

New Hampshire State Board of Education  
Due to the COVID-19 State of Emergency, this meeting will be held via Zoom Webinar.

Advance registration is required via this link:

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

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

**Thursday, April 8, 2021**



## **REVISED AGENDA**

- I. **CALL TO ORDER ~ 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** ~ Please submit written commentary to [Angela.Adams@doe.nh.gov](mailto:Angela.Adams@doe.nh.gov) to be published with the monthly meeting materials.
- IV. **PRESENTATIONS/REPORTS/UPDATES**
  - A. **New Hampshire School Building Authority (NHSBA) Consultation per RSA 198:15-c, II (c) (School-Building Project Applications in Descending Rank Order) ~ GREGORY HILL, Chair, NHSBA**
  - B. **Governor's Proclamation ~ Genocide Awareness Month ~ WILLIAM CORBETT, Stratagem Consulting LLC**
  - C. **Comprehensive Support and Improvement (CSI) School Presentations ~ CHRISTINE BRENNAN, NHDOE, Deputy Commissioner, ASHLEY FRAME, NHDOE, Administrator, Office of ESEA Title Programs, MIKE SCHWARTZ, President, Demonstrated Success, LLC, and PAT STONE, Principal, Freedom Elementary School and ERIK KRESS, Principal, Franklin Elementary School**
- V. **PUBLIC HEARINGS** ~ Please contact Amanda Phelps at [Amanda.Phelps@doe.nh.gov](mailto:Amanda.Phelps@doe.nh.gov) or by calling (603) 931-9133 for testimony options.
  - A. **10:00-10:30 AM ~ Vocational Rehabilitation Programs (Ed 1000)**
- VI. **COUNCIL for TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education
  - A. **New Hampshire Technical Institute (NHTI), Concord's Community College Substantive Change Request ~ KELLY DUNN, Chair, Education Department**
- VII. **PUBLIC CHARTER SCHOOL REPORTS/UPDATES** ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
  - A. **North Country Charter Academy Renewal Extension ~ LISA LAVOIE, Principal/Superintendent**
  - B. **Compass Classical Academy: A Public Charter School 5 Year Renewal ~ JUDY TILTON, School Director**

**VIII. LEGISLATIVE UPDATES ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator**

**A. Discussion Item ~ Holocaust and Genocide Education (Ed 306.49)**

**IX. COMMISSIONER'S UPDATE**

**X. OPEN BOARD DISCUSSIONS**

**XI. TABLE ITEMS**

**A. Initial Proposal ~ School Librarian (Ed 508.06)**

**XII. CONSENT AGENDA**

**A. Meeting Minutes of March 11, 2021**

**B. Tuition Agreement ~ SAU#102 (Goshen School District) & SAU#6 (Claremont & Unity School Districts-Receiving Districts)**

**XIII. NONPUBLIC SESSION**

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

**From:** Ken Mendis <ken.racialunityteam@gmail.com>  
**Sent:** Monday, March 15, 2021 4:01 PM  
**To:** Adams, Angela  
**Cc:** Edelblut, Louis (Frank); Cassady, Cathy; Lane, Ann; Nazzaro, Philip; Cline, Andrew; Ryan.Terrell@affiliate.doe.nh.gov; Griffin, Celina; Sala, Richard  
**Subject:** Call to release the NH Social Studies Standard.  
**Attachments:** August letter to DOE Final signed.pdf; petition\_comments\_March 2021.pdf; petition\_signatures\_March 2021.pdf

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

Dear Angela,

Please add my PUBLIC COMMENT to the next monthly meeting of the State Board of Education. To date 352 concerned citizens have signed the petition (attached) calling on the Commissioner to send the draft standard to the State Board of Education for review and release for public comment.

Regarding this request, I am available to address the State Board of Education should the need arise.

Thank You.

**Ken Mendis**

**Chair, Board of Directors**

**Racial Unity Team**

**603-395-1242**

[Website](#) | [Petition](#) | [Instagram](#)



[racialunityteam1@gmail.com](mailto:racialunityteam1@gmail.com)

603-263-6511

Non-profit 501 (C) (3)

Mr. Frank Edelblut, Commissioner  
New Hampshire Department of Education  
[frank.edelblut@doe.nh.gov](mailto:frank.edelblut@doe.nh.gov)

The New Hampshire Department of Education has since March 2018 been engaged in the work of examining and redrafting the NH Curriculum Framework for Social Studies. The department's schedule was to present a revised version of the Social Studies Curriculum Framework to the State Board of Education by the end of December 2018, prior to posting the draft for public comment. The DOE schedule was to then hold public listening sessions and gather comments during the winter months of 2018-2019, after which a revised and edited draft would have been presented to the State Board of Education by spring 2019 for implementation during the 2019-2020 school year. That schedule was not met, and the process has yet to be completed.

Concerned about Important historical elements missing from history in the curriculum, the Racial Unity Team (RUT) worked collaboratively with members of the public to describe an inclusive and diverse NH Curriculum Framework for K-12 Social Studies. Key concerns raised during this work were that the curriculum must abide by the US Common Core requirements and that local history should be included in the education of our K-12 students. The requirements should also include more inclusive history in an integrated manner, not just Women's History, Black History, Native American History, etc. Currently, there is an apparent amnesia about history, leaving out important people and events. The "erased" or "omitted" history should be included.

An action plan to support the ongoing effort under way at the DOE resulted in a consolidated RUT report, **Re-drafting an Inclusive and Diverse NH Social Studies Curriculum K-12**, that was sent to the Department of Education in December 2018. Subsequent to publishing and releasing the report, RUT was invited by NH DOE and accepted the invitation to join the ongoing **Social Studies Standards Revision Strategic Leadership Team**. Since October 2019, the completed work of the Strategic Leadership Team has been with you, Commissioner Edelblut, pending your review and release to the public for comment.

The events of recent months, the death of George Floyd, and the Black Lives Matter protests and demands have accelerated the need for our NH schools to do better in





[racialunityteam1@gmail.com](mailto:racialunityteam1@gmail.com)

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teaching our missing history. NH school administrators and social studies teachers continue to reach out to RUT seeking help regarding how best to teach the issues of missing history in their classrooms. Providing our teachers with a standard resource — a complete set of **New Hampshire Social Studies Standard** — is the first step toward addressing the root cause for gaps in our social studies education.

We therefore respectfully call on you to expedite the release of the NH Social Studies Standard for public review and to implement and accelerate the schedule for its completion and implementation.

Thank you for your consideration.

A handwritten signature in black ink, appearing to read "Ken Mendis".

**Ken Mendis**, Chairman  
Board of Directors  
Racial Unity Team  
[ken.racialunityteam@gmail.com](mailto:ken.racialunityteam@gmail.com)  
603-395-1242  
<https://racialunityteam.com/>

A handwritten signature in black ink, appearing to read "David Ryan".

**David Ryan, Ed.D.** / Superintendent of  
Schools SUA-16  
[dryan@sau16.org](mailto:dryan@sau16.org)  
603.775.8653  
[www.sau16.org](http://www.sau16.org)

**cc:**

Angela Adams  
Office of The Commissioner  
[angela.adams@doe.nh.gov](mailto:angela.adams@doe.nh.gov)

Ashley Frame  
Office of Academic and Professional Learning  
[ashley.frame@doe.nh.gov](mailto:ashley.frame@doe.nh.gov)

**Attachment:** RUT report - Re-drafting an Inclusive and Diverse NH Social Studies Curriculum K-12



Recipient: Mr. Frank Edelblut

Letter: Greetings,

Call to expedite the release of the NH Social Studies Standard.

# Comments

Name	Location	Date	Comment
Mary Ann Cappiello	Stratham, NH	2020-08-29	"This is urgent! Our young people deserve access to an honest and in-depth exploration of the social studies."
Benjamin Schneeweiss	Sanbornton, NH	2020-08-29	"Ben Schneeweiss"
Wendy Rega	Hampton, NH	2020-08-29	"Our children deserve a better and more accurate education."
Jennifer Piskovitz	Exeter, NH	2020-08-29	"Please release these standards immediately so that critical work can done to help fill in the gaps in our social studies education here in NH. Thank you!"
Holley Daschbach	Exeter, NH	2020-08-29	"I am signing because I am a parent who would like my child to receive an education that is accurate and does not whitewash or gloss over difficult things"
Emily Kerr	Exeter, NH	2020-08-29	"We need to do better at educating our students and to stop whitewashing the curriculum."
Happy Gilmore	Exeter, NH	2020-08-29	"it's important"
Helen Joyce	Stratham, NH	2020-08-29	"Social Studies curriculum review in NH has taken a back seat for far too long. It should be an integral part of our children's education!"
Midori Kobayashi	Stratham, NH	2020-08-29	"Children need to know real USA, that should heavily include about Native Americans and POC. I am amazed, as an adult how much I don't know about real US."
Leigh Sloss	Exeter, NH	2020-08-29	"I'm signing because having a variety of perspectives of historical events is absolutely critical to understanding where we are today and where we're going."
Joy Meiser Mendis	Stratham, NH	2020-08-29	"Children deserve to know the TRUTH about our country's history and the full stories of Indigenous, Black, and other people of color. Their struggles and achievements are grossly overlooked."
Deb Craig	Hampton, NH	2020-08-29	"I teach and SS and civics have taken a back seat. We need to teach history from multiple perspectives."
Krystal Hicks	Portsmouth, NH	2020-08-29	"Social justice and social equity need to be a part of "social studies" conversations and curriculum. Period. Slavery is not the only thing children should be associating with Black History."
Patricia Thayer	Exeter, NH	2020-08-29	"I am signing this petition so that school children can begin to learn the real story of our country's history."
Jan Dunn	Stratham, NH	2020-08-30	"Please release the NH Social Studies Standard to the public for review,; 'An educated citizenry is a vital requisite for our survival as a free people" to paraphrase Jefferson."

Name	Location	Date	Comment
Bob Moore	East Kingston, NH	2020-08-30	"It's time to look at the Social Studies standard and be sure to include a complete history of the U.S., that is to say, to include all Americans."
Kathleen Blake	Greenland, NH	2020-08-30	"The true and inclusive history of this state matters."
Katherine Prudhomme-O'Brien	Derry, NH	2020-08-30	"I'd like to see this new curriculum."
NH Rep. Charlotte DiLorenzo	Newmarket 03857, NH	2020-08-30	"Education including history and cultural competence are tools that can help our students value diversity. These tools will help our students navigate this complex world we live in as they prepare for higher learning and careers."
Allison Yeagle	Exeter, NH	2020-09-02	"Because the standards should teach true historical events. The more information the better."
Hershey Hirschkop	South Berwick, ME	2020-09-02	"Diversity, Inclusion, and Equity in NH!"
Jan Schmidt	Nashua, NH	2020-09-02	"These are our schools, and we require that they provide the tools for our children's future, release and allow review."
Debrah Howes	Hudson, NH	2020-09-03	"As a teacher and a teachers' union leader, I want to see that my students get the best education possible in our public schools. Robust and inclusive standards provide a framework for that to happen."
Diane Marsolini	Brookline, NH	2020-09-08	"I am signing because we are not teaching an accurate history and our children deserve better."
Kaitlyn Llewellyn	Manchester, NH	2020-09-08	"We need history to be taught as inclusively, completely and factually as possible."
Alison Bridger	Exeter, NH	2020-09-09	"Now more than ever, it's important to teach history that includes all of us and includes even the troubling parts of our nation's past. It should not be an afterthought, but part of the curriculum."
Jessalyn Szczepanik	Newmarket, NH	2020-09-09	"It is vital for our children to learn ALL aspects of our history-not simply what we want them to learn. What children know impacts their decisions as they grow, we need an educated society!"
Elissa Rasmussen	Brookline, NH	2020-09-09	"Our kids need to learn about all history , good and bad to make a better future that does not repeat. This couldn't be more important."
Keturah Kreps	Newmarket, NH	2020-09-11	"I want my daughter to learn the REAL history !"
Timothy Wyatt	Hudson, NH	2020-09-20	"NH should not be denied the opportunity to join the world community in understanding the importance of equality."
Ken Barnes	Contoocook, NH	2020-10-04	"A complete and honest education is essential for our society to function. Our children and all future citizens need to learn America's history, warts and all. They must understand and acknowledge history, so they can commit to helping to heal the wounds, resolve the conflicts, reconcile people from all walks of life, and work

Name	Location	Date	Comment
			together to build caring communities. Collective amnesia — such as hiding our head in the sand, pretending that our country never made any mistakes during its history — will not help to resolve the present effects of our past conflicts. We can create the kind of America that our ancestors dreamed of, but only if we learn and accept our history, listen to one another (yes, all points of view), and join whole-heartedly in one united nation filled with a beautiful mosaic of human beings."
Sara Smith	Pembroke, NH	2020-10-04	"As a retired teacher, I am aware that much is left out of our SS curriculum about Blacks and Native Americans"
Jane Carroll	West Lebanon, NH	2020-10-06	"History should be told in all its variety—not as a sanitized Hollywood version. To inform the public is to grow a better citizen."
nancy wightman	cornish, NH	2020-10-21	"I'm signing because, being in my 80s I'm just understanding white privilege. All peoples should have the same opportunities. Understanding happens with a child's education through books. Being exposed to interactions with others as normal."
Deanna Leedberg	Hampton, NH	2021-01-24	"We need our children to understand true history, not a whitewashed version."
mimi white	Rye, NH	2021-01-26	"Systemic racism in NH must be addressed and eradicated. We are weaker for its pervasiveness and we will all thrive once we see the ways in which we continue to inflict suffering on people of color. I have lived in this state for 48 years and growing weary of our inability to create a safer and kinder place where all can thrive. Read that; it might be time to move to a more welcome state."
valerie fagin	portsmouth, NH	2021-01-26	"As A BHTNH tour guide it is really important to own and teach all our shared his/herstory that continues to presently impact our lives."





Recipient: Mr. Frank Edelblut

Letter: Greetings,

Call to expedite the release of the NH Social Studies Standard.

