ed 510.05 Duty to Report.

(a) Any credential holder shall report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.

~~(b) Each principal shall report to the superintendent of the school district or SAU where the principal is employed, the chief executive officer of a chartered public school or public academy, or the headmaster of a nonpublic school, if the principal has been notified of, or is personally aware that a credential holder may have~~
~~violated any of the rules of professional conduct as enumerated in Ed 510 code of conduct, the principal shall report to the superintendent of the school district or SAU of employment, which occurred on or off duty.~~

(c) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing department;

- (1) When a superintendent has knowledge that a credential holder, as defined in Ed 501.02(~~kh~~), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and
- (2) When a superintendent has knowledge that a credential holder may have~~has~~ violated the code of conduct ~~as specified in Ed 510.01 through Ed 510.04.~~

(d) If a credential holder suspects that a superintendent has violated the code of conduct, ~~as specified in Ed 510.01 through Ed 510.04,~~ or if a credential holder has made a report or complaint and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

Edit: "might"



Edit: "Their" or "The credential holder's"

(e) Credential holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to:

- (1) His or her immediate supervisor, superintendent, or both; and
- (2) The department of health and human services, pursuant to RSA 169-C:29.

(f) If the department has reason to suspect that any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported, the department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by Ed 510.05(a), (b), or (c).

(g) The department office of credentialing shall review the report or complaint of possible misconduct in accordance with open a case, as enumerated in Ed 511.01, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.

Readopt with amendment Ed 511, effective 11-9-18 (Document #12661), to read as follows:

PART Ed 511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS

Edit/Unclear: Here and subsequently, the definition in Ed 501.03(d) does not seem to fit the term "investigation" as it is used in these sentences. Consider rewording the definition.

Ed 511.01 Complaints, Cases, and Investigations.

(a) All ~~case shall be opened when a~~ complaints which allege of possible educator misconduct or could involve possible educator misconduct shall be reviewed by ~~against a credential holder has come to the attention of~~ the department ~~either through direct reporting or other means.~~

(b) After the complaint is an initial reviewed, if the department determines that a possible violation of the code of conduct, as specified in Ed 510.01 through 510.04, has occurred, the department an investigation shall be opened a case with an assigned number.

(c) ~~Investigations into allegations of unprofessional conduct, as specified in Ed 510.01 to Ed 510.04, shall not constitute a disciplinary hearing and shall not constitute a finding of misconduct against a credential holder. In reviewing the case, if the department determines by preponderance of the evidence that a violation of the code of conduct has occurred, the case shall become an investigation at which point the credential holder shall be placed under investigation, with the following conditions:~~

(1) Credential holders who are placed under investigation shall be notified in writing, via certified mail, that an investigation has been opened and the nature of the allegation within 15 days of the initiation of the investigation; ~~investigation and the status of the credential holder's credential pending the investigation.~~

(2) Once under investigation, a credential holder who surrenders his or her credential shall be deemed to be revoked;

↑
Edit: "their" or "the credential holder's"

(3) The credential status of credential holders who are placed under investigation shall be valid except for credential holders who are subject to immediate suspension pursuant to Ed 511.04; and

(4) A case that has not become an investigation within 90 days shall be closed.

(de) The credential holder’s current superintendent shall be notified in writing by the department that an investigation has been opened, unless the department determines that the notification may compromise, or has the appearance of compromising, the investigation.

↑ Edit: "might"

(e) Evaluations of complaints, cases, and investigations into allegations of educator misconduct, as defined in the code of conduct, shall not constitute a disciplinary hearing and shall not constitute a finding of misconduct against a credential holder.

(f) Investigations shall be conducted/handled by the department personnel, except if the department determines that there is a need to contract with an independent investigator or needs to conduct the investigation in cooperation with another state or federal agency.

(g) The department shall make every attempt to: interview all people, including the credential holder, who might have information which might be relevant to the investigation.

— (h) Investigations, including those based upon allegations in a complaint, shall be conducted on an ex parte basis.

(1i) The department shall make every attempt to obtain any and all documentation which might be relevant to the investigation; and

(2) Interview all individuals who may have relevant information which pertains to the investigation including, but not limited to:

a. Parents or guardians;

b. The credential holder;

c. Administration; and

d. Other educational personnel, to include uncredentialed staff.

Unclear: when will the department use its own report over the school district's or law enforcement's report? In other words, how will the credential holder know when the department will use one report over the other?

(hf) Once the investigation is complete, the following procedures shall apply:

(1) The department may/shall create a report which documents the results of the investigation; or

(2) The department may adopt the school district’s independent investigative report or law enforcement’s investigative report to fulfill the requirement of this subsection.

(i2) If the investigation finds that the credential holder did not violate the code of conduct, the credential holder shall be notified in writing and the investigation closed within 15 days of the termination of the investigation. violation of a rule of

(j) If the department finds that the investigation supports a finding that the credential holder violated the code of conduct as specified in Ed 510.01 through Ed 510.04, the department shall propose a form of discipline as follows:

(1) No discipline warranted;

(2) Reprimand;

(3)a. Suspension; or

(4)b. Revocation; or

e. Reprimand; and

(k3) The department shall determine the sanctions to be imposed after considering the presence of aggravating or mitigating circumstances as specified in (l) and (m) below. Ed 511.01(j)(4)-(5);

(l4) The following shall be considered aggravating circumstances:

(1)a. The seriousness of the offense;

(2)b. The credential holder's prior disciplinary record;

e. The credential holder's lack of willingness to cooperate with the department during an investigation;

(3)d. Potential harm to public health and safety; and

(4)e. The purpose of the rule violated.