# Signatures

Name	Location	Date
Ken Mendis	Stratham, NH	2020-08-28
Kathryn Chobanian	Manchester, NH	2020-08-29
Erin Talcott	BETHLEHEM, NH	2020-08-29
Karla Putney	Exeter, NH	2020-08-29
Ashlee Warzin	Newfields, NH	2020-08-29
Victoria Su	Stratham, NH	2020-08-29
Mandi Elmore	Brentwood, NH	2020-08-29
Beth Kaputa	Exeter, NH	2020-08-29
Andrea Barrett	Orange, NH	2020-08-29
Mary Ann Cappiello	Stratham, NH	2020-08-29
Nathalie Godbout	Exeter, NH	2020-08-29
Emily Darby	Exeter, NH	2020-08-29
Susan gorman	Exeter, NH	2020-08-29
denise short	Exeter, NH	2020-08-29
Pam Holland	Exeter, NH	2020-08-29
Samantha Loh	Southern, NH	2020-08-29
Mary McEvoy-Barrett	Concord, NH	2020-08-29
Todd Piskovitz	Exeter, NH	2020-08-29
Jennifer Delorie	Exeter, NH	2020-08-29
Jen Buinicky	Rochester, NH	2020-08-29

Name	Location	Date
Amanda Logan	Wolfeboro, NH	2020-08-29
Kristen Johnson	Newfields, NH	2020-08-29
Benjamin Schneeweiss	Sanbornton, NH	2020-08-29
Caroline Siecke	Exeter, NH	2020-08-29
Wendy Rega	Hampton, NH	2020-08-29
Caitlin Gray	Dover, NH	2020-08-29
Maureen Johnson	Hampton, NH	2020-08-29
Nicole Cico	Hampton, NH	2020-08-29
Elizabeth Doppler-Bourassa	Stratham, NH	2020-08-29
billie spaulding	Hampton, NH	2020-08-29
Dan MacRitchie	Exeter, NH	2020-08-29
Lauren Byrnes	Exeter, NH	2020-08-29
Kathleen Donovan	Exeter, NH	2020-08-29
Alissa Holmes	Exeter, NH	2020-08-29
Lisha Rowe	Portsmouth, NH	2020-08-29
Jennifer Komisarek	Brooklyn, NY	2020-08-29
Susan Collins	Seabrook, NH	2020-08-29
Kyler Ronner-Bland	Hampton, NH	2020-08-29
Kristen Deshaies	Exeter, NH	2020-08-29
Maureen Brown	Exeter, NH	2020-08-29
Eileen Flockhart	Exeter, NH	2020-08-29
Jen Welch	Exeter, US	2020-08-29

Name	Location	Date
Geoffrey Hanna	Exeter, NH	2020-08-29
Heather Hyvari	Hampton, NH	2020-08-29
Christina Smalley	Epping, NH	2020-08-29
Paul Bauer	Newfields, NH	2020-08-29
Jamie Saucier	East Kingston, NH	2020-08-29
Jennifer Piskovitz	Exeter, NH	2020-08-29
Ashley Holtan	Stratham, NH	2020-08-29
Holley Daschbach	Exeter, NH	2020-08-29
Anna Heard	Exeter, NH	2020-08-29
Amy Danusis	Belmont, NH	2020-08-29
Emily Kerr	Exeter, NH	2020-08-29
Amanda Tombarelli	Portsmouth, NH	2020-08-29
Katie Rose	Stratham, NH	2020-08-29
Dan Donnellan	Exeter, NH	2020-08-29
Eileen Joyce-Coute	North Hampton, NH	2020-08-29
Meghan Fitzgerald	Brentwood, NH	2020-08-29
Shawn Bodi	Candia, NH	2020-08-29
Happy Gilmore	Exeter, NH	2020-08-29
Russell Dean	Exeter, NH	2020-08-29
Janelle Provencher	Exeter, NH	2020-08-29
Helen Joyce	Stratham, NH	2020-08-29
Midori Kobayashi	Stratham, NH	2020-08-29

Name	Location	Date
Leigh Sloss	Exeter, NH	2020-08-29
Heidi Price	Stratham, NH	2020-08-29
Joy Meiser Mendis	Stratham, NH	2020-08-29
Steve Chamberlin	Bow, NH	2020-08-29
Meadow Gregory	Exeter, NH	2020-08-29
Beverly Tappan	Exeter, NH	2020-08-29
Ashley Kets	Exeter, NH	2020-08-29
Nina Jordan	Exeter, NH	2020-08-29
Deb Craig	Hampton, NH	2020-08-29
Krystal Hicks	Portsmouth, NH	2020-08-29
Sarah Donnelly	Exeter, NH	2020-08-29
Patricia Yosha	Exeter, NH	2020-08-29
Sherrill Nixon	Exeter, NH	2020-08-29
Patricia Thayer	Exeter, NH	2020-08-29
Lauren Castleberry	Longmont, CO	2020-08-29
Jeremiah Holtan	Stratham, NH	2020-08-29
Maureen Rashidifard	Exeter, NH	2020-08-30
Lisa Dolloff	Exeter, NH	2020-08-30
Rebecca Curtis	stratham, U.S. Outlying Islands	2020-08-30
Robin Baker	New Hampshire, NH	2020-08-30
Margaret Langsenkamp	Exeter, NH	2020-08-30
Roseann Cratty	Exeter, NH	2020-08-30



Name	Location	Date
Douglas Holzapfel	Exeter, NH	2020-08-30
Barbara Rimkunas	Exeter, NH	2020-08-30
Kimberly Gaudreau	Exeter, NH	2020-08-30
Nicole Conroy	Barrington, NH	2020-08-30
M. Louise White	Somersworth, NH	2020-08-30
Kelly Standen	Brentwood, NH	2020-08-30
Amy Murdy	Exeter, NH	2020-08-30
Jan Dunn	Stratham, NH	2020-08-30
Sarah Keener	Brentwood, NH	2020-08-30
Glen Aldrich	Gilford, NH	2020-08-30
Tim Carter	Laconia, NH	2020-08-30
Christopher Bartell	Exeter, NH	2020-08-30
Pia Shea	Concord, NH	2020-08-30
virginia berrien	exeter, NH	2020-08-30
Joan Pratt	Exeter, NH	2020-08-30
Steve Lewis	Cincinnati, OH	2020-08-30
Kayla Kendall	Dover, NH	2020-08-30
Karen Mullen	Exeter, NH	2020-08-30
Tracy Coole	Exeter, NH	2020-08-30
Renay Allen	Exeter, NH	2020-08-30
Bob Moore	East Kingston, NH	2020-08-30
Anne Romney	Portsmouth, NH	2020-08-30

Name	Location	Date
Kathleen Blake	Greenland, NH	2020-08-30
Sophie Saltonstall	Stratham, NH	2020-08-30
Katherine Prudhomme-O'Brien	Derry, NH	2020-08-30
NH Rep. Charlotte DiLorenzo	Newmarket 03857, NH	2020-08-30
Mike Bernardo	Exeter, NH	2020-08-30
Catherine Rafferty	York, ME	2020-08-31
William Harbron	Dover, NH	2020-08-31
Nina Baillargeon	Dover, NH	2020-08-31
Patricia Wons	Exeter, NH	2020-08-31
Richard Benefield	Stratham, NH	2020-08-31
MaryAnn Kane	Exeter, NH	2020-08-31
james donnelly	Exeter, NH	2020-08-31
Steve Adler	Exeter, NH	2020-08-31
janet smaldone	Hampton, NH	2020-08-31
Seth Macomber	Lee, NH	2020-08-31
Jeannie Madley	Stratham, NH	2020-08-31
Maura Fay	Exeter, NH	2020-08-31
Todd Allen	Durham, NH	2020-08-31
James A. Bairstow	Dover, NH	2020-08-31
Mary Dziedzinski	Rindge, NH	2020-09-01
Kurt Bennett	Seabrook, NH	2020-09-01
Nathan Harris	Stratham, NH	2020-09-01

Name	Location	Date
Donna Jensen	Stratham, NH	2020-09-01
Denise Harris	Exeter, NH	2020-09-01
David Hurd	Indianapolis, IN	2020-09-01
Carrie Duran	Wolfeboro, NH	2020-09-01
Kayla Page	Concord, NH	2020-09-01
Sarah Knoy	Manchester, NH	2020-09-01
Latonya Wallace	Portsmouth, NH	2020-09-01
Nichole Danforth	Rochester, NH	2020-09-01
Erica Bickford	Wolfeboro, NH	2020-09-01
Jennifer Murray do Carmo	Roxbury, MA	2020-09-02
Erin Drennan Doiron	Ossipee, NH	2020-09-02
Tiffany Dodier	Somersworth, NH	2020-09-02
Amy Parece-Grogan	Londonderry, NH	2020-09-02
Debra Whalen	Newmarket, NH	2020-09-02
Leah Hastings	Nottingham, NH	2020-09-02
Lindsay Sonnett	Exeter, NH	2020-09-02
Jennifer Kinsey	Stratham, NH	2020-09-02
Allison Yeagle	Exeter, NH	2020-09-02
Pam Harland	Exeter, NH	2020-09-02
Hilary Harris	New York, NY	2020-09-02
Dana Dahl	Milford, NH	2020-09-02
James J. Serrell	Kingdton, NH	2020-09-02

Name	Location	Date
Grace Kindeke	Manchester, NH	2020-09-02
Joanne Lazarus	Newmarket, NH	2020-09-02
Janelle Schander	Exeter, NH	2020-09-02
Donald Bouchard	Manchester, NH	2020-09-02
Courtney Daniel	Portsmouth, NH	2020-09-02
Hershey Hirschkop	South Berwick, ME	2020-09-02
Nancy Winterbottom	Exeter, NH	2020-09-02
Matt Wilhelm	Manchester, NH	2020-09-02
Jan Schmidt	Nashua, NH	2020-09-02
Theresa Evans	Boston, NH	2020-09-02
sherry Dutzy	Nashua, NH	2020-09-02
Kira Ferdyn	Exeter, NH	2020-09-02
Debrah Howes	Hudson, NH	2020-09-03
Heather Raymond	Nashua, NH	2020-09-03
Laura Telerski	Nashua, NH	2020-09-03
Brian Sullivan	Grantham, NH	2020-09-03
Rep. Latha Mangipudi	Nashua, NH	2020-09-03
Deo Mwano	Manchester, NH	2020-09-03
Jessica Wallace	Cambridge, MA	2020-09-03
emily p	Merrimack, NH	2020-09-03
Brandon Latham	Merrimack, NH	2020-09-03

Name	Location	Date
Representative Debra Altschiller	Stratham, NH	2020-09-03
Abby Lore	Washington, DC	2020-09-03
Hannah Spaulding	Litchfield, US	2020-09-03
Wendy Chase	Rollinsford, NH	2020-09-03
Palmer Belmosto	Waunakee, NH	2020-09-03
Courtney Navarro	Nashua, NH	2020-09-03
Courtney Riviere	Merrimack, NH	2020-09-04
Svetlana Peshkova	Portsmouth, NH	2020-09-04
Joseph Juknievich	Medford, MA	2020-09-04
Don Manter	Northwood, NH	2020-09-04
Samantha Gargone	Manchester, NH	2020-09-04
Virginia Cole	Somersworth, NH	2020-09-05
Anne Jennison	Lee, NH	2020-09-05
Jon Claude Hopwood	Manchester, Romania	2020-09-06
Susan Brewer	Concord, NH	2020-09-06
Terry Burlingame	Gilmanton Ironworks, NH	2020-09-07
Diane Marsolini	Brookline, NH	2020-09-08
Tania Vera	Brookline, NH	2020-09-08
Michael Kimball	Cambridge, MA	2020-09-08
Martha Walsh	Exeter, NH	2020-09-08
Kelly Zakar	Brookline, NH	2020-09-08



Name	Location	Date
Kacie Ellis	Brookline, NH	2020-09-08
Emily Zajano	Exeter, NH	2020-09-08
Kaitlyn Llewellyn	Manchester, NH	2020-09-08
Susan Givens	Newmarket, NH	2020-09-08
Daniel Glass	Brookline, NH	2020-09-08
Vanessa Hale	Brookline, NH	2020-09-08
Jacy Lavoie	Brookline, NH	2020-09-08
Erika MacDonald	Waunakee, WI	2020-09-09
Julie Golkowski	Newmarket, NH	2020-09-09
Lisa Rockenmacher	Exeter, NH	2020-09-09
kalila foster	Atkinson, NH	2020-09-09
Alison Bridger	Exeter, NH	2020-09-09
Eleanor Dunfey	Exeter, NH	2020-09-09
Phoebe de Larrabeiti	Newmarket, NH	2020-09-09
Jessalyn Szczepanik	Newmarket, NH	2020-09-09
Theo Dunfey	Manchester, NH	2020-09-09
James Freiburger	Exeter, NH	2020-09-09
Beatriz Marques	Cambridge, MA	2020-09-09
Sheila Groonell	Exeter, NH	2020-09-09
Elissa Rasmussen	Brookline, NH	2020-09-09
Colleen Micavich	brookline, NH	2020-09-09
Erin Sawicki	Brookline, NH	2020-09-09

Name	Location	Date
Alex Putnet	Brookline, US	2020-09-09
Emily Hinnov	Exeter, NH	2020-09-09
Rosa Cabrera	Manchester, NH	2020-09-09
NH State Rep. Peter Somssich	Portsmouth, NH	2020-09-09
Michele Chapman	Exeter, NH	2020-09-10
Scott Grenier	Brookline, NH	2020-09-10
William Trently	Stratham, NH	2020-09-10
Gayle Sanders	Stratham, NH	2020-09-10
Marion Mengert	Exeter, NH	2020-09-10
Kelsie Eckert	Campton, NH	2020-09-10
Eric Johnson	georgetown, MA	2020-09-11
Toyin Augustus	Exeter, NH	2020-09-11
Keturah Kreps	Newmarket, NH	2020-09-11
Jillian Gibson	Brookline, NH	2020-09-11
Pam Holzapfel	Hampton, NH	2020-09-11
Alison Marsano	Brookline, NH	2020-09-11
Erin Hubbard	Hollis, NH	2020-09-12
Abby Milonas	Hooksett, NH	2020-09-13
Lisa Carter	Exeter, NH	2020-09-13
Nancy Vawter	Dover, NH	2020-09-14
Alison Buchsbaum	Dover, NH	2020-09-14
John Merrifield	Exeter, NH	2020-09-14

Name	Location	Date
Kirsten Barton	Portsmouth, NH	2020-09-14
Elaine Marhefka	Lebanon, ME	2020-09-14
David Ryan	Hooksett, NH	2020-09-14
Katie Adams	Exeter, NH	2020-09-14
Patty Marsden	Stratham, NH	2020-09-14
Caroline Ruhm	Exeter, NH	2020-09-14
Helen Sanders	Newmarket, NH	2020-09-14
Dr. Carl Hindy	Newmarket, NH	2020-09-14
Venus Folsom	Newmarket, NH	2020-09-14
Donna Roe	Newmarket, NH	2020-09-14
Zanetta Barchi	Dover, NH	2020-09-14
Brian Emanuele	Randolph, NJ	2020-09-14
Andrew MacLeod	Bristol, NH	2020-09-14
Amanda Henderson	Belmont, NH	2020-09-14
Jennifer Wheeler	Stratham, NH	2020-09-15
Rachel Jefferson	Stratham, NH	2020-09-15
Diana LAnkler	Stratham, NH	2020-09-15
Amanda DeGiovanni	Boston, MA	2020-09-15
Susan Curtis	Brentwood, NH	2020-09-15
Sheri Gushta	Exeter, NH	2020-09-15
Matthew Gushta	Exeter, NH	2020-09-15
DAVID M GAYNOR	Stratham, NH	2020-09-15

Name	Location	Date
Michelle Michaud	Newmarket, NH	2020-09-15
Laura Smith	Exeter, NH	2020-09-15
Kim Taylor	Stratham, NH	2020-09-15
Robin Schlieder	Stratham, NH	2020-09-15
James Marsden	Stratham, NH	2020-09-15
Anna Bartell	Exeter, NH	2020-09-15
Kimberly Myers	Exeter, NH	2020-09-15
Sarah P	Concord, NH	2020-09-15
Amber Standish	Exeter, NH	2020-09-15
Alex Herlihy	Rye, NH	2020-09-15
Rob Bergin	Exeter, NH	2020-09-15
Nicole Gorski	Exeter, NH	2020-09-15
Jocelyn Merrill	Goffstown, NH	2020-09-16
Penelope Lee	Stratham, NH	2020-09-16
Cris Purdum	Newmarket, NH	2020-09-16
Eileen Cusick	Exeter, NH	2020-09-18
Wendy Bergeron	Exeter, NH	2020-09-19
Rebecca Wilcox	Mechanicsburg, PA	2020-09-19
Stephen Latvis	Hampstead, NH	2020-09-19
Tod Guilford	Canaan, NH	2020-09-19
Timothy Wyatt	Hudson, NH	2020-09-20
Kitri Schaefer	Stratham, NH	2020-09-21

Name	Location	Date
Theresa Neves	Bow, NH	2020-09-22
Chrisinda Lynch	Concord, NH	2020-09-22
Isabelle O'Kane	Stratham, NH	2020-09-23
Linda MacDonald	Hampton, NH	2020-09-23
Doreen Schweizer	Lebanon, NH	2020-10-04
Ellen Hollyday	Claremont, NH	2020-10-04
Joyce Mechling	Hanover, NH	2020-10-04
Marge White	Lebanon, NH	2020-10-04
Roddy Emley	Grafton, NH	2020-10-04
Representative Richard M. Abel	West Lebanon, NH	2020-10-04
Doris Hampton	Canterbury, NH	2020-10-04
Mel Hinebauch	Concord, NH	2020-10-04
Somayeh Kashi	bow, NH	2020-10-04
Carl Hanson	Grantham, NH	2020-10-04
Pamela R Hanson	Grantham, NH	2020-10-04
Nancy Brennan	Weare, NH	2020-10-04
Ken Barnes	Contoocook, NH	2020-10-04
Sarah Robinson	Concord, NH	2020-10-04
Sara Smith	Pembroke, NH	2020-10-04
Glen Ring	Concord, NH	2020-10-04
Carisa Corrow	Concord, NH	2020-10-05
Dee Stewart	Portsmouth, NH	2020-10-05



Name	Location	Date
Julie Zimmer	Peterborough, NH	2020-10-05
Wiltrud Mott-Smith	Loudon, NH	2020-10-05
Jennifer Smith	Pembroke, NH	2020-10-05
Susan Pillsbury	West Lebanon, NH	2020-10-05
Jessica Livingston	Concord, NH	2020-10-05
Ann Dawson	Hudson, NH	2020-10-05
Chris Potter	Manchester, NH	2020-10-05
Janice Vien	Grantham, NH	2020-10-05
Donna Roberts	West Lebanon, NH	2020-10-05
ELIZABETH NESTLER	Lebanon, NH	2020-10-05
Janet Lord	Cornish, NH	2020-10-06
Jane Carroll	West Lebanon, NH	2020-10-06
Eleanor Patten	Grafton, NH	2020-10-06
Mary Wilke	Concord, NH	2020-10-06
Kris Mueller	Davisville, NH	2020-10-08
Miriam Ashton	Lebanon, NH	2020-10-10
Jessica Crowley	Hampton, NH	2020-10-13
Diane Root	West Lebanon, NH	2020-10-13
Wheeler Crowley	Stratham, NH	2020-10-13
Kelly Martin	Hampton, NH	2020-10-14
Victoria Ramos-Glew	Meriden, NH	2020-10-21

Name	Location	Date
Revs. John and Susan Gregory-Davis	Meriden, NH	2020-10-21
nancy wightman	cornish, NH	2020-10-21
Michele Mastro	Milford, NJ	2021-01-24
Heidi Hanson	Stratham, NH	2021-01-24
Devora Moriarty	Stratham, NH	2021-01-24
Deanna Leedberg	Hampton, NH	2021-01-24
Lauryn Margerum	Stamford, CT	2021-01-24
Sarah Galligher	Stratham, NH	2021-01-24
Stacy Dresser	Hampton, NH	2021-01-25
Mark Rose	Chicago, IL	2021-01-25
Jade Anderson	Newmarket, NH	2021-01-25
Katharine Wentworth	Greenland, NH	2021-01-25
Davida Johnson	Stamford, CT	2021-01-26
Wyteria Bates	Stamford, CT	2021-01-26
Lael Dalal	Dorchester, NH	2021-01-26
judy Posner	Newmarket, NH	2021-01-26
Marilyn Cavanaugh	Bedford, NH	2021-01-26
mimi white	Rye, NH	2021-01-26
valerie fagin	portsmouth, NH	2021-01-26
Sam-Joan Baily	Epping, NH	2021-02-06
Ruthe Waterfield	Portsmouth, NH	2021-03-09

Name	Location	Date
Carolyn Morse-Finn	Nottingham, NH	2021-03-10
Mary Beaton	Dover, NH	2021-03-10
Derek Cangelo	Dover, NH	2021-03-10
Patrick Ganz	Portsmouth, NH	2021-03-10
Nancy Pierpont	Madbury,, NH	2021-03-11
Kathy Pearce	DURHAM, NH	2021-03-11

April 8, 2021

## **EXECUTIVE SUMMARY**

### **Approval of the School Building Construction and Renovation Priority List**

#### **A. Action Needed**

A vote is needed to approve the rank ordered list of school building construction and renovation proposals ("Priority List") approved by the school building authority.

The Priority List dated March 2, 2021 includes twelve schools in the following ranked order:

<b>Rank</b>	<b>SAU</b>	<b>District</b>	<b>School Name</b>
1	59	Winnisquam Regional	Southwick School/Union Sanborn
2	53	Allenstown	Armand R. Dupont School & Allenstown Elementary
3	85	Sunapee	Sunapee Central School
4	57	Salem	Woodbury School
5	42	Nashua	Elm Street Middle School
6	28	Pelham	Pelham Memorial School
7	35	Lisbon Regional	Lisbon Regional School
8	88	Lebanon	Hanover Street School & Lebanon High School
9	88	Lebanon	Mt. Lebanon School
10	44	Nottingham	Nottingham School
11	42	Nashua	Pennichuck Middle School
12	59	Winnisquam Regional	Sanbornton Central School

#### **B. Rationale for Action**

RSA 198:15-c II (a) requires the school building authority submit the Priority List to the state board of education for approval.

*RSA 198:15-c II. (a) .... By December 1 of the fiscal year prior to the biennium in which school building aid grants are to be disbursed, the school building authority shall verify the ranking submitted by the commissioner and submit a list in descending rank order to*

*the state board of education for approval. If the ranking submitted to the school building authority differs from the preliminary school building aid grant list, the school building authority shall justify the new ranking using the same criteria in subparagraph II(b) and in rules of the department. The state board of education shall approve and publish the descending rank order list of approved projects by January 15 of the fiscal year prior to the biennium in which school building aid grants are distributed. ...*

By Executive Order #29 – the State Board of Education shall approve and publish the descending rank order list by May 15 rather than January 15.

C. Effects of this Action

Approval of the Priority List allows the project proposals to be funded in descending rank order to the extent of available appropriations in the next fiscal year, per RSA 198:15-c II (c).

D. Possible Motion

Move that the State Board approve and publish the FY22 and FY23 School Building Aid application descending ranked order list dated March 2, 2021.



**STATE OF NEW HAMPSHIRE**  
**OFFICE OF THE GOVERNOR**

**CHRISTOPHER T. SUNUNU**  
Governor

EXHIBIT X to Emergency Order #29

**N.H. Department of Education, November 30, 2020**

Pursuant to Emergency Order #29, which authorizes temporary modification of executive branch deadlines and other requirements, issued pursuant to Section 18 of Executive Order 2020-04 as modified and extended by Emergency Orders 2020-05, 2020-08, 2020-09, 2020-10, 2020-14, 2020-15, 2020-16, 2020-17, 2020-18, 2020-20, 2020-21, and 2020-23, the following is hereby ordered:

**Temporary modification of certain statutory deadlines for the ranking of school building aid applications**

1. For the duration of the State of Emergency, RSA 198:15-C, II is hereby modified as follows:

For school building aid applications received by the department between January 1, 2020 and July 1, 2020, the school building aid authority shall verify the ranking submitted by the commissioner and submit a list in descending rank order to the state board of education for approval by March 15, 2021. The state board of education shall approve and publish the descending rank order list of approved projects by May 15, 2021.

2. All other provisions of RSA 198:15-C, II shall remain in full force and effect, other than the changes to the deadlines for rankings for the school building authority and the state board of education as set forth in paragraph 1 herein.

Given under my hand and seal at the  
Executive Chambers in Concord, this 30th  
day of November, in the year of Our Lord,  
two thousand and twenty, and the  
independence of the United States of  
America, two hundred and forty-four.

  
**GOVERNOR OF NEW HAMPSHIRE**

April 8, 2021

New Hampshire State Board of Education  
101 Pleasant Street  
Concord, NH 03301

Dear State Board Members:

As Chair of the School Building Authority and under the requirements of RSA 198:15-c, I formally confirm the Aid Rankings of the Department of Education for school-building project applications that were filed in July of 2020..... with concerns and limitations. As you are well aware, this has not been a "normal year". The timeline for the School Building Authority, which already anticipates significant time constraints, was more problematic than normal given COVID-19 limitations.

As a result, the School Building Authority did not complete ANY on-site evaluations of the projects nor did the School Building Authority meet with any of the applicants on their projects.

There are a number of concerns the members of the School Building Authority discussed in committee regarding these projects and the State Board of Education should be made aware. As you may already know, by statute applications may be submitted without first being approved by the voters of the district.

- Three of the 12 projects are moving ahead regardless of building aid being funded or not.
- Three of the 12 projects had prior approval by the voters.
- Three of the 12 projects went before the voters for the first time just this spring but did not have contingencies for building aid. (**Update:** *Sunapee taxpayers voted down its project*)
- One of the 12 projects went before the voters for the first time this spring with a contingency for building aid.
- Five of the 12 projects are in "wait n' see" mode. Waiting to see what will happen with building aid in the State Budget before going to voters next year. (ONE of those, I believe will not go to voters at all due to significant needs shifting.)

As a taxpayer of this state, NOT as the School Building Authority Chair, I have long felt we have to pledge to revise the timeline and many of the statutes of school building aid. There is a piece of legislation in the Finance Committee as we speak to fund a 10-year plan for the state's school buildings but along with that proposal, I believe, we need to change systemically the way we look at building aid. I look forward to working with the Board of Education in that endeavor.

Sincerely,

Greg Hill, Chairman  
School Building Authority

**FY22 & FY23 School Building Aid Applications in Decending Ranked Order Approved by the School Building Authority  
March 2, 2021**

Rank	SAU	District	School Name	Project Name	Brief Description of Project	SBA rate	Estimated Project Cost	Building Aid Amt	Local Funding Status
1	59	Winnisquam Regional	Southwick School/Union Sanborn	Consolidation - Addition and Renovation	Discontinue use of Union Sanborn School (USS) and construction of a new wing at Southwick School (SS) to house displaced USS students. New playground and additional parking to accommodate new students and staff.	47%	\$ 8,000,000	\$ 3,760,000	Waiting for year 2
2	53	Allenstown	Armand R. Dupont School & Allenstown Elementary	Consolidate Two Schools	Allenstown district is composed of Allenstown Elementary School and the Armand R. DuPont Middle School. The district would like to consolidate the two schools into one new PK-8 school.	60%	\$ 32,499,560	\$ 19,499,736	Approved (subject to receiving building aid)
3	85	Sunapee	Sunapee Central School	Addition and Renovation	A series of facility improvements to increase energy efficiency through upgrades to lighting, boilers, and HVAC systems (also addresses indoor air quality concerns). This would be in conjunction with another series of district wide renovations that correct all critical life safety, fire, and building code issues, as well as modifications to improve ADA accessibility in all locations. This would add 4 new classrooms to the Sunapee Elementary School.	30%	\$ 10,624,319	\$ 3,187,296	Not Approved (warrant article was not subject to receiveing building aid)
4	57	Salem	Woodbury School	Renovation	Renovate and upgrade the school's academic program spaces, construct a new gym and locker rooms, and meet safety code compliance regulations, to include installation of fire sprinkler systems, enhance building security systems, remove asbestos, update heating, ventilation, and electrical systems; install updated data networking systems, make energy conservation renovations to the building envelope; and provide new traffic circulation and parking facilities.	30%	\$ 48,900,000	\$ 14,670,000	Approved
5	42	Nashua	Elm Street Middle School	New Middle School - Replace Elementary	Replaces Elm Street MS, which was constructed in 1930's as the City's HS, with a new MS in the southern tier of the city. The architect and construction manager conducted an assessment and cost analysis of renovating the existing school versus constructing new, and the new school option was selected by the community.	40%	\$ 83,213,280	\$ 33,285,312	Approved
6	28	Pelham	Pelham Memorial School	Addition and Renovation	Pelham Memorial School was designed without several spaces to support middle school programs. Many of these have since been accommodated in modular classroom structures. To address facility shortcomings, the proposed new design includes a regulation size gym and Unified Arts wing at the southeast corner of the school. The existing gym is repurposed as a new cafeteria, and the existing cafeteria is repurposed as a new library. A new entrance and administration provide greater separation of public spaces from students and academic spaces.	30%	\$ 30,861,000	\$ 9,258,300	Approved
7	35	Lisbon Regional	Lisbon Regional School	New Detached Addition	This project is a replacement of an antiquated building with a new detached addition to the Lisbon Regional School. It will be used primarily for alternative special education programming.	57%	\$ 1,843,214	\$ 1,050,632	Waiting for year 2
8	88	Lebanon	Hanover Street School & Lebanon High School	Renovation	The main priorities of this project are focused on the dire need to improve safety, security, and accessibility; to comply with current NH school building codes; to provide safe, accessible school entrances; appropriate band, cafeteria, and administrative office spaces; safe student pick up/drop off and parking areas, and adequate student learning spaces for Federal and State regulated Student Support Services.	30%	\$ 16,882,000	\$ 5,064,600	Waiting for year 2



Rank	SAU	District	School Name	Project Name	Brief Description of Project	SBA rate	Estimated Project Cost	Building Aid Amt	Local Funding Status
9	88	Lebanon	Mt. Lebanon School	Renovation	The main priorities of this project are focused on the dire need to improve safety, security, and accessibility; to comply with current NH school building codes; to provide safe, accessible school entrances; appropriate band, cafeteria, and administrative office spaces; safe student pick up/drop off and parking areas, and adequate student learning spaces for Federal and State regulated Student Support Services.	30%	\$ 4,356,000	\$ 1,306,800	Waiting for year 2
10	44	Nottingham	Nottingham School	Addition and Renovation	Renovation and additions to provide necessary educational classrooms and environment for students and its growing community. Project includes the addition of 3 kindergarten classrooms, science labs, special education, small group learning spaces, along with renovations to the school's existing core classrooms. The project looks to correct deficiencies with the school's current kindergarten classrooms and to align with the state classroom standards while preserving much of the school's existing infrastructure.	30%	\$ 5,890,450	\$ 1,767,135	May 2021 - town vote
11	42	Nashua	Pennichuck Middle School	Addition and Renovation	1) Reconfigure current educational spaces to better meet the needs of the student population; 2) Adds 2 classroom wings to address increased student/staff population; 3) Relocates media center to new addition; 4) Reconfigures nurses' office to better serve needs of students; 5) Reconfigures site to separate bus traffic from parent drop-off and pick-up traffic, while improving student walker safety.	40%	\$ 24,644,870	\$ 9,857,948	Approved
12	59	Winnisquam Regional	Sanbornton Central School	Addition and Renovation	Construction of new space via a second floor addition and alterations to existing spaces, to accommodate overcrowding of student service, administrative and kindergarten areas. The alterations to the main entrance area will allow for a secure visitor entrance and appropriately sized main office space. A small addition of placement and parking spaces will be included. The addition of an automatic sprinkler system throughout the existing building.	47%	\$ 3,200,000	\$ 1,504,000	Waiting for year 2

Total: \$ 270,914,693 \$ 104,211,759

**Frank Edelblut**  
Commissioner



**Christine M. Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, NH 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

January 12, 2021

New Hampshire School Building Authority  
Chairman Gregory Hill  
1 Knowles Farm Road  
Northfield, NH 03276-4517

Subject: Preliminary School Building Aid Grant List

Dear Chairman Hill:

It is my pleasure to submit a preliminary school building aid grant list in accordance with RSA 198:15-c. The 12 eligible building aid applications have been reviewed and ranked by the Department of Education. The attached list is a preliminary list of the eligible school building aid applications to be funded in descending rank order.