(m5) The following shall be considered mitigating circumstances:

(1)a. Absence of a prior disciplinary record;

b. The credential holder's willingness to cooperate with the department during an investigation;

(2)e. The credential holder's acknowledgment of his or her wrongdoing; and

(3)d. The purpose of the rule or statute violated;

(6) The credential holder shall be notified in writing of any proposed discipline;

(n7) If no disciplinary sanction is proposed, the department shall notify the credential holder in writing that there was a finding but no disciplinary sanction, and the investigation shall be closed.

(ok) Cases and investigations, inclusive of the department's investigatory reports, school district reports, law enforcement reports, and all other information gathered during the course of reviewing a case and an investigation shall be confidential, with the following exceptions:

(1) The report shall be made available to the credential holder and his or her attorney-parties in any adjudicatory proceedings resulting therefrom this section; and

↑
Edit: "their" or "the credential holder's attorney"

(2) If ~~further disciplinary proceedings are to be conducted as a result of the investigation~~the department determines it is appropriate, the department shall provide information gathered in the disciplinary investigation to the following:

a. Pursuant to a subpoena or warrant from Aa law enforcement agency when the agency is conducting a criminal investigation of the credential holder;

b. The state board if the matter is appealed to the state board;

~~cb.~~ A certifying agency of another jurisdiction for:

1. Purposes of certification of the credential holder in the other jurisdiction; or

2. An investigation of the credential holder by the other jurisdiction when:

(i) The credential holder was the subject of an formal investigation under Ed 511;
or

(ii) Disciplinary action was taken against the credential holder by the board pursuant to Ed 511.5;

~~e. Other states' licensing board investigators or prosecutors; and~~

~~d. Expert witnesses or assistants retained by a prosecutor or investigator in the same related disciplinary matters.~~

Ed 511.02 Reprimand, Suspension, or Revocation.

(a) If the department determines that a credential holder has violated the code of conduct ~~as specified in Ed 510.01 through Ed 510.04~~, and the credential holder agrees to the proposed disciplinary finding, ~~the credential holder shall agree to or either~~ a reprimand, suspension, or revocation, no disciplinary hearing shall be held.

↖ **Edit/Unclear:** Unclear as written. Did you mean, "of a reprimand, suspension, or revocation" or something else?

(b) All ~~disciplinary findings, reprimands, suspensions, or revocations~~ shall be documented in writing, and shall set out the terms of the discipline and the reason for the disciplinary finding.

(c) The credential holder shall receive a copy of the disciplinary findings in writing and a copy shall be placed in the credential holder's electronic credentialing file at the department once it is signed by all required parties, to include the credential holder.

(d) The department shall notify the credential holder's superintendent of the discipline that was imposed.

~~(ee)~~ Any credential holder whose credential is revoked or who voluntarily agrees to a revocation shall be prohibited from applying or reapplying for any other credential issued by the ~~New Hampshire~~ state board ~~of education.~~

(f) Any suspension or revocation shall be included in the department’s revoked or suspended educator list. The list shall be available on the department’s website and provided to school districts.

(g) Any suspension or revocation shall be entered into the National Association of State Director of Teacher Education and Certification (NASDTEC).

(h) Once the suspension period has been served, the credential holder’s name shall be removed from the revoked or suspended educator list, but the record of said suspension shall remain in the credential holder’s electronic credentialing file at the department.

Ed 511.03 Disciplinary Hearings. ~~(a)~~ If a credential holder does not agree with the proposed disciplinary finding as a result of an investigation ~~as specified in accordance with~~ Ed 511.01, a credential holder may request an adjudicatory hearing which shall commence pursuant to Ed 200. ~~after the following:~~

~~(1) Completion of an informal or formal investigation; and~~

~~(2) Filing of a written report and recommendation pursuant to Ed 511.01(j).~~

~~(b) The provisions of Ed 200 shall apply to all disciplinary hearings and such hearings shall commence not more than 15 days after the disciplinary finding.~~

Ed 511.04 Status of a Credential Pending Completion of Disciplinary Proceeding.

(a) When the department receives information indicating that a credential holder has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder’s credential and any and all endorsements may, at the commissioner’s discretion, ~~shall~~ be immediately suspended pursuant to RSA 541-A:30, III.

Unclear: What criteria will the commissioner use to make this determination?

(b) The department shall notify the credential holder and the employing school district that the credential holder’s credential has been suspended pending an investigation by the department.

~~(c) In accordance with RSA 541-A:30, III, unless waived, an adjudicatory hearing shall commence within 10 working days after the suspension of the credential. An adjudicatory hearing shall commence within 10 working days after the suspension of the credential in accordance with RSA 541-A:30, III, unless expressly waived by the credential holder. Such hearings shall be governed by the process set forth in Ed 200.~~

Ed 511.05 Grounds for Reinstatement After Suspension.

(a) A credential which has been suspended shall be reinstated for one of the following reasons:

(1) The period of the suspension has passed and any and all terms and conditions regarding possible reinstatement have been satisfied; and

(2) A credential holder whose credential has been suspended demonstrates by clear and convincing evidence that he or she has corrected the deficiencies or conduct which led to the original suspension.