As you are aware, due to Governor Sununu's executive order #29, the School Building Authority has until March 15, 2021 to verify this ranking and submit a list in descending rank order to the State Board of Education for approval. In accordance with RSA 198:15-c, if the ranking differs from the attached list, the school building authority shall justify the new ranking using the same criteria in RSA 198:15 and Ed 321. Attachment B is a breakdown of the department's scoring for each project.

If we can be of any assistance in supplying the authority with application information or answering any questions about our ranking, please don't hesitate to let us know.

Sincerely,

A handwritten signature in dark ink, appearing to read "Frank Edelblut".

Frank Edelblut  
Commissioner of Education

### Attachment A – Preliminary Ranked List of 2020 School Building Aid Applications

Rank	School Name(s)	Project Name
1	Southwick School and Union Sanborn, Northfield	Consolidation - Addition and Renovation
2	Allenstown Elementary & Armand R. Dupont School, Allenstown	Consolidation - New Elementary School
3	Sunapee Central School, Sunapee	Addition and Renovation
4	Woodbury School, Salem	Addition and Renovation
5	Elm Street Middle School, Nashua	New Middle School - Replace Elementary
6	Pelham Memorial School, Pelham	Addition and Renovation
7	Lisbon Regional School, Lisbon	New Detached Addition
8	Hanover Street School & Lebanon High School, Lebanon	Addition and Renovation
9	Mt. Lebanon School, Lebanon	Addition and Renovation
10	Nottingham School, Nottingham	Addition and Renovation
11	Pennichuck Middle School, Nashua	Addition and Renovation
12	Sanbornton Central School, Sanbornton	Addition and Renovation

Brief descriptions of these projects can be found online here:

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/building-aid-applications-summary.pdf>

## Attachment B – Scoring Summary of 2020 School Building Aid Applications

Max Points	2020 School Building Aid Applications	Southwick-Union Sanborn	Allenstown	Sunapee Elem	Salem	Nashua - Elm	Pelham	Lisbon Regional	Lebanon HS/HSS	Mt. Lebanon	Nottingham	Nashua - Pennichuck	Sanbornton Central
50	Unsafe Conditions - Structural Integrity	0	50	50	50	10	10	0	0	0	0	0	0
50	Unsafe Conditions - Fire Safety	50	30	30	50	0	30	0	10	0	0	0	10
50	Unsafe Conditions - Mechanical, Electrical & Plumbing (MEP)	50	50	50	50	10	30	0	0	0	10	0	0
50	Unsafe Conditions - Environmental Conditions	10	0	10	0	0	0	0	0	0	0	0	0
50	Unsafe Conditions - Traffic	30	50	30	50	30	50	0	50	30	10	10	10
20	Inefficient or Unsuitable Conditions - ADA	20	20	20	20	10	20	0	10	10	5	5	0
20	Inefficient or Unsuitable Conditions - MEP	20	20	20	20	10	10	0	0	0	5	5	0
20	Inefficient or Unsuitable Conditions - Building Envelope	20	20	20	20	10	10	0	0	0	0	5	5
40	Inefficient or Unsuitable Conditions - Educational Spaces	10	40	20	10	20	40	20	40	10	40	10	20
50	Overcrowding & Increased Enrollment	0	10	30	10	10	30	0	30	10	50	10	30
100	Proper Maintenance - Repairs, Upkeep, etc.	100	75	100	100	100	100	100	100	100	100	100	100
25	Proper Maintenance - Tracking System	25	0	10	25	25	25	0	25	25	10	25	25
200	Free and Reduced Lunch	100	150	0	0	150	0	200	50	100	0	150	0
75	Security - Assessment Deficiencies	25	50	75	25	75	50	0	25	25	25	25	25
25	Security - Emergency Operation Plan	25	20	25	20	25	25	22	20	25	23	25	25
25	Operational Efficiency - Consolidation	25	25	0	0	0	0	0	0	0	0	0	0
25	Operational Efficiency - Other	25	10	25	10	10	5	25	0	0	10	0	5
100	High Performance Design - Energy and Resource Efficient	100	0	0	0	0	50	100	100	100	100	0	100
25	Preserving Historical Elements	-	-	-	-	-	-	-	-	-	-	-	-
1,000	<b>Total Points</b>	<b>635</b>	<b>620</b>	<b>515</b>	<b>460<sup>1</sup></b>	<b>495</b>	<b>485</b>	<b>467</b>	<b>460</b>	<b>435</b>	<b>388</b>	<b>370</b>	<b>355</b>
	<b>Total Life Safety Points<sup>1</sup></b>	<b>140</b>	<b>180</b>	<b>170</b>	<b>200</b>	<b>50</b>	<b>120</b>	<b>0</b>	<b>60</b>	<b>30</b>	<b>20</b>	<b>10</b>	<b>20</b>

1. Applications that receive at least 125 "Unsafe Conditions" points shall not be ranked lower than applications with less than 125 "Unsafe Conditions" points.

*The State of New Hampshire*  
*By His Excellency*  
*Christopher T. Sununu, Governor*

*A Proclamation*

In the year of our Lord Two Thousand and Twenty One

**GENOCIDE AWARENESS MONTH**  
**APRIL 2021**

**WHEREAS**, genocide is violence against members of a specific national, ethnic, racial, or religious group with the intent to destroy the group; and

**WHEREAS**, genocide continues to pose a threat to society as it dehumanizes violence on a massive scale against people based solely on their ethnic, national, or religious affiliation; and

**WHEREAS**, it is important to remember the genocides of the 20<sup>th</sup> century against Armenians, Jews, Rwandans, Cambodians, and Bosnians and call for an end to the ongoing conflicts that continue to occur in the 21<sup>st</sup> century; and

**WHEREAS**, raising awareness about genocide is necessary in ensuring that all citizens recognize our collective responsibility to make the world a safe and more tolerant place for all people to live; and

**WHEREAS**, the mission of the Cohen Center for Holocaust and Genocide Studies at Keene State College is to educate and engage the public on the history of genocides and our civic responsibilities to embrace diversity. Their efforts are commendable and they are an invaluable resource to our local communities; and

**WHEREAS**, this kind of hatred and violence cannot be allowed, and as a society we should all strive toward acceptance and tolerance of all people, and embrace the differences between us;

**NOW, THEREFORE, I, CHRISTOPHER T. SUNUNU, GOVERNOR** of the State of New Hampshire, do hereby proclaim **APRIL 2021** as **GENOCIDE AWARENESS MONTH** in the State of New Hampshire, and call this to the attention of all citizens.



**IN TESTIMONY WHEREOF**, I have hereunto set my hand and caused the Seal of the State of New Hampshire to be affixed this 8<sup>th</sup> day of March, 2021.

*Christopher T. Sununu*

Christopher T. Sununu  
Governor

# CSI School Updates

IV, C

## CSI Overview April 8, 2021 NH State Board of Education

### Comprehensive Support & Improvement (part 6 of 6)



New Hampshire  
**Department of Education**



**DEMONSTRATED  
SUCCESS**

Improving student learning by  
helping teachers do what they love



# Overview

Ashley Frame  
Christine Brennan  
Mike Schwartz

ESSA 2020-2021 Accountability  
Challenges



Ashley.M.Frame@  
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(603) 271-6579



Christine.M.Brennan@  
doe.nh.gov  
(603) 271-3801



Mike.Schwartz@  
DemonstratedSuccess.com  
(603) 548-8898

# Who are the CSI Elementary Schools...

## State Board Presentation Schedule

### November

- Wilson Elementary (Manchester)
- Ledge Street (Nashua)

### December

- Parker Varney (Manchester)
- Antrim Elementary (Contoocook Valley)

### January

- Grinnell School (Derry)
- Hillsboro Deering Elementary

### February

- Bakersville (Manchester)
- Nute Junior High (Milton)

### March

- Pittsburg
- Beech Street (Manchester)

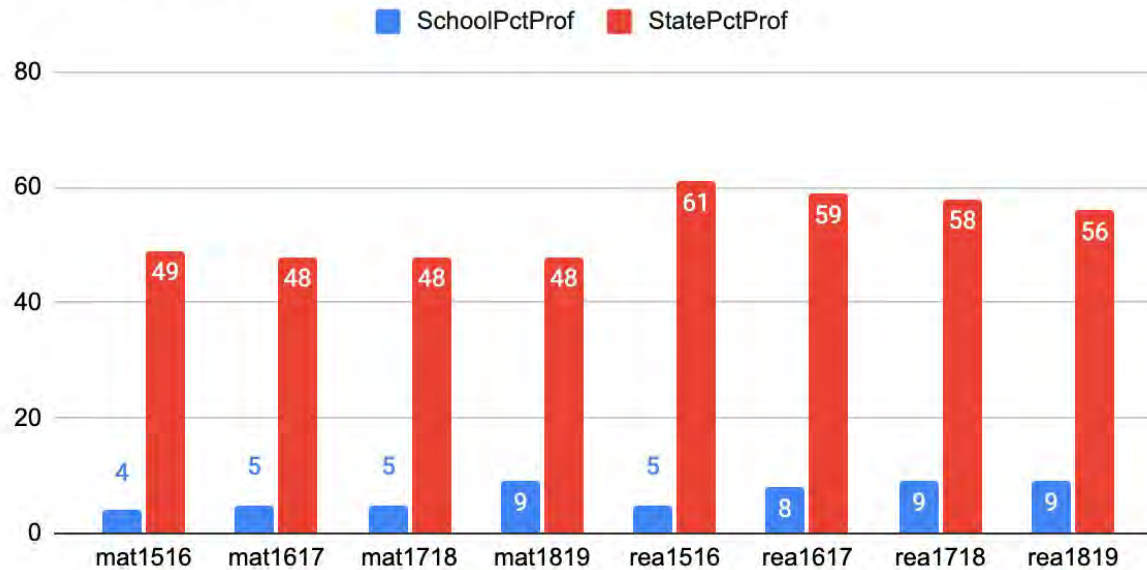
### April

- **Freedom Elementary (Freedom)**
- **Franklin Elementary (Keene)**



# High Level – Multiple Subjects Multiple Years

Percent Proficient



# Data Dive Protocol

## PHASE 1 - PREDICT

SURFACE PAST EXPERIENCES, PRECONCEIVED IDEAS AND ASSUMPTIONS.

- With what assumptions are you entering?
- What do you predict the data will show?
- What are some questions you are asking?
- What do you hope to learn from this data?

## DATA DRIVEN DIALOGUE

## PHASE 2 - OBSERVE THE DATA

STATE WHAT YOU SEE WITHOUT REACHING CONCLUSIONS OR MAKING RECOMMENDATIONS.

- Note important points that "pop out"
- Look for patterns or trends that emerge
- Note surprising or unexpected data
- Note items to explore further
- Just the facts

## PHASE 5 - REFLECTION

REVIEW THE PROCESS, LEARN FOR NEXT TIME, PLAN FOR FUTURE EFFORTS.

- Did this protocol help you better meet your desired outcome/achieve the stated purpose session?
- What went well / what to improve?
- What changed in your thinking?
- What will you do with this information to improve school wide or classroom work?

## PHASE 4 - IMPLICATIONS FOR PRACTICE

IDENTIFY CONNECTIONS BETWEEN WHAT WORKS, WHAT IS MISSING AND WHAT MAY NEED CHANGE.

- Focus on practices for student learning
- Are there other data we need to look at?
- What issues have been raised about school-wide and/or classroom practices?
- What are the next steps we should take?

## PHASE 3 - INTERPRET DATA & INFERENCES

LOOK FOR RELATIONSHIPS, CAUSE/EFFECT AND INFERENCES RELATED TO STUDENT LEARNING.

- Draw inferences - supported
- Generate possible explanations
- Generate further questions to ask
- Generate data to verify explanations
- What can you infer about the data regarding the impact on student learning?

# High Level – Identify Grade Level Trends

## LOKER SCHOOL - THREE YEARS OF STATE TESTS RESULTS

Math Grades 3-8

Percent of Level 3s and Level 4s and the Number of Students

**2015-2016**

**2016-2017**

**2017-2018**

Grade 3 Math SBAC	
63%	30

Grade 3 Math SBAC	
74%	38

Grade 3 Math SAS	
44%	27

Grade 4 Math SBAC	
39%	31

Grade 4 Math SBAC	
57%	28

Grade 4 Math SAS	
59%	44

Grade 5 Math SBAC	
46%	28

Grade 5 Math SBAC	
35%	34

Grade 5 Math SAS	
54%	28

Grade 6 Math SBAC	
50%	38

Grade 6 Math SBAC	
46%	28

Grade 6 Math SAS	
26%	31

Grade 7 Math SBAC	
44%	27

Grade 7 Math SBAC	
48%	44

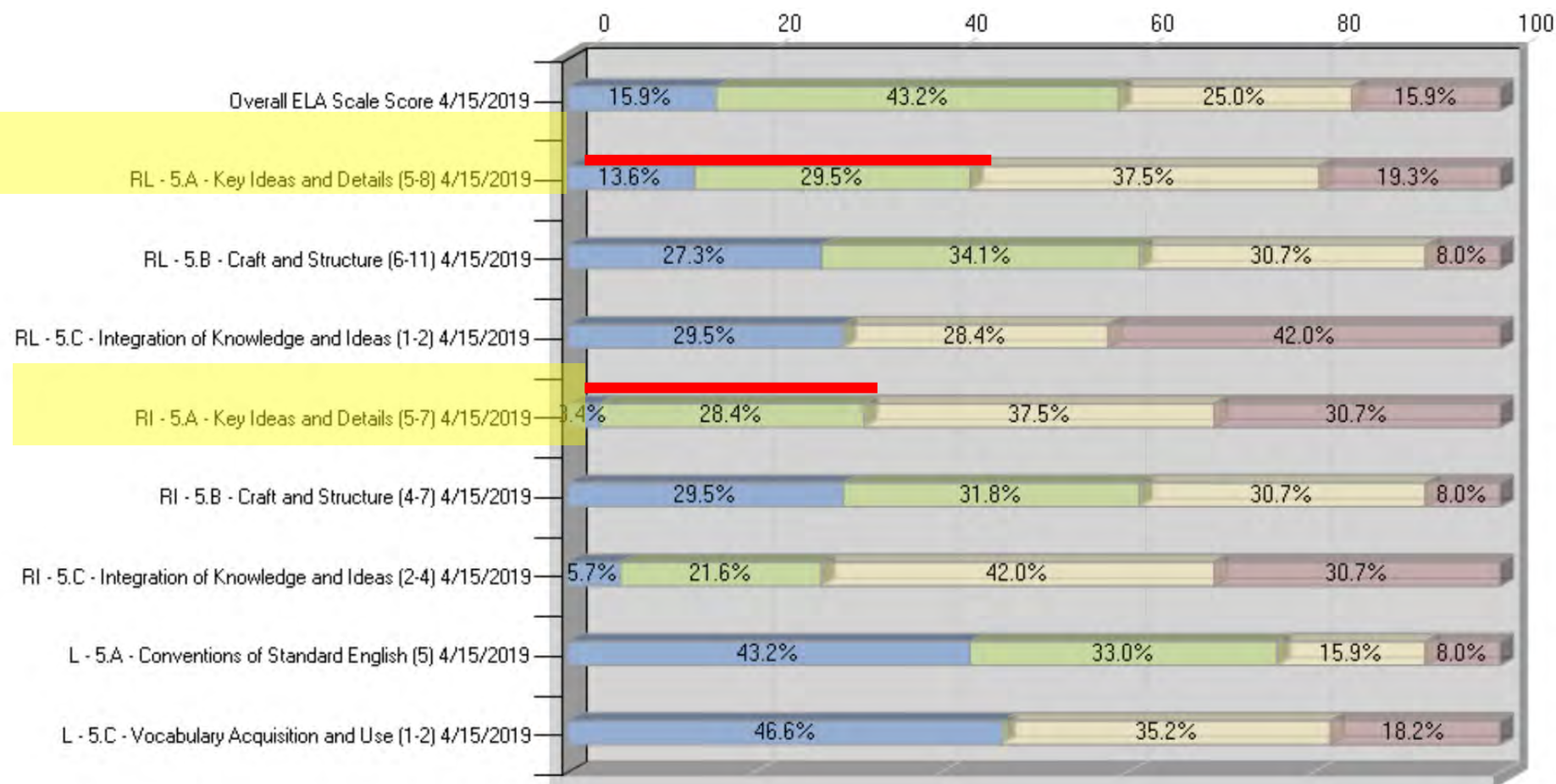
Grade 7 Math SAS	
52%	29

Grade 8 Math SBAC	
29%	48

Grade 8 Math SBAC	
41%	27

Grade 8 Math SAS	
26%	42

# Determine Areas to Intervene





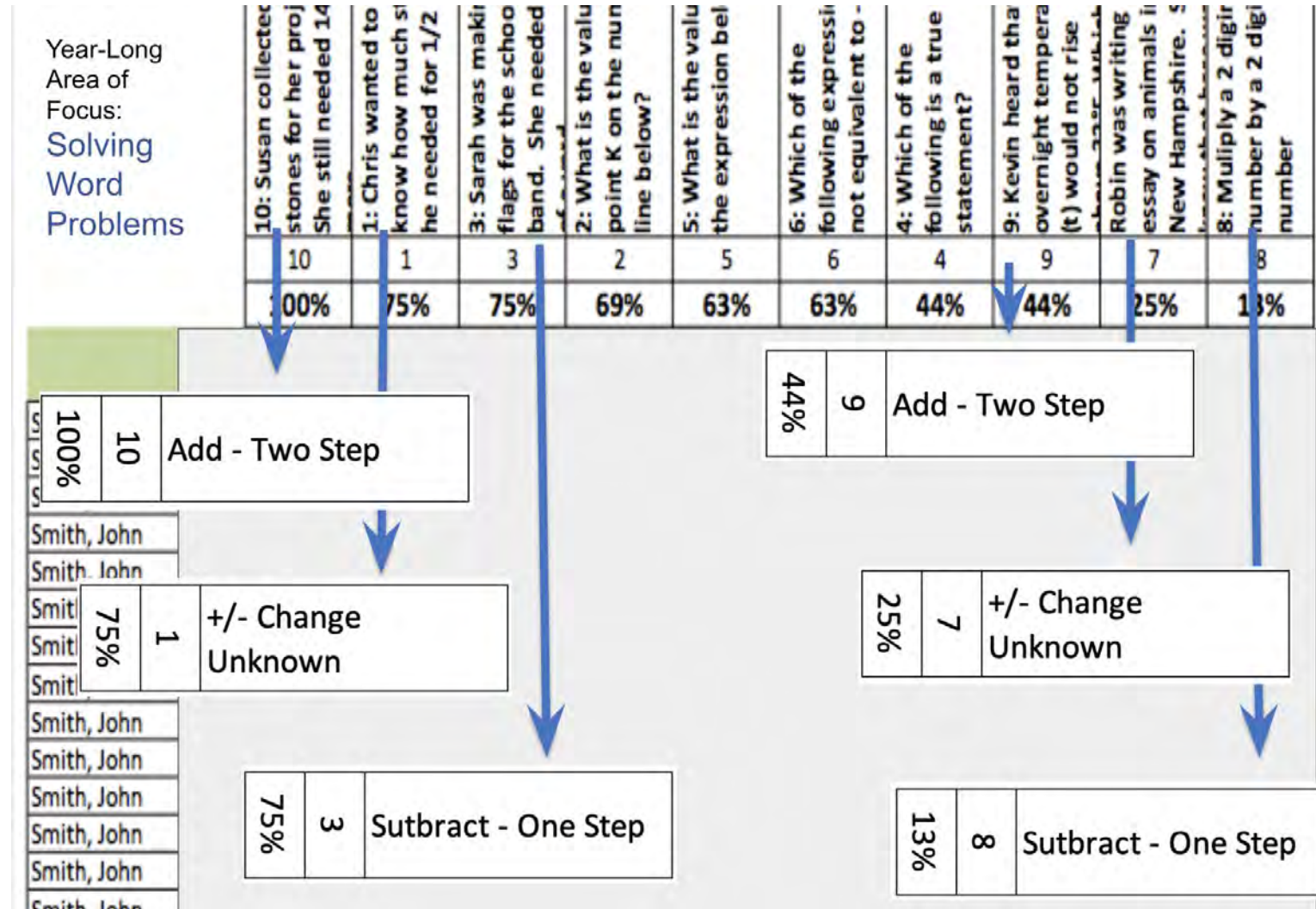
# Looking at Data for Intervention

## Item Level Data - Computation Skills

A	B	C	D	E	F	G	H	I
Subtraction Assessment								
Date:	October							
Intervention Cycle:	1							
Team Members:	Susan, Ann, Karen, Paula							
Students	Score	Q1	Q2	Q3	Q4	Q5	Q6	TOTAL
S. Allen	92%	2	2	2	2	2	2	12
B. Jones	77%	2	1	2	2	1	2	10
S. Wonder	69%	2	2	1	1	2	1	9
P. Simon	62%	2	1	1	1	2	1	8
J. Paul	62%	1	2	1	1	2	1	8
M. Smith	54%	1	1	1	1	2	1	7
K. Vashro	46%	1	1	1	1	1	1	6
C. Myers	38%	1	0	1	1	1	1	5
D. Haberland	31%	1	0	0	1	1	1	4
P. Cousins	31%	1	0	0	1	1	1	4
M. Tills	23%	1	0	0	1	0	1	3
Pre		Subtraction Assessment				Post		
10%		Student scored 90-100% Correct						
15%		Student scored from 60-89% Correct						
75%		Student scored below 60% correct						

SMART GOAL: By November 12, 2020 75% of 3<sup>rd</sup> graders will score above 70% on the subtraction post assessment

# Question Level Analysis



# Determine Areas to Intervene

School: Central Ave

Team Name: 3rd

Team Members:

## Team SMART GOAL

### Current Situation:

Last year 64% of our students scored a level 3 on the ELA SAS assessment for Reading Informational Text.

### Year-Long Smart Goal:

This year 75% of our students will score a level 3

on the ELA SAS assessment for Reading Informational Text.

## PLC Intervention Cycle # \_\_\_\_\_ Summary

[www.DemonstratedSuccess.com](http://www.DemonstratedSuccess.com)

School  
Grade  
Dates: \_\_\_\_\_ to \_\_\_\_\_  
Team Members: \_\_\_\_\_

Skill / Standard:

Pre-assessment Description:

Pre-assessment summary of results:  
Date of Pre-assessment: \_\_\_\_\_

Goal:  
(Substitute: SMART Goal worksheet if desired)

Post Assessment Description:

Post Assessment summary of results:  
Date of Post-assessment: \_\_\_\_\_

## Cycle Smart Goal Worksheet

Cycle: \_\_\_\_\_

Strategies and Action Steps	Responsibilities	Timeline	Evidence of Effectiveness
Student groupings			
Shifts to groups			
Week's lessons			
Plan and gather materials			
Decide/find goal- Assessment			
Assess			
Review data			

# Targeting Student Learning

Pat Stone

Freedom Elementary School

Erik Kress

Franklin Elementary School (Keene)



# CSI School DOE Presentation



## Freedom Elementary School



40 Loon Lake Rd.  
Freedom, NH 03836-4912

603-539-2077

<https://sites.google.com/view/freedomelschool>

### OVERVIEW

**SCHOOL TYPE**  
Public School

**TITLE I STATUS**  
Title I

**FEDERAL ACCOUNTABILITY DETERMINATION**  
Comprehensive Support and Improvement 2018

**DISTRICT NAME**  
[Freedom](#)

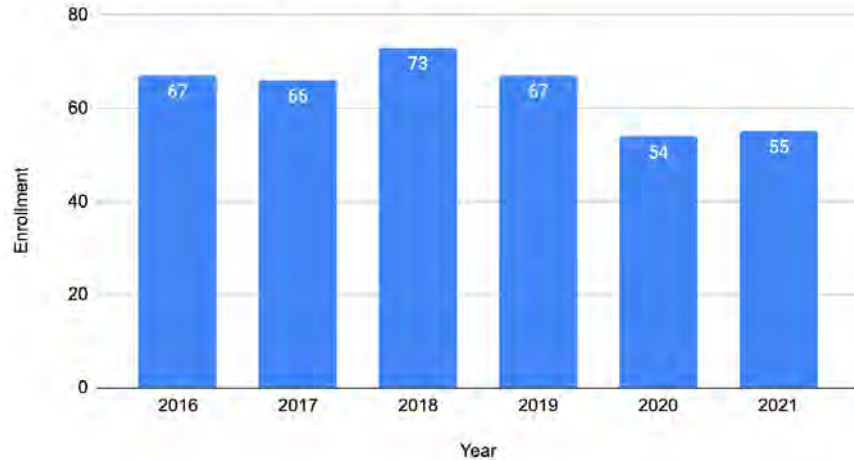
**GRADES SERVED**  
Kindergarten - Grade 6

**ADMIN PRINCIPAL**  
Patricia Stone

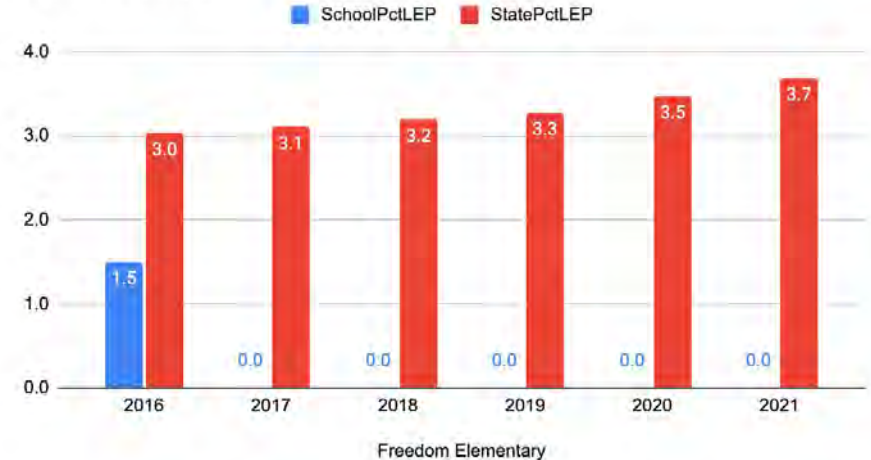
Pat Stone  
Principal

# Who We Are - 6 Year Trend

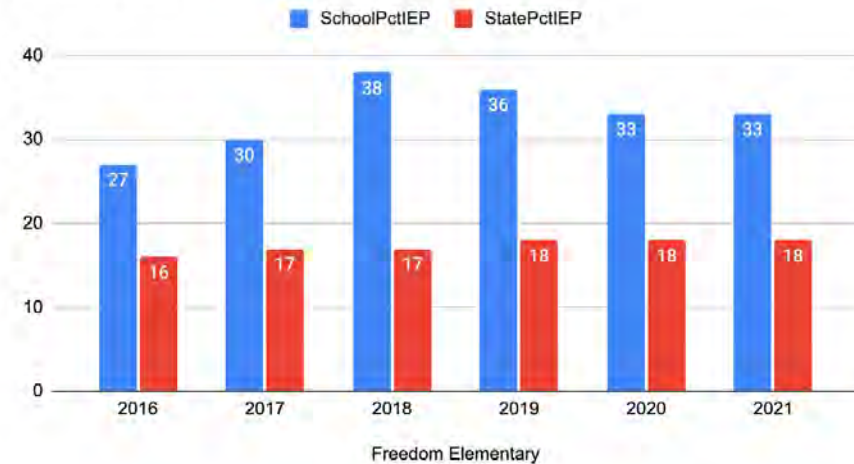
Freedom Elementary School Enrollment



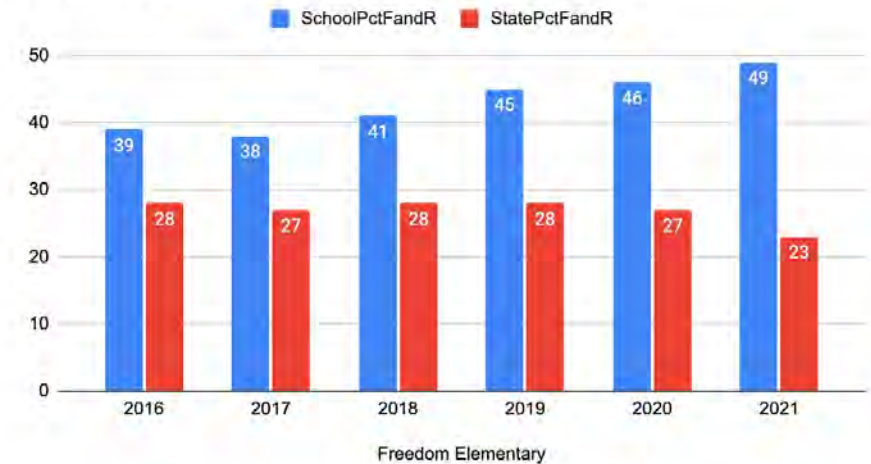
Percent ESOL



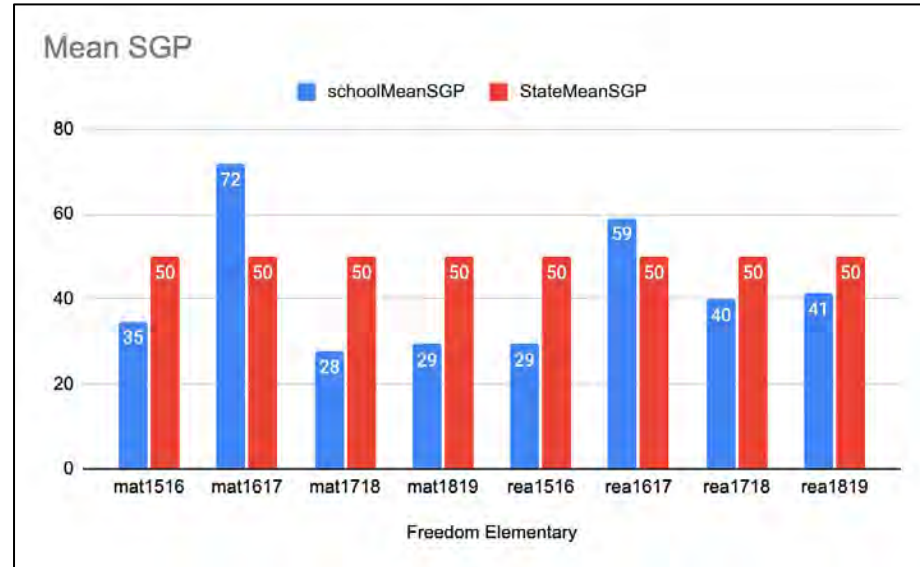
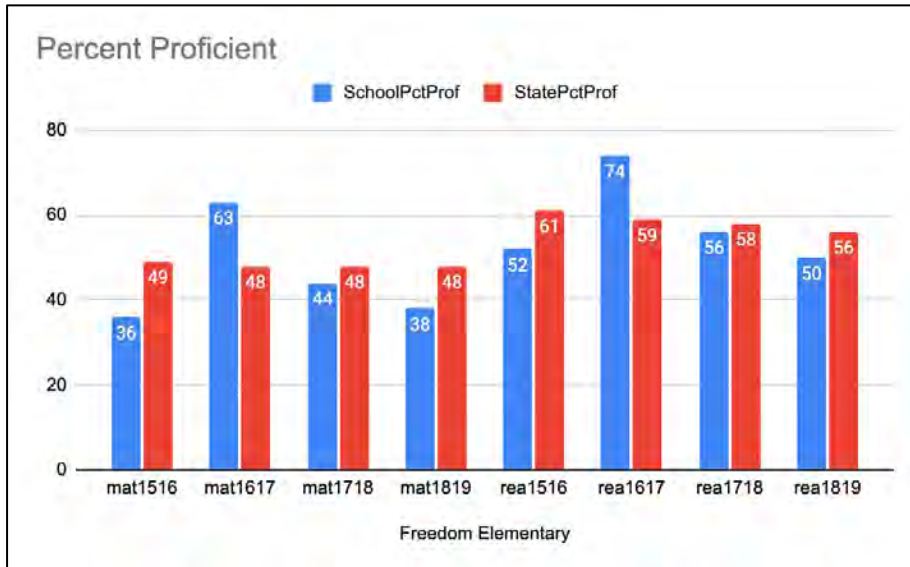
Percent IEP



Percent F&R



# How We Got Here



CSI Fund Allocation 2019-2020: \$63,362.93

CSI Fund Allocation 2020-2021: \$37,926.10

# We are Proud of...

- We have a child centered staff who will do what it takes to help every child succeed. Because we are a small school, all students are known by all staff.
- We are able to provide 1-1 technology devices.
- We were able to open our doors to in-person learning from the start of this school year, and currently have only one student left learning remotely.
- For the past four years we have been working with a coach to improve ELA instruction through the Reader's and Writer's workshop.
- Staff have participated in Quality Performance Assessment Training which has lead to additional coaching and goal setting focused on math instruction.