Edit: "they have" or "the credential holder has"

Edit/Unclear: Due to this language in the introductory language, shouldn't this be "or"?

Unclear: what criteria does the state board use to determine why and if this is necessary?

(b) Upon reinstatement, the state board~~department~~ may issue a credential which is limited in time, level, or scope, or subject to other terms as the state board~~department~~ deems necessary, to include a reinstatement fee. ~~If the credential is so limited, then the credential holder may appeal that decision using the process specified in Ed 200.~~

Edit: "their" or "the credential holder's"

Ed 511.06 Request for Early Reinstatement. A credential holder who seeks early reinstatement of his or her teaching credential, prior to the terms of the imposed discipline, shall submit a written request to the state board for review. Such written request shall include evidence that the credential holder has corrected the deficiencies or conduct which lead to the original disciplinary action. The state board’s determination shall be final.

Appendix I

| Rule | Statute |
|-----------|--|
| Ed 501 | RSA 186:8, II; RSA 189:39 |
| Ed 510.05 | RSA 186:11, X(e); RSA 21-N:9, II(cc) |
| Ed 511 | RSA 186:11, X(a); RSA 189:13-a; RSA 189:13-b; RSA 189:13-c; RSA 541-A:30, II-III |

Report of Public Comment – FP 2023-236, Ed 501, Ed 510.05, and Ed 511 Investigations and Disciplinary Proceedings Regarding Educator Code of Conduct

Purpose

The purpose of this report is to summarize public comments provided in response to proposed changes to the New Hampshire Department of Education (NHED) rule Ed 501, Ed 510.05, and Ed 511, and the NHED response to these comments.

Summary of the Public Comments Received

Submitted by Barrett Christina, on behalf of the NH School Boards Association (via email):

The NHSBA offered suggested amendments to 4 of the definitions in the proposal:

1. Amendments to “case,” which they describe as a simple rewording to make the meaning clearer;
2. Amendments to “complaint,” which include that “report” be encompassed within the definition of case and removed as its own definition. Other than this, they do not believe the changes are substantive but a “matter of preferred syntax”;
3. The removal of “report,” as indicated above; and
4. Amendments to “investigation,” which mirrors the dictionary definition and they feel clarifies what occurs during an investigation.

Submitted by Megan Tuttle, on behalf of NEA New Hampshire (oral testimony and via email):

The oral testimony was a reading of her cover letter which was submitted by email, along with line by line suggestions on the proposal, and discussed 4 higher-level points:

1. They liked that the department proposed timelines for portions of the process and suggested a few more timelines later in the process so cases do not languish in the later stages;
2. Suggestions of where additional notices would be helpful to further the goal of an accessible and fair process;
3. Suggestions to try and more clearly define the personally identifiable information in furtherance of the department’s goal of protecting the privacy of the credential holder; and
4. They do not agree with the removal of the requirement that the department produce a report with their finding from misconduct investigations to share with the subject of the investigation and suggests the incorporation of a notification called a Notification of Determination, being offered after an official determination has been made on what sanction it is recommending, and include a summary of evidence and how it supports a particular violation of the code of conduct.

Explanation of How Public Comments Were Addressed in the Final Rule

In response to suggestion 1 from the SBA, the department used some of the proposed edits to make the definition clearer.

In response to suggestions 2 and 3 from the SBA, the department deleted the definition for “report” and added the term to the definition of “complaint,” while also making other language changes as suggested. NEA-NH also made the suggestion to delete the definition for “report,” which further persuaded the department to make this change.

In response to suggestion 4 from the SBA, the department used some of the suggested changes from the SBA, including removing the phrase “probable cause” from the definition.

In response to the suggestions in 1 from NEA-NH regarding additional timelines in the process, the department did make some of the suggested changes, which are notated below. It is important to note that some of the suggestions made by NEA-NH were no longer applicable, as they were made based on the definition of “investigation” using the phrase “probable cause.” By making the changes to the definition of “investigation” as suggested by the SBA, the department feels this addressed several of the NEA-NH’s suggestions. The changes to the language in Ed 511.01(c)(1) are based on suggestions from the NEA-NH, taking into account that written notification should include details as to why an investigation is being opened.

Additionally, the department added an additional timeline in Ed 511.04 (formerly Ed 511.03) regarding the acceptance of the proposed discipline. There were other timeline suggestions made; however, these timelines were either attributed to notices that the agency will not be moving forward with in this proposal, or they do not make sense given the scope of work they were being assigned to. Placing a 6-month timeline on the completion of an investigation, with an option to request additional time is not realistic given the amount of time it can sometimes take to gather evidence. The burden cannot all be on the agency to complete the process within a timeframe when it is dependent on the response of the other parties involved. The investigation, at this point in the process, has not been heard by anyone so asking a hearing officer for more time would not make any sense. The agency will also not be moving forward with timelines associated with providing written notice when a case is opened, as the agency is not capable of adding any additional written notices to the process given the number of cases the agency currently handles. Timelines are important, but with the investigation this puts an unfair constraint on the agency.

In response to the commentary in point 3 from NEA-NH, the department did not find it necessary to make any of the suggested changes, which included adding a definition for “identifiable information.” Given that the department must adhere to RSA 91-A regarding governmental records, the agency did not feel that this was a necessary change to make.