# Call Survey Comparison

	CALL	2019	2020	Change
<b>1 Turnaround Leadership</b>	3.66	3.62 ↓	4.24 ↑	0.62 ↑
1.1 Prioritize improvement and communicate its urgency	3.89	3.79 ↓	3.93 ↑	0.14 ↑
1.2 Monitor Short- and Long-term Goals	3.67	3.27 ↓	4.26 ↑	0.99 ↑
1.3 Customize and target support to meet needs	3.43	3.80 ↑	4.52 ↑	0.72 ↑
<b>2 Talent Development</b>	3.69	3.50 ↓	3.82 ↑	0.32 ↑
2.1 Recruit, develop, retain, and sustain talent	3.51	3.41 ↓	3.97 ↑	0.56 ↑
2.2 Target professional learning opportunities	3.81	3.49 ↓	3.76 ↓	0.27 ↑
2.3 Set clear performance expectations	3.76	3.60 ↓	3.73 ↓	0.13 ↑
<b>3 Instructional Transformation</b>	3.37	3.53 ↑	3.97 ↑	0.44 ↑
3.1 Diagnose and respond to student learning needs	3.51	3.69 ↑	4.39 ↑	0.70 ↑
3.2 Provide rigorous evidence-based instruction	3.54	3.66 ↑	4.33 ↑	0.67 ↑
3.3 Remove barriers and provide opportunities	3.05	3.24 ↑	3.18 ↑	-0.06 ↓
<b>4 Culture Shift</b>	3.21	3.62 ↑	3.88 ↑	0.26 ↑
4.1 Build a strong community intensely focused on student	3.47	4.00 ↑	4.35 ↑	0.35 ↑
4.2 Solicit and act upon stakeholder input	3.01	3.30 ↑	3.62 ↑	0.32 ↑
4.3 Engage students and families in pursuing education goals	3.16	3.55 ↑	3.66 ↑	0.11 ↑

\*Compared to CALL Survey Average

\*

\*

## Subdomains used for Measurement of CSI Goals

Subdomain	2019	Goal	2020	Met Goal
1.1 Prioritize improvement and communicate its urgency	3.79	3.83	3.93	↑
1.2 Monitor Short- and Long-term Goals	3.27	3.40	4.26	↑
2.2 Target professional learning opportunities	3.49	3.55	3.76	↑

Strength 2019	2019	2020	Change
1.3 Customize and target support to meet needs	3.80	4.52	0.72 ↑
3.1 Diagnose and respond to student learning needs	3.69	4.39	0.70 ↑
4.1 Build a strong community intensely focused on student	4.00	4.35	0.35 ↑
4.3 Engage students and families in pursuing education goals	3.55	3.66	0.11 ↑

Needs Improvement 2019	2019	2020	Change
1.2 Monitor Short- and Long-term Goals	3.27	4.26	0.99 ↑
2.1 Recruit, develop, retain, and sustain talent	3.41	3.97	0.56 ↑
2.2 Target professional learning opportunities	3.49	3.76	0.27 ↑
2.3 Set clear performance expectations	3.6	3.73	0.13 ↑

# Priority Goals

GOAL 1	<p>By December 2022, Freedom Elementary Schools will <b>increase the effectiveness and frequency of instructional coaching</b> by establishing a system of instructional coaching and feedback for teachers as measured by:</p> <ol style="list-style-type: none"><li>1) An increase in Priority 2.2 (Target Professional Learning) from the CALL Survey from 3.49 to 3.55.</li><li>2) Completed documentation from 100% of the Coaching Sessions.</li></ol>
GOAL 2	<p>Through December 2022 FES will establish and utilize a PLC for all teachers for the purpose of reviewing and responding to comprehensive student data to inform instruction as measured by:</p> <ol style="list-style-type: none"><li>1) An increase in the 2021 to 2022 SAS scores with an increase in the number of students proficient by 20% (e.g. 38% proficient to 58% proficient).</li><li>2) An increase in the score on the CALL Survey on Priorities 1.1 (Prioritize improvement and communicate its urgency) from 3.79 to 3.83.</li><li>3) An increase in the score on the CALL Survey on Priorities 1.2 (Monitor Short- and Long-term Goals) from 3.27 to 3.4.</li><li>4) An increase in the rating on the PLC rubric to be determined following fall 2020 completion.</li></ol>

# Key Challenges

- Keeping enrollment up and costs down
- Recruitment and retention of certified teachers
- As a small school everyone fulfills multiple roles, stretching human resources too thin
- Time for the entire staff to meet and discuss student learning successes and challenges, review data, and conduct curriculum planning
- Lack of sufficient internet access due to the limitations of the corporate provider.

# Key Successes

- Two members of the staff have completed Instructional Coaching with Jim Knight
- Staff have embraced instructional coaching for both math and reading
- When looking at our data, student skill loss during last spring's remote learning has been remedied and most students are achieving grade level targets.
- Student -led conferences and goal setting



# CSI School DOE Presentation

## Benjamin Franklin Elementary School



### OVERVIEW

**SCHOOL TYPE**  
Public School

**TITLE I STATUS**  
Title I

**FEDERAL ACCOUNTABILITY  
DETERMINATION**  
Comprehensive Support and  
Improvement 2018

**DISTRICT NAME**  
[Keene](#)

**GRADES SERVED**  
Kindergarten - Grade 5

**ADMIN PRINCIPAL**  
Erik J Kress

217 Washington St.  
Keene, NH 03431-3110

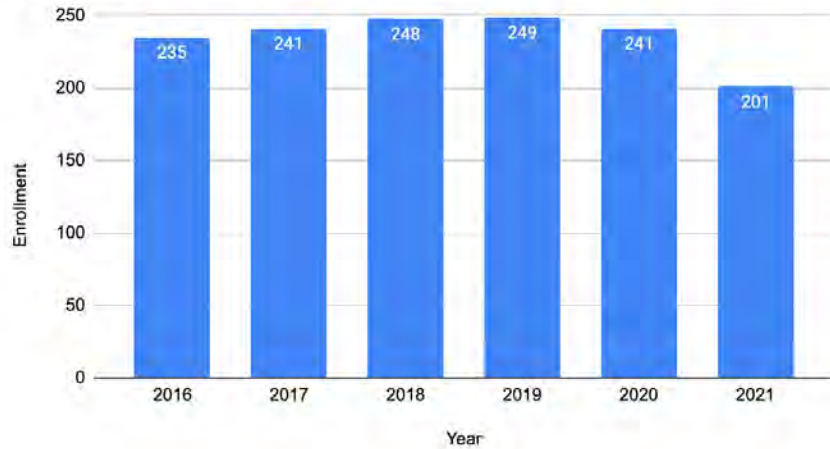
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<http://fra.keeneschoolsnh.org/>

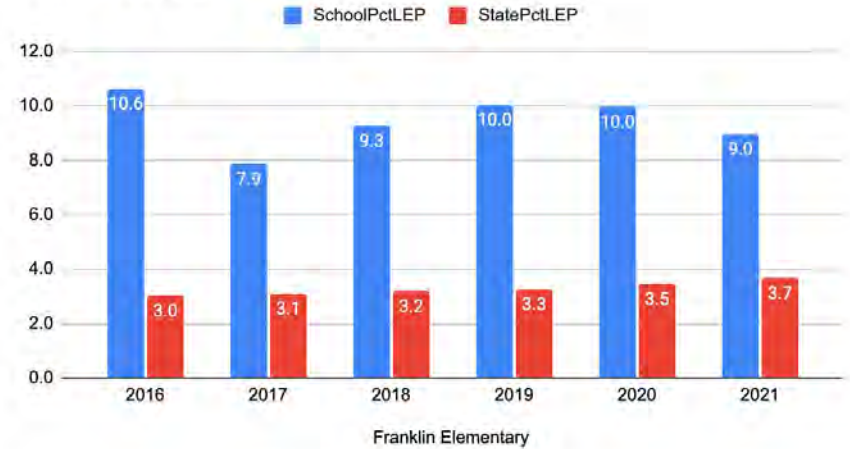
# Erik Kress Principal

# Who We Are - 6 Year Trend

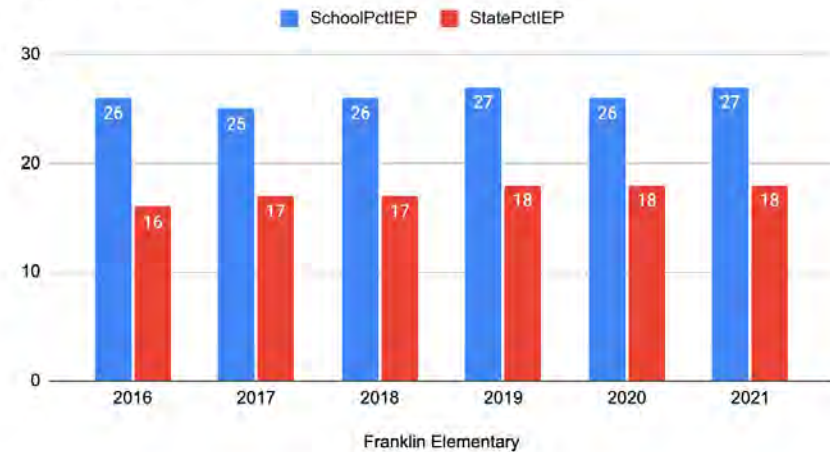
Franklin Elementary School Enrollment



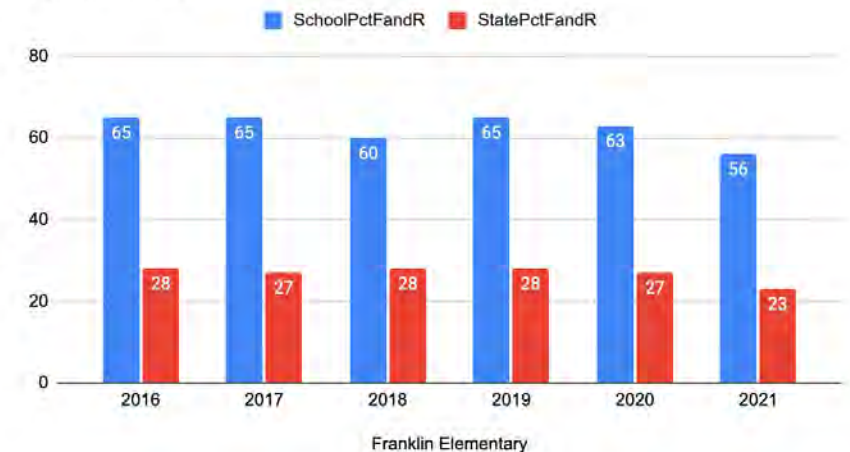
Percent ESOL



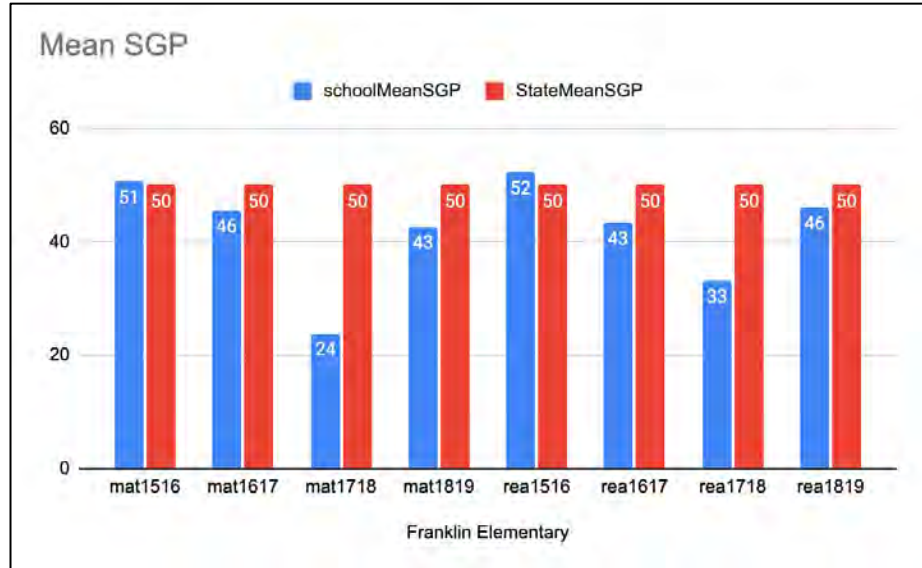
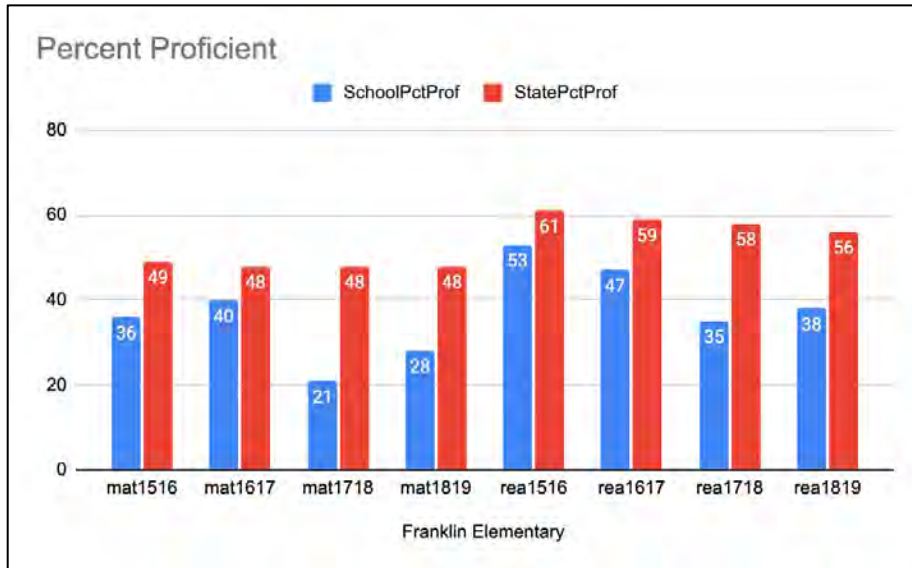
Percent IEP



Percent F&R



# How We Got Here



CSI Fund Allocation 2019-2020: \$112,993.04  
CSI Fund Allocation 2020-2021: \$100,003.54

# We are Proud of...

- Positive school culture - Relationships with staff, students, and families
- Shared leadership - 2020-21 Leadership Teams
- Leveraging of grant money to respond to student and family barriers
- Shared belief for social emotional learning balanced with academic learning
- Ability to adapt and shift to respond to student needs; flexibility and reflection



# Call Survey Comparison

	CALL	2019	2020	Change
<b>1 Turnaround Leadership</b>	3.66	3.71 ↑	4.07 ↑	0.36 ↑
1.1 Prioritize improvement and communicate its urgency	3.89	3.77 ↓	4.05 ↑	0.28 ↑
1.2 Monitor Short- and Long-term Goals	3.67	3.52 ↓	4.03 ↑	0.51 ↑
1.3 Customize and target support to meet needs	3.43	3.85 ↑	4.13 ↑	0.28 ↑
<b>2 Talent Development</b>	3.69	3.69 =	3.93 ↑	0.24 ↑
2.1 Recruit, develop, retain, and sustain talent	3.51	3.73 ↑	3.90 ↑	0.17 ↑
2.2 Target professional learning opportunities	3.81	3.33 ↓	3.75 ↓	0.42 ↑
2.3 Set clear performance expectations	3.76	4.00 ↑	4.15 ↑	0.15 ↑
<b>3 Instructional Transformation</b>	3.37	3.25 ↓	3.62 ↑	0.37 ↑
3.1 Diagnose and respond to student learning needs	3.51	3.57 ↑	3.98 ↑	0.41 ↑
3.2 Provide rigorous evidence-based instruction	3.54	3.07 ↓	3.53 ↓	0.46 ↑
3.3 Remove barriers and provide opportunities	3.05	3.10 ↑	3.34 ↑	0.24 ↑
<b>4 Culture Shift</b>	3.21	3.31 ↑	3.63 ↑	0.32 ↑
4.1 Build a strong community intensely focused on student	3.47	3.68 ↑	3.85 ↑	0.17 ↑
4.2 Solicit and act upon stakeholder input	3.01	3.19 ↑	3.65 ↑	0.46 ↑
4.3 Engage students and families in pursuing education goals	3.16	3.07 ↓	3.39 ↑	0.32 ↑

\*Compared to CALL Survey Average

## Subdomains used for Measurement of CSI Goals

Subdomain	2019	Goal	2020	Met Goal
2.2 Target professional learning opportunities	3.33	3.67	3.75	↑

Strength 2019	2019	2020	Change
1.3 Customize and target support to meet needs	3.85	4.13	0.28 ↑
2.1 Recruit, develop, retain, and sustain talent	3.73	3.90	0.17 ↑
2.3 Set clear performance expectations	4.00	4.15	0.15 ↑
3.1 Diagnose and respond to student learning needs	3.57	3.98	0.41 ↑

Needs Improvement 2019	2019	2020	Change
1.2 Monitor Short- and Long-term Goals	3.52	4.03	0.51 ↑
2.2 Target professional learning opportunities	3.33	3.75	0.42 ↑
3.2 Provide rigorous evidence-based instruction	3.07	3.53	0.46 ↑
4.3 Engage students and families in pursuing education goals	3.07	3.39	0.32 ↑

# Priority Goals

## GOAL 1

By June 2021, Franklin School will build upon an established culture for learning to increase systems and structures that focus on student engagement for in person and home day learning, and engage students and families in pursuing education goals as measured by:

- 1) An increase in the CALL Survey score for practice 4.1 Build a Strong Community Intensely Focused on Student Learning from the 2020 school average score of 3.85, (.32 points higher than the 2020 CALL all-schools average) to a school average score of 3.95.
- 2) An increase in the CALL survey score for 4.3.30 Nature of Parent-Teacher Conferences from the 2020 school average score of 4.0 to a school average score of 4.25 (increasing % of respondents for... “There is sufficient time, and parents and teachers have meaningful discussions to develop strategies to help students progress”).
- 3) An increase in the CALL survey score for 4.3.50 Personalized Learning Opportunities for Students from the 2020 school average score of 3.33 to a school average score of 3.75 (increasing nature of “formal programs” for enhancing personalized learning opportunities for students).

## GOAL 2

By June 2021, Franklin School will increase access to job-embedded PD and ensure alignment of those opportunities with teachers’ needs by providing a structure for professional development planning and implementation as measured by:

- 1) An increase in the CALL survey score for practice 1.1 Prioritize Improvement and Communicate its Urgency from the 2020 school average score of 4.05, (.23 points higher than the 2020 CALL all-schools average) to a school average score of 4.15.
- 2) An increase in the CALL survey score for practice 2.2 Target professional learning opportunities from the 2020 school average score of 3.75, (= to the 2020 CALL all-schools average) to a school average score of 3.85.

## GOAL 3

By June 2021, Franklin School will implement a system of data analysis and response, to improve instruction in their math program for grades k-5 as measured by:

- 1) An increase in the CALL survey score for practice 3.2 Provide Rigorous Evidence-Based Instruction from the 2020 school average score of 3.53, (.17 points higher than the 2020 CALL all-schools average) to a school average score of 3.63.
- 2) An increase in the CALL survey score for practice 1.1 Prioritize Improvement and Communicate its Urgency from the 2020 school average score of 4.05, (.23 points higher than the 2020 CALL all-schools average) to a school average score of 4.15.
- 3) An increase in the score from ‘developing’ in the Fall to ‘deepening’ in the Spring on the PLC Team Assessment Rubric.

# Key Challenges

- Covid-19 and all the changes to our model
- Attendance - both remote learning and in-person (historic data to current)
- District activities do not always line up with CSI process and activities, making it difficult to balance all the parts
- Without 19-20 testing, and the state of the state this year, makes it hard to keep momentum

# Key Successes

- 2018-19 NH SAS progress from CSI onset
- Covid-19 hybrid showed us what small group learning does for academic and behavior challenged students - silver linings
- CSI process has helped to streamline school improvement goals, and allowed for meaningful action steps
- CALL survey has provided a nice side by side comparison to pull information and review



**CHAPTER Ed 1000 VOCATIONAL REHABILITATION PROGRAMS****PART Ed 1001 PURPOSE AND SCOPE**

Ed 1001.01 Purpose. Chapter Ed 1000 for the New Hampshire vocational rehabilitation services program provides the rules for uniform application of the State Vocational Rehabilitation Services Program authorized by Title I of the Rehabilitation Act of 1973 (the Act), as amended, 29 U.S.C. 701 et seq and regulated by 34 CFR Parts 361, 363, 367, and 397.

Ed 1001.02 Scope.

(a) The New Hampshire vocational rehabilitation services (NHVR) program shall be responsible for assessing, planning, developing, and providing vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they can prepare for and engage in gainful employment. The rules for the NHVR services program implement the Act.

(b) NHVR shall work with individuals with disabilities to obtain an employment outcome in the most competitive and integrated employment settings consistent with the individual's unique employment factors, as described in Ed 1006.02. In addition, NHVR provides training and services to employers. Services include training and technical assistance on disability awareness issues, providing guidance on developing work-based learning experiences, providing pre-employment transition services for students with disabilities, providing recruitment training, as well as training techniques to assist in successful employment outcomes.

(c) NHVR shall comply with the provisions of this chapter, 34 CFR 361, and 34 CFR 363 when determining the eligibility and scope of vocational rehabilitation services for individuals with disabilities.

**PART Ed 1002 DEFINITIONS**

Ed 1002.01 Definitions. In addition to the definitions in 34 CFR 361.5, the following definitions shall apply to Ed 1000, unless context makes another meaning manifest:

(a) "Available resources" means the amount of money that an eligible individual has available to pay toward NHVR's financial need based services as determined by a financial needs review outlined in Ed 10111;

(b) "Commensurate" referencing comparable services and benefits, means the service or benefit from another source shall be similar in scope and quality to the service or benefit offered by vocational rehabilitation services;

(c) "Department" means the New Hampshire department of education;

(d) "Individual" means the individual requesting services or the individual's representative;

(e) "Individual with a most significant disability" means an individual with a significant disability:

(1) Who has a significant mental or physical impairment that seriously limits ~~23~~ or more functional capacities such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance and work skills, or work tolerance or work skills in terms of employment outcomes; and

(2) Whose vocational rehabilitation can be expected to require ~~23~~ or more vocational rehabilitation services, in addition to the vocational rehabilitation counselor provided services of guidance, counseling, service coordination and job placement, over an extended period of time ~~of~~ **defined as** 6 months or longer;

(f) “New Hampshire Vocational Rehabilitation (NHVR)” means the department of education, division of workforce innovation, bureau of vocational rehabilitation, which shall serve as the designated state unit as defined in 34 CFR 361(c)(13); and

(g) “Program for the deaf and hard of hearing” means the program established under RSA 200-C:18.

## PART Ed 1003 PROTECTION, USE AND RELEASE OF PERSONAL INFORMATION

### Ed 1003.01 Notice to the Individual.

(a) At the time of the initial interview, and as appropriate through the rehabilitation process, the counselor shall inform an individual of NHVR’s policies on acquiring, using, and protecting personally identifiable information (PII) and other personal information and data. Such notice shall be given in a language or method of communication understandable to the individual. The explanation shall include at a minimum general information about the principal purposes for which NHVR intends to acquire, use, or release the information and shall identify those agencies and circumstances under which NHVR shall share the information. The individual shall give full and informed consent in writing to release any information. The individual shall also be informed that they can withdraw their consent for release of information by notifying NHVR in writing.

(b) If an individual indicates that information in his or her file is misleading or inaccurate, NHVR shall consider the individual’s reasons and request verification documents as necessary. Obvious errors shall be corrected, but information confirmed by the counselor as accurate and necessary for an eligibility determination shall be retained. If the information is not amended, the record of services shall document that the individual requested such an amendment and the individual shall be informed of the availability of the hearing process pursuant to Ed 1021.

(c) If an individual refuses to grant permission for NHVR to release information or obtain needed information from another agency or source, the reasons for the refusal shall be discussed and the potential consequences shall be explained to the individual. If the refusal results in NHVR being unable to share or obtain information required to make an eligibility determination or complete the individualized plan for employment (IPE), NHVR shall close the case pursuant to Ed 1003.03(d).

Ed 1003.02 Confidentiality. In addition to the requirements under 34 CFR 361.38, the following shall apply regarding confidentiality:

(a) NHVR’s acquisition of PII and other personal information and data about ~~applicants~~ **individuals** includes the obligation to fully inform ~~applicants~~ **individuals** about what information is gathered and how it will be used, and how it will be safeguarded against unnecessary or inappropriate dissemination. PII and other personal information and data shall be material which is identifiable to an individual, including reports, evaluations, case histories, notes, photographs and directory information. NHVR’s obligation to preserve confidentiality shall apply to its own use of information directly, and the release of PII and other personal information and data to third parties, other individuals, and agencies. Release of PII and other

personal information and data shall also involve the individual's access to his or her own personal information and records pursuant to (c) below;

(b) To the greatest extent possible, NHVR shall use existing information in determining eligibility or providing services to an individual. To the extent existing information is insufficient, NHVR shall obtain only information necessary to determine eligibility or to provide services to an individual. Necessary information may already exist and be available from the individual and his or her family members, treating physicians, other agencies, or it may be information acquired by NHVR specifically for the purpose of serving the individual; and

(c) An individual shall have full, timely access to any information that NHVR maintains about him or her, unless NHVR determines that some information may be harmful to the individual or if NHVR obtained the information from a source which has restricted its dissemination to the individual. Information that may be harmful shall be released in accordance with 34 CFR 361.38(c).

Ed 1003.03 Personally Identifiable Information (PII) and Other Personal Information and Data Collection. In addition to the requirements of 34 CFR 361.38, the following shall apply to personally identifiable information (PII) and other personal information and data collection:

(a) The collection of PII and other personal information and data by NHVR personnel concerning ~~applicants and eligible~~ individuals shall be authorized by the ~~applicant or~~ individual through completion of the "Application for Vocational Rehabilitation Services and Authorization to Release Information" form, revised November 2020.

(b) The individual, or the individual's representative, shall complete and file the "Personal Information Form" revised November 2020;

(c) The signature of the parent or guardian shall be required when the ~~applicant or eligible~~ individual is under 18 years old or has a legal guardian.

(d) The NHVR shall collect PII and other personal information and data under 34 CFR 361.38. Failure by the ~~applicant or eligible~~ individual to provide sufficient personal information to the NHVR to determine eligibility, or to prepare an IPE or to monitor progress of services provided, shall result in the case being closed.

Ed 1003.04 Release of Information. In addition to the requirements of 34 CFR 361.38, the following shall apply to the release of information:

(a) By completing the form referenced in Ed 1003.03(a) above, an ~~applicant or~~ individual shall authorize NHVR to release relevant information when requested in accordance with this section.

(b) NHVR shall use PII only for the person's participation in the NHVR program, and shall safeguard and preserve the confidentiality of all PII and other personal information and data it possesses, including the way information is used within NHVR. Information shall be shared with other programs and agencies only with the individual's informed, written consent pursuant to Ed 1003.01 above, if the information is necessary for the program. If NHVR has received information from another source with restrictions or conditions for any further dissemination, NHVR shall release the information only under the conditions established by the other agency or organization;

(c) PII and other personal information and data shall also be released for approved audit, evaluation, and research for purposes directly connected with vocational rehabilitation or for purposes which would

significantly improve the quality of life for people with disabilities. The entity receiving the PII and other personal information and data shall assure that it will be kept confidential and shall be used only for the purpose indicated. The final product shall not reveal any PII and other personal information and data without the affected individual's informed written consent;

(d) When a third party requests particular information about an ~~applicant or eligible~~ individual, the third party shall provide a written request signed by the ~~applicant or~~ individual or their guardian designating the third party as a representative who may have access to the individual's PII and other personal information and data. Third parties may include attorneys, service providers, and other public or private agency or organizations; and

(e) The request shall include:

- (1) The ~~applicant's or eligible~~ individual's name;
- (2) The information being requested;
- (3) The reasons why the information is being requested; and
- (4) The signature of the ~~applicant or~~ individual.

Ed 1003.05 Exchanging PII and Other Personal Information and Data with Other Parties.

(a) When the NHVR is working with an agency or organization on behalf of an ~~applicant or eligible~~ individual, PII and other personal information and data shall be exchanged after ~~obtaining a written release described in Ed 1003.03(a)-(b), signed by the individual~~ ***completes and files the "Authorization to Disclose Information to NH Vocational Rehabilitation" form, revised November 2020, the "Authorization for Release/Disclosure of Personal Information" form revised November 2020, or both,*** or his or her parent or guardian if the individual is under 18 years old or has a legal guardian. For agencies and organizations having an agreement with the NHVR to exchange PII and other personal information and data, said information regarding mutual applicants or eligible individual's PII and other personal information and data shall be exchanged without obtaining an individual's release. The agencies and organizations having such cooperative agreements shall be identified by the NHVR on the forms described in Ed 1003.03(a)-(b).