In response to the commentary in point 4 from the NEA-NH, many of the suggested changes would bring an undue administrative burden upon the agency, as mentioned above. The department already notifies the credential holder under Ed 511.01. While the agency will not be adding an additional Notice of Determination to the process at this time, there were several changes made on account of this suggestion, including amendments to Ed 511.01(c)(1), Ed 511.01(d), Ed 511.01(h), the addition of Ed 511.01(i), and the addition of Ed 511.02(a)(1)-(2), which includes the provision to reprimand suggested by NEA-NH. These amendments ensure that thorough written notification is being given, and that if the department decides to adopt the independent report, the credential holder is being informed of that detail in addition to the code of conduct violation and sanctions.

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Final Proposal, Ed 507.54 Computer Science Educator Deadline for JLCAR Submission: May 14, 2024

Submitted to the State Board of Education, March 14, 2024

A. ACTION NEEDED

A vote is needed by the board of education to approve the final proposal to readopt with amendment Ed 507.54, relative to licensure requirements for computer science educators.

B. RATIONALE FOR ACTION

The final proposal draft mirrors the interim rules that are currently in effect and addresses the JLCAR draft comments, which were also brought forward during the interim rule process. The interim rules are set to expire

C. EFFECTS OF THIS ACTION

If the board approves the final proposal, it will be submitted to OLS to be reviewed and added to the April JLCAR agenda.

D. POSSIBLE MOTION

I motion to approve the final proposal for Ed 507.54, relative to licensure requirements for computer science educators.

Readopt with amendment Ed 507.54, effective 11-14-17 (Doc

Unclear. Is this correct citation? The citation below is for the definition of "full time or equivalent". It does not define "a current industry-recognized credential".

Ed 507.54 Computer Science Educator.

(a) ~~To be licensed~~ A candidate seeking licensure as a certified computer science educator for grades K-12, ~~the candidate~~ shall meet the following education requirements:

(1) Have at least a bachelor's degree; and

(2) Hold a current industry-recognized credential as defined in RSA 200-O:2, II; and

(3) Meet the requirements of (c) below.;

(2b) All candidates seeking licensure shall use ~~Obtain certification through~~ one of the alternatives in Ed 505.01 - Ed 505.06 ~~5~~ after having met the requirements of (c) below.;

~~(b) For candidates seeking certification through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies, and knowledge of candidates for certification as computer science educators by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.~~

(c) A candidate seeking for licensure certification as a computer science educator for grades K-12 shall have the following skills, competencies, and knowledge through a combination of learning activities such as, but not limited to, academic and supervised clinical field based experience in the following areas:

(1) In the area of impacts of computing, the candidate shall have the ability to:

a. Use computing to:

1. Express creativity;
2. Solve problems;
3. Communicate;
4. Collaborate; and
5. Innovate in a variety of fields and careers;

b. Assess obstacles to equal access to computing as well as the impacts of these obstacles;

c. Assess impacts of computing innovations and practices with respect to:

1. Beneficial and harmful effects;
2. Ethical practices; and
3. Privacy, security, and legal issues; and

d. Keep current with knowledge on emerging technologies and their potential impacts;

- (2) In the area of algorithms and computational thinking, the candidate shall have the ability to:
- a. Analyze algorithmic processes and develop algorithms using:
 1. Pattern recognition;
 2. Problem decomposition; and
 3. Abstraction;
 - b. Convert between binary, decimal, and hexadecimal number systems;
 - c. Use different fonts to represent, develop and analyze algorithms including, but not limited to natural language, flowcharts, and pseudocode;
 - d. Use heuristic solutions to address computing limitations including, but not limited to, time, space, and solvability;
 - e. Use standard algorithms including, but not limited to, searching and sorting algorithms and analyze implementations of those algorithms for correctness, efficiency, and clarity; and
 - f. Use simple recursive algorithms including, but not limited to, fractals, Zeno's paradox, and Towers of Hanoi;
- (3) In the area of programming, the candidate shall have the ability to:
- a. Write and modify computer programs in block-based and at least one text-based programming language;
 - b. Analyze computer programs in terms of:
 1. Correctness;
 2. Usability;
 3. Readability;
 4. Extensibility;
 5. Modifiability; and
 6. Reusability;
 - c. Program using the following elements:
 1. Basic control structures;
 2. Standard operators;
 3. Variables and data types;
 4. Functions; and
 5. Data structures;

- d. Write event-driven programs that respond to external events including, but not limited, to sensors, messages, and clicks;
 - e. Use libraries and APIs;
 - f. Use and evaluate multiple development and execution environments;
 - g. Facilitate collaboration in the development of software;
 - h. Program user interactions with graphical and other user interface components;
 - i. Demonstrate knowledge of various software development models;
 - j. Model practices in software development, including:
 - 1. User requirements analysis;
 - 2. Program design;
 - 3. Implementation and documentation;
 - 4. Testing and debugging; and
 - 5. Evolution driven by feedback;
 - k. Develop object-oriented programs; and
 - l. Model the process of program compilation and interpretation;
- (4) In the area of data and analysis, the candidate shall have the ability to:
- a. Model concepts of processing data, including:
 - 1. Encoding;
 - 2. Compression; and
 - 3. Encryption;
 - b. Create and use models and simulations;
 - c. Work with data using computational tools, including to:
 - 1. Collect, aggregate, and generate;
 - 2. Store, manage, and manipulate; and
 - 3. Process, analyze, and visualize; and
- (5) In the area of computing systems and networks, the candidate shall have the ability to:
- a. Evaluate and compare computing systems using various criteria;
 - b. Model computing systems in terms of:
 - 1. Hardware and software abstraction layers; and

Edit: Do not use
paranthenicals use commas

2. Computer program execution (fetch-decode-execute cycles);
- c. Evaluate and compare local, network, and cloud computing and storage;
- d. Model computer networks in terms of:
 1. Protocol stack components; and
 2. Network protocols, such as:
 - (i) ~~T~~ransmission control protocol/internet protocol (TCP/IP);
 - (ii) ~~D~~omain name servers (DNS); and
 - (iii) ~~H~~ypertext transfer protocol secure (HTTPS); and
- e. Demonstrate fundamental concepts of cybersecurity including, but not limited to, confidentiality, integrity, availability, non-repudiation, and authentication.

Appendix I

| Rule | Statute |
|-----------|----------------|
| Ed 507.54 | RSA 200-O:4, I |

Readopt with amendment Ed 507.54, effective 11-14-17, (Document #12419, renumbered by #12603) to read as follows:

Ed 507.54 Computer Science Educator.

(a) A candidate seeking a ~~credential~~license as a computer science educator for grades K-12 shall meet the following education requirements:

(1) Either:

a. Have at least a bachelor's degree; or

~~b.(2)~~ Hold a current industry-recognized credential as defined in RSA 200-O:2, II; and

~~(2)~~ Meet the requirements of (c) below.

(b) ~~All~~eCandidates seeking ~~license~~a credential shall use one of the alternatives in Ed 505.05~~4~~ - Ed 505.07~~6~~ after having met the requirements of (c) below.

(c) A candidate seeking a ~~credential~~license as a computer science educator for grades K-12 shall have the following skills, competencies, and knowledge through a combination of learning activities such as, but not limited to, academic and supervised clinical experience in the following areas:

(1) In the area of impacts of computing, the candidate shall have the ability to:

a. Use computing to:

1. Express creativity;

2. Solve problems;

3. Communicate;

4. Collaborate; and

5. Innovate in a variety of fields and careers;

b. Assess obstacles to equal access to computing as well as the impacts of these obstacles;

c. Assess impacts of computing innovations and practices with respect to:

1. Beneficial and harmful effects;

2. Ethical practices; and

3. Privacy, security, and legal issues; and

d. Keep current with knowledge on emerging technologies and their potential impacts;

(2) In the area of algorithms and computational thinking, the candidate shall have the ability to:

a. Analyze algorithmic processes and develop algorithms using:

1. Pattern recognition;
 2. Problem decomposition; and
 3. Abstraction;
- b. Convert between binary, decimal, and hexadecimal number systems;
 - c. Use different fonts to represent, develop and analyze algorithms including, but not limited to natural language, flowcharts, and pseudocode;
 - d. Use heuristic solutions to address computing limitations including, but not limited to, time, space, and solvability;
 - e. Use standard algorithms including, but not limited to, searching and sorting algorithms and analyze implementations of those algorithms for correctness, efficiency, and clarity; and
 - f. Use simple recursive algorithms including, but not limited to, fractals, Zeno's paradox, and Towers of Hanoi;
- (3) In the area of programming, the candidate shall have the ability to:
- a. Write and modify computer programs in block-based and at least one text-based programming language;
 - b. Analyze computer programs in terms of:
 1. Correctness;
 2. Usability;
 3. Readability;
 4. Extensibility;
 5. Modifiability; and
 6. Reusability;
 - c. Program using the following elements:
 1. Basic control structures;
 2. Standard operators;
 3. Variables and data types;
 4. Functions; and
 5. Data structures;
 - d. Write event-driven programs that respond to external events including, but not limited to, sensors, messages, and clicks;
 - e. Use libraries and APIs;

- f. Use and evaluate multiple development and execution environments;
 - g. Facilitate collaboration in the development of software;
 - h. Program user interactions with graphical and other user interface components;
 - i. Demonstrate knowledge of various software development models;
 - j. Model practices in software development, including:
 - 1. User requirements analysis;
 - 2. Program design;
 - 3. Implementation and documentation;
 - 4. Testing and debugging; and
 - 5. Evolution driven by feedback;
 - k. Develop object-oriented programs; and
 - l. Model the process of program compilation and interpretation;
- (4) In the area of data and analysis, the candidate shall have the ability to:
- a. Model concepts of processing data, including:
 - 1. Encoding;
 - 2. Compression; and
 - 3. Encryption;
 - b. Create and use models and simulations;
 - c. Work with data using computational tools, including to:
 - 1. Collect, aggregate, and generate;
 - 2. Store, manage, and manipulate; and
 - 3. Process, analyze, and visualize; and
- (5) In the area of computing systems and networks, the candidate shall have the ability to:
- a. Evaluate and compare computing systems using various criteria;
 - ~~b. Model computing systems in terms of:
 - 1. Hardware and software abstraction layers; and
 - 2. Computer program execution (fetch-decode-execute cycles);~~
 - be. Evaluate and compare local, network, and cloud computing and storage;
 - cd. Model computer networks in terms of:

1. Protocol stack components; and
2. Network protocols, such as:
 - (i) Transmission control protocol/internet protocol (TCP/IP);
 - (ii) Domain name servers (DNS); and
 - (iii) Hypertext transfer protocol secure (HTTPS); and

de. Demonstrate fundamental concepts of cybersecurity including, but not limited to, confidentiality, integrity, availability, non-repudiation, and authentication.

Appendix I

| Rule | Statute |
|-------------|-----------------------------------|
| Ed 507.54 | RSA 186:11, X (a); RSA 200-O:4, I |

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Adoption Interim Rule Ed 507.09: Visual Arts Teacher

Submitted to the State Board of Education, March 14, 2024:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to adopt Ed 507.09, relative to visual arts teacher certification.
- B. **RATIONALE FOR ACTION**
JLCAR approved the conditional approval request at their meeting on February 26, 2024, and accepted the conditional approval response earlier in the meeting.
- C. **EFFECTS OF THIS ACTION**
If the Board votes to adopt these rules, they will be submitted to the Office of Legislative Services (OLS) and they will become effective the next day at 12:01 a.m. on March 15th, 2024, and will be effective for 180 days.
- D. **POSSIBLE MOTION**
I move that the State Board of Education adopt interim rule Ed 507.09 Visual Arts Teacher certification.

Adopt Ed 507.09, previously effective 1-17-14 (Document #10506), and expired 1-17-24 to read as follows:

Ed 507.09 Visual Arts Teacher. The following requirements shall apply to the certification of a visual arts teacher in grades K-12:

(a) To be certified as a visual arts teacher, the candidate shall have:

- (1) At least a bachelor's degree; and
- (2) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05; and

(b) A candidate for certification as a visual arts teacher shall have the following skills, competencies and knowledge through a combination of academic and supervised practical experiences in following areas:

(1) In the area of personal artistry and art making:

a. Demonstrating depth of artistic knowledge by compiling a personal portfolio of artwork that shows a synthesis of concept development, personal voice, and technical skill in at least one medium;

b. Demonstrating breadth of artistic knowledge by compiling a personal portfolio of artwork that shows development of technical skills and processes in each of the following art forms:

1. Two-dimensional techniques and processes, including but not limited to:

(i) Observational drawings including objects, environment, and the figure and expressive drawing;

(ii) Painting; and

(iii) Printmaking;

2. Three-dimensional techniques and processes, including but not limited to:

(i) Ceramics; and

(ii) Sculpture;

3. New and emerging digital and electronic technologies; and

4. One or more additional media including:

(i) Fiber arts;

(ii) Photography;

(iii) Mixed media/materials;

(iv) Cultural art forms;

- (v) Jewelry;
- (vi) Installation; and
- (vii) Non-traditional materials;

- c. Applying the creative process to the development of composition, subject matter, ideas, and selection of media as demonstrated through a personal portfolio of artwork;
- d. Developing a personal statement/philosophy to be included in a personal portfolio of artwork that demonstrates an integration of personal iconography and ideas using a breadth of media techniques, styles, and forms of expression; and
- e. Demonstrating a range of artistic methodologies from exploration to mastery for a variety of media, materials, and processes showing related techniques and tools including proper care, safety, and use;

(2) In the area of visual literacy and presentation:

- a. Synthesizing foundational vocabulary to inform and develop a range of subject matter, symbols, and ideas in the creation and analysis of art including:
 - 1. Elements of art including line, space, color, shape, form, value, and texture; and
 - 2. Principles of design organization including balance, proportion, emphasis and contrast, unity and harmony, pattern, movement, and rhythm;
- b. Analyzing the expressive, representational, and symbolic characteristics of the visual language;
- c. Displaying, presenting, and exhibiting artwork in a variety of settings, platforms of technology, and in diverse contexts that are educationally informative to multiple audiences;
- d. Demonstrating proficiency in presentation of written and oral artist statements and/or exhibition statements; and
- e. Applying knowledge and understanding of copyright law and fair use practices to personal art making;

(3) In the area of history, culture, and aesthetic context:

- a. Demonstrating the ability to perceive, interpret, and respond to ideas, experiences, and the environments of the visual arts of various cultures;
- b. Demonstrating an understanding of global art history and how visual art is an integral component of history and the human experience from early cultures to contemporary times;
- c. Identifying, analyzing and applying criteria for making visual aesthetic judgments from cultural, historical and personal perspectives; and

d. Demonstrating the ability to reflect on and assess one’s artwork and the work of others, recognizing and considering a variety of viewpoints and using methods of art criticism; and

(4) In the area of curriculum and assessment:

a. Designing and advocating for a comprehensive K-12 visual art program that:

1. Facilitates the development of artistic skill, creative processes and aesthetic understanding sequentially over time;
2. Is consistent with RSA 193-C: 3, III;
3. Includes art making and other materials appropriate to the diverse needs, interests, and capacities of all students;
4. Includes opportunities and resources available beyond the visual art classroom; for example museums, galleries, artist studios, community artists, and recognition programs;
5. Can be made available to all students by designing and constructing modifications to visual art tools and materials that meet unique student needs;
6. Integrates global art history into the visual art curriculum;
7. Includes planning and implementation of lessons that connect thinking skills, concepts, and themes among the visual arts and other disciplines;
8. Integrates current technologies and multimedia to enhance and develop concepts and skills;
9. Includes introducing students to a variety of career options and assists students in investigating career options, when appropriate; and
10. Guides students in the creation of their personal and professional portfolios, when appropriate; and

b. Developing and applying multiple formal and informal assessment methods specific to visual art to determine students’ attainment of art-based competencies.

Appendix I

| Rule | Statute |
|-------------|-------------------------------------|
| Ed 507.09 | RSA 21-N:9, II(s); RSA 186:11, X(a) |

Please note this is a draft, not yet approved by the State Board.



**New Hampshire State Board of Education
Department of Education
25 Hall Street, Concord, NH 03301**

Minutes of the February 15, 2024, Meeting

I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:05 a.m. Drew Cline presided as chair.

In Attendance: Kate Cassady, Ryan Terrell, Ann Lane, Drew Cline (Chair), Jim Fricchione, and Phil Nazzaro (virtual).

Also in attendance were Commissioner of Education, Frank Edelblut, and Deputy Commissioner of Education, Christine Brennan.

II. PLEDGE OF ALLEGIANCE

Chair Drew Cline led the Pledge of Allegiance.

III. PUBLIC COMMENT

MARIA PEREZ, State Representative, Milford, voiced her concern about all changes to the 306's.

CHRISTINE DOWNING, Curriculum, Instruction, and Assessment Director SAU 32, 75, and 100, represented Educate Our Voices. She quoted RSA 193-E:2-a Section IV, and believes the current draft is a violation of same.

CLAUDIA ESTELLE, NH high school math teacher with 30 years' experience, opined that the 306 draft promotes minimal standards.

February 15, 2024

Please note this is a draft, not yet approved by the State Board.

SARAH ROBINSON, Education Justice Campaign Director, Granite State Progress, feels that the requests of the public and community have not been taken seriously regarding the 306's. She also requested an additional evening or weekend online option be made available to the public, as majority of the public will be working on a Monday from 13:00-15:00 and won't be able to attend the public comment session scheduled for April 8, 2024.

DAVID TRUMBLE, Weare, urged the media to reopen the Right To Know request because the public has a right to know whether their comments have been listened to or not. He also explained that the inputs-based system and outputs-based system should work in tandem with each other.

DEBORAH HANDS, President of the American Federation of Teachers, NH, attended on behalf of the 3,700 NH public school teachers. Asked where the voices of the parents and families of the public students have been in the process of revising the Ed 306's.

MEGAN TUTTLE, President of NEA-NH, represented 17,000 educators across the state. She fully supports and stands behind the draft that was submitted to the NH State Board of Education on January 22, 2024, and she echoed Sarah Robinson's request for an extra meeting session.

IV. SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT

JUDY KIMBALL, Independent Learning Center Coordinator, Moultonborough Academy, introduced a few seniors who spoke about their Work/Apprentice Program.

DAN MOULIS, Superintendent Hudson School District, introduced RICHARD PAIVA, Career Development Coordinator for the Hudson School District, and representatives from various companies who support various programs for students in the Hudson School District.

- SL Chasse and Approved Sheet Metal support the welding program at the Wilbur H. Palmer CTE Center at Alvin High School;*
- North Point Construction supports the construction trade program and the woodworking program also at the CTE Center; and*
- Pennichuck Water who supports the construction and engineering programs.*

TIM POWERS, Head of School, Pinkerton Academy, shared some of the things they do with local businesses and within their CTE program.

Please note this is a draft, not yet approved by the State Board.

PAMELA CARR, Principal of Seacoast School of Technology, Exeter, shared the partnerships they have with local businesses.

V. COUNCIL FOR TEACHER EDUCATION (CTE) - LAURA STONEKING, NHED, Administrator, Bureau of Educator Support and Higher Education

A. Southern New Hampshire University (SNHU)

1. Option 1 (re-approval) - Superintendent Professional Educator Preparation Program (PEPP)

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education recommends full approval for Southern New Hampshire University for the Superintendent, CAGS, and licensure-only pathway PEPPS through March 30, 2031, with the following recommendations as written.

Vote: The motion was adopted by the State Board of Education with Phil Nazzaro and Chair Cline abstaining.

2. Option 4 (CAEP Accreditation) - Nine (9) PEPPs

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that as a result of the CAEP Accreditation Review and Outcome, it is recommended that Southern New Hampshire University be granted full approval through 3/30/2031 for the PEPPs as listed.

Vote: The motion was adopted by the State Board of Education with Phil Nazzaro and Chair Cline abstaining.

B. Keene State College (KSC)

1. Option 3 (new PEPP) - Special Education Administrator

Please note this is a draft, not yet approved by the State Board.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that it is recommended that Keene State College be granted proposal through 8/28/2027 for the PEPP Special Administrator.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

2. Substantive Change – elimination of 3 PEPPs (change in expiration)

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that it is recommended that the State Board of Education approve the elimination of three Keene State College Professional Educator Preparation Programs: Early Childhood Education Teacher, Earth and Space Science Teacher for Grade 7 through 12, and World Languages Spanish Teacher.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

C. University of New Hampshire (UNH) – Substantive Change – elimination of ECE - MEd (change in expiration)

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education approve the elimination for the Early Childhood Education Teacher PEPP at the MA level effective 12/31/2024.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

VI. PUBLIC HEARINGS – *It is encouraged when providing in-person oral testimony to also provide a written copy of that testimony to more accurately be reflected in the official record.*

A. Bureau of Credentials Fees - (Ed 505.09)

B. Career & Technical Education (CTE) Teacher Credentials - (Ed 505.02 and Ed 507.03)

Public hearings opened at 12:03 p.m. and closed at 12:40 p.m.

February 15, 2024

Please note this is a draft, not yet approved by the State Board.

C. School Building Construction - (Ed 321)

Public hearing opened at 12:40 p.m. and closed at 1:15 p.m.

VII. HEARINGS

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education enter nonpublic session under RSA 91-A:3, II (c) at 1:27 p.m.

Vote: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Ann Lane, Drew Cline, Chair, Jim Fricchione and Ryan Terrell.

A. Student/Gilford School District - SB-FY-24-09-003 (Nonpublic Session)

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education accept the Hearing Officer's report and adopt the Hearing Officer's recommendation, allowing the student to continue to be enrolled in District A for the remainder of the 2023-2024 school year. If the student does not graduate high school this year, parent is required to enroll the student in the District B school district for the 2024-2025 school year.

Vote: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Ann Lane, Drew Cline, Chair, Jim Fricchione and Ryan Terrell.

B. Student/Plainfield School District - SB-FY-24-11-012 (Nonpublic Session)

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education accept the Hearing Officer's report and adopt the Hearing Officer's recommendation, allowing the student to remain at school in Plainfield, and denying the school district's motion to dismiss.

Please note this is a draft, not yet approved by the State Board.

Vote: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Ann Lane, Drew Cline, Chair, Jim Fricchione and Ryan Terrell.

Motion: Ann Lane made the motion, seconded Ryan Terrell, that the State Board of Education return to public session at 1:55 p.m.

Vote: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Ann Lane, Drew Cline, Chair, Jim Fricchione and Ryan Terrell.

Motion: Ann Lane made the motion, seconded Kate Cassady, that the State Board of Education seal the minutes of the nonpublic sessions indefinitely.

Vote: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Ann Lane, Drew Cline, Chair, Jim Fricchione and Ryan Terrell.

VIII. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools – TAL BAYER, NHED, Administrator, Office of Public Charter Schools

1. Lionheart Classical Academy Chartered Public School – 1-year audit report.

KERRY BEDARD, Executive Director and Co-Founder, reported on their 1st year audit report.

No motion needed. Informational only.

B. Office of Learn Everywhere Programs – TIM CARNEY, NHED, Administrator, Educational Pathways

1. Sylvan Learning Center - renewal application

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that it is recommended that the State Board of Education approve the Sylvan Learning Center renewal application.

Please note this is a draft, not yet approved by the State Board.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

2. Elements MMA - new application

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the Elements MMA initial application.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

IX. RULEMAKING/LEGISLATIVE UPDATES – JULIE SHEA, NHED, Administrative Rules Coordinator

A. Initial Proposal - Elementary School Teacher (Ed 507.11)

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 507.11 relative to licensure for Elementary Education Teachers.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

B. Initial Proposal - Minimum Standards for Public School Approval (Ed 306)

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 306.01 through Ed 306.25, and Ed 306.31 through Ed 306.46, Minimum Standards for Public School Approval.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

C. Expedited Revision to Forms – General Application Instruction – Forms DOE-BOC 1-18 (Ed 505.08)

Please note this is a draft, not yet approved by the State Board.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education readopt the amended DOE-BOC forms 1 through 18.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education readopt the amended DOE-BOC forms 1 through 18.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

D. Final Proposal - Learn Everywhere Program for High School Graduation Credit (Ed 1400)

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the final proposal for Ed 1400 regarding Learn Everywhere.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

X. COMMISSIONER'S UPDATE

COMMISSIONER FRANK EDELBLUT glanced over the current issue with the proposed Ed 306 changes, and he reminded the public that the NH State Board of Education is open to having conversation.

He reminded everyone that next month the meeting is at Academy for Science and Design.

ReKINDling Curiosity is in its 4th year, which is where scholarships are provided to low-income children and children with disabilities to enable them to go to NH summer camps.

Steve Appleby is leading the Higher Education Task Force.

The Education Freedom Account won several Choice awards:

Please note this is a draft, not yet approved by the State Board.

- Were honored as the most popular Education Choice Program in the country;
- The highest growth program; and
- Had the distinction of having the most effective implementation of programs across the United States.

XI. OPEN BOARD DISCUSSIONS

The board had a discussion regarding the 306 minimum standards and the use of the word “minimum” and its interpretation.

The board had a brief discussion regarding The Water Values Podcast.

XII. CONSENT AGENDA

A. Meeting Minutes of January 11, 2024

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education approve the January 11, 2024, meeting minutes.

Vote: The motion was adopted by the State Board of Education with Ryan Terrell abstaining.

B. Emergency Meeting Minutes of January 30, 2024

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education approve the emergency meeting minutes of January 30, 2024.

Vote: The motion was adopted by the State Board of Education with Ryan Terrell and Phil Nazzaro abstaining.

XIII. TABLED ITEMS

A. Initial Proposal – Minimum Standards for Public School Approval (Ed 306)

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education remove from the table.

Please note this is a draft, not yet approved by the State Board.

Vote: The motion was adopted by the State Board of Education with Chair Cline abstaining.

B. Initial Proposal – Visual Arts Teacher (Ed 507.09)

XIV. ADJOURNMENT

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adjourn the meeting at 2:30 p.m.

Vote: The motion was adopted by the State Board of Education.

Secretary