(b) Agencies and organizations with which the NHVR shall exchange information include but are not limited to:

- (1) The New Hampshire department of health and human services;
- (2) The New Hampshire department of labor, division of workers' compensation;
- (3) New Hampshire WORKS Partners established under the Workforce Innovation and Opportunity Act of 2014 (WIOA), as described in the cooperative agreement;
- (4) Community rehabilitation programs;
- (5) New Hampshire disability determination services; and
- (6) The Social Security Administration.

(c) In situations not covered by the provisions of Ed 1003.045(a), upon receiving the informed written consent of the applicant or eligible individual the NHVR shall release PII and other personal information and data in accordance with 34 CFR 361.38(e)(1).

Ed 1003.06 Exceptions. When required by law, NHVR shall release PII or other personal information and data without an individual's written consent in accordance with 34 CFR 361.38(e)(2)-(5).

## PART Ed 1004 REFERRALS AND APPLYING FOR SERVICES

### Ed 1004.01 Intention to Achieve an Employment Outcome.

(a) During the application process, individuals shall be informed that vocational rehabilitation services are only provided if they intend to achieve an employment outcome. Individuals with disabilities shall be active partners with the vocational rehabilitation counselor and together work to establish employment outcomes and the steps to reach those goals.

(b) An “employment outcome” means an individual entering, advancing in, or retaining:

- (1) Full time, or if appropriate part-time, competitive integrated employment;
- (2) Supported employment that meets the definition of competitive integrated employment as defined in 34 CFR 361.5; or
- (3) Other types of employment in competitive integrated settings consistent with the individual’s employment factors, including customized employment, self-employment or business ownership, and telecommuting.

1004.02 Participant Involvement. NHVR shall encourage the greatest degree of independence and responsibility, as desired by an individual. Individuals shall be encouraged to actively participate in developing their own IPE’s, schedule their own appointments, complete investigatory assignments, and perform other tasks with the full support and guidance of their counselors, as needed.

Ed 1004.03 Referrals and Applying for Services. In addition to the provisions of 34 CFR 361.41, the following shall apply to referrals and applications for services:

(a) Any individual who has a disability which results in a substantial impediment to employment shall be eligible to receive services from NHVR if determined eligible pursuant to Ed 1006;

***(b) Individuals with disabilities shall:***

- (1) Seek NHVR services directly; or***
- (2) Be referred by family members, guardians, friends, schools, independent living centers, federal, state, or local agencies, medical providers, and other sources.***

~~(b)~~ Referral information shall include the person's name, address, date of birth, and as much of the following information as is available:

- (1) Referral disability;
- ~~(2) Date of referral;~~

(32) Source of referral; *and*

(43) Social security number; ~~and~~

(5) ~~Race or ethnicity;~~

(ed) When referring an individual to NHVR for services, the referral source may, at the time of the referral, provide all necessary and available information related to the individual's disability and employment needs to expedite eligibility decisions and planning for services;

(de) When information received from referral sources does not include name, address, *or* date of birth, ~~or a statement of informed consent~~, NHVR staff shall request that the referral source provide the data as well as other necessary information;

(ef) When referral information is received from a referral source other than the individual, without a signed application as described in (i)(1), or without a signed letter as described in (i)(2) requesting services, NHVR shall request the individual complete and file the application required in Ed 1003.03(a) above;

(fg) Cooperative agreements and memoranda of understanding shall be established between NHVR and agencies enumerated in Ed 1003.05(b), which shall include specific referral criteria and processes to promote referral and shall be used pursuant to the agreements and MOUs;

(gh) An individual shall be considered to have submitted an application, which means that eligibility shall be determined within 60 calendar days, when the individual or the individual's representative, as appropriate:

(1) Has either:

- a. Completed and signed NHVR's application required in Ed 1003.03(a) above;
- b. Submitted a signed letter with the necessary information enumerated in Ed 1004.01(c); or
- c. Has requested services verbally, because he or she cannot sign a form or letter due to a disability;

(2) Has provided information necessary to initiate an assessment to determine eligibility; and

(3) Is available to directly participate in and complete the assessment process.

(hi) When applying for services, the individual shall provide information including, but not limited to, employment history, medical information, work status, or school records necessary to determine eligibility and shall be available to meet ~~with~~, provide available information ~~to~~, and to participate in assessments as necessary.

## PART Ed 1005 ASSESSMENT

Ed 1005.01 Assessment: Generally. In addition to the requirements of 34 CFR 361.42, the following shall apply to assessments for determining eligibility and priority for services:

(a) The assessment process shall begin when an individual with a disability applies for NHVR services with the intent to reach an employment outcome.

(b) The assessment process shall be utilized for the following:

- (1) To determine eligibility;
- (2) To determine the significance of disability;
- (3) To identify the scope of required services and supports to meet rehabilitation needs;
- (4) To substantiate appropriateness for supported employment;
- (5) To develop the individualized plan for employment (IPE);
- (6) To determine progress during the implementation of the IPE; and
- (7) To determine if the individual has achieved an employment outcome in a competitive integrated setting consistent with the individual's employment factors.

(c) The NHVR counselor shall, to the extent possible, use existing information to establish eligibility and develop the IPE. When additional information is needed the NHVR counselor shall provide additional assessment services or other assessment services shall be authorized. These services shall be conducted in the most integrated setting possible.

(d) An individual shall be accommodated to participate in the assessment process using the most appropriate mode of communication to enable the individual to comprehend and respond to information being communicated during the assessment process.

Ed 1005.02 Role of the Vocational Rehabilitation Counselor.

(a) The NHVR counselor shall:

- (1) Collect, analyze, synthesize, and interpret available information;
- (2) Engage the individual with a disability in the assessment process; and
- (3) Develop a positive counseling and guidance relationship by making every effort to understand the individual's priorities during the assessment process.

(b) If additional information is needed, the NHVR counselor, along with the individual receiving services, shall decide how to obtain the information and establish appropriate timeframes for completion.

(c) The decision to pursue any additional assessments shall be fully discussed and explained to the individual.

(d) The NHVR counselor shall obtain only the information necessary for eligibility or service planning.

(e) The individual's active involvement shall be documented in the record of services.

Ed 1005.03 Individual's Participation in the Assessment Process.

(a) The individual shall be offered every opportunity to actively participate in the assessment and decision-making process.

(b) The individual shall:

(1) Work with the NHVR counselor to understand how the assessment process is used to determine eligibility, plan for services, and identify an employment outcome;

(2) Be available for assessment services and complete any agreed upon assessment activities within the timeframe established; and

(3) Participate in a discussion of the results and what they mean in terms of achieving an employment outcome.

(c) The individual shall have an opportunity to respond to assessment results and include a representative in any discussions.

(d) While the decision-making process shall be collaborative, decisions shall reflect the judgment of the NHVR counselor in accordance with Ed 1000 and 34 CFR 361.

Ed 1005.04 Focus on Functional Capacities and Employment Factors.

(a) Assessment shall focus on the overall functional capacities of the individual, particularly the strengths related to pursuing employment.

(b) Assessment shall include a review of the individual's disability and its impact on one or more functional capacities as described in Ed 1007.02(b)(2).

(c) The results of the assessment process shall then identify how one or more of these functional capacities impact the individual's unique employment factors as described in Ed 1006.02(d).

(d) Assessment shall specify what supports, *if required to achieve the employment outcome*, shall be provided to the individual to enhance strengths and overcome limitations.

Ed 1005.05 Assessment for Determining Eligibility and Priority for Services.

(a) An assessment for determining eligibility and priority for services shall begin when an individual with a disability applies for NHVR services, as outlined in Ed 1004.03(g), with the intent to reach an employment outcome;

(b) An assessment and determination shall be completed within 60 days of receipt of one of the application types described in Ed 1004.03(g);

(c) Existing information shall be reviewed by the NHVR counselor to determine if the information is sufficient to determine eligibility and this shall include establishing the disability(ies), identifying the impediment to employment, and determining whether there is a need for vocational rehabilitation services.



(d) After the execution of the “Authorization to Disclose Information to NH Vocational Rehabilitation” form, revised November 2020, and all other applicable releases, written documentation of the person's disability shall be obtained. This documentation may be from treatment facilities, providers, medical and other diagnosticians, educational sources, federal or state agencies, therapists, and professionals who evaluate and report on ~~functional limitations~~ **disability or medical and psychological disorders**. Referrals, ~~made or information obtained by request with an authorized release~~, by other agencies may include information about the individual's disability, resulting functional limitations, and how it relates to the individual's employment needs.

(e) Individuals may obtain and provide documentation from their treating physician, certified treatment program, a licensed or certified practitioner skilled in the diagnosis and treatment of the disability, or other source that verifies the existence and extent of an impairment to assist with the eligibility determination process.

(f) If additional information is needed, the applicant and counselor shall decide how best to obtain the information and establish appropriate time frames. If the applicant is unable to provide appropriate evidence, NHVR shall obtain the required information as part of the assessment process.

(g) If not already completed, the applicant and counselor shall complete the form required in Ed 1003.03(b) during the assessment process using the information gathered before and during the process.

(h) Existing information shall be considered adequate if, in the NHVR counselor's judgment, it provides sufficient information to document the person's disability(ies) and employment factors, resulting impediments to employment, ability to benefit from services, and requirements for services.

(i) If an individual meets NHVR's eligibility criteria, eligibility shall not be delayed while waiting for information to be used for vocational planning purposes.

(j) A determination of eligibility shall not be a guarantee of the provision of specific services.

Ed 1005.06 Assessment for Developing the Individualized Plan for Employment (IPE).

(a) NHVR shall conduct an assessment for determining vocational rehabilitation needs for each eligible individual. The assessment shall be used to determine the employment outcome and the nature and scope of vocational rehabilitation services to be included in the IPE.

(b) A comprehensive assessment of the eligible individual shall be limited to information necessary to identify the rehabilitation needs of the eligible individual and to develop the individual's IPE as follows:

- (1) Existing information shall be used as the primary source of information;
- (2) Information provided by the individual and other sources shall be subject to the rules of confidentiality and release of information under Ed 1003 and 34 CFR 361.38;
- (3) To the degree necessary, an assessment of the personality, interests, interpersonal skills, intelligence and related functional capacities, educational achievements, work experience, vocational aptitudes, personal and social adjustments, and employment opportunities of the individual, and the medical, psychiatric, psychological, and other pertinent vocational, educational, cultural, social, recreational, and environmental factors that affect the employment and rehabilitation needs of the individual;

(4) To the degree necessary, an appraisal of the patterns of work behavior of the individual and services needed for the individual to acquire occupational skills, and to develop work attitudes, work habits, work tolerance, and social and behavior patterns necessary for successful job performance, including the use of work in real job situations to assess and develop the capacities of the individual to perform adequately in a work environment; and

(5) Referral, where appropriate, for assistive technology services to assess and develop the capacities of the individual to perform in a work environment.

Ed 1005.07 Referral for Assessment Services.

(a) After a review of existing information, if additional information is needed, the NHVR shall ***further assess or*** refer the individual for assessment services ~~conducted by an agency other than NHVR.~~

(b) When referring for assessment services, the NHVR counselor shall provide necessary information, through the most appropriate communication mode for the individual, which focuses on the individual's unique vocational needs. The referral shall include relevant background information about the individual's disability, previous education and work experience, available pertinent records, and existing reports, as appropriate.

(c) The NHVR counselor shall prepare the individual for the assessment in advance.

(d) The NHVR counselor shall assist the individual in understanding the findings and develop a plan.

PART Ed 1006 ELIGIBILITY FOR SERVICES

Ed 1006.01 Eligibility. In addition to the requirements under 34 CFR 361.42 the following shall apply when determining eligibility and an individual's priority under an order of selection for services:

(a) A person requires vocational rehabilitation services when the individual, because of the substantial impediment to employment caused by their disability, cannot achieve an employment outcome consistent with an individual's employment factors without receiving vocational rehabilitation services. The services ~~provided~~ ***identified*** shall be essential and necessary to overcome the barriers to employment which are the direct result of the person's disability;

(b) The counselor shall consider the following circumstances when determining if the individual requires NHVR services to reach an employment outcome:

(1) The individual has transferable skills, which are consistent with the individual's employment factors, but the individual's disability prevents him or her from using those transferable skills to prepare for, secure, retain, advance in or regain employment;

(2) The individual cannot access services that will allow him or her to achieve an employment outcome without vocational rehabilitation services;

(3) The individual lost a job because of his or her disability, and this prevents him or her from finding other employment; and

(4) The individual needs to pursue another job or career because the current position is contraindicated to the disability;

(c) For purposes of an assessment for determining eligibility and vocational rehabilitation needs under 34 CFR 361.42(a):

~~(2I); a~~An individual shall be presumed to ~~have a goal of~~ *benefit in terms of* an employment outcome; *and*

***(2) Any individual who has been determined eligible for social security benefits because of the individual's disability shall be presumed eligible for vocational rehabilitation services and considered an individual with a significant disability pursuant to 34 CFR 361.42(a)(3).***

(d) A determination of eligibility shall not constitute a guarantee of the provision of specific services or of NHVR's financial support.

(e) The NHVR shall inform individuals, through its application process for vocational rehabilitation services, that individuals who receive services under the program shall intend to achieve an employment outcome.

(f) The applicant's completion of the application process for vocational rehabilitation services shall be sufficient evidence of the individual's intent to achieve an employment outcome, and no additional demonstration on the part of the applicant shall be required for purposes of satisfying Ed 1010.04(e).

(g) Nothing in this section shall be construed to create an entitlement to any vocational rehabilitation service.

Ed 1006.02 Employment Factors.

(a) The NHVR counselor shall begin the eligibility process with the presumption that the individual can benefit from vocational rehabilitation services in terms of an employment outcome.

(b) Eligibility for services shall be determined in relationship to the individual's need for services to achieve an employment outcome consistent with the individual's employment factors as described in (d) below.

(c) Employment factors shall be assessed, documented, and considered together when determining eligibility and planning services, relying on existing information available from the individual and other sources, as well as situational assessments where appropriate. One employment factor alone shall not outweigh the other factors and each factor shall be balanced with the other components when assessing eligibility or planning for services.

(d) Employment factors shall be assessed and documented in the following categories:

(1) Strengths as demonstrated by the individual's positive attributes or inherent expertise related to an employment field such as intellectual aptitude, motivation, talents, work and volunteer experience, work skills, work-related hobbies and transferable life skills;

(2) Resources as demonstrated by the individual's sources of available support, including financial, social, information, and technological, on which the person can rely to prepare for

and meet employment objectives. These resources could be available from the individual, the family, or other community or public sources;

(3) Priorities as demonstrated by the individual's consistency with and relationship to employment-related preferences, based on informed choice among available options;

(4) Concerns as demonstrated by the individual's employment-related issues that need to be considered in vocational planning such as financial, self-sufficiency, medical, residential, transportation and family considerations;

(5) Abilities as demonstrated by the individual's existing physical, mental, or functional capacity to successfully engage in employment through natural aptitude or acquired proficiency;

(6) Capabilities as demonstrated by the potential for an individual to develop the skills necessary for employment through the provision of vocational rehabilitation services;

(7) Interests as demonstrated by occupational areas on which an individual has focused special attention; and

(8) Informed choice as demonstrated by the active involvement of participants contributing to the success of and satisfaction with their employment goals in the selection of a long-term employment outcome, rehabilitation objectives, and vocational rehabilitation services including assessment services and service providers.

Ed 1006.03 Trial Work Experiences for Individuals with Significant Disabilities.

(a) Before an individual is determined unable to benefit from vocational rehabilitation services because of the severity of the individual's disability, the NHVR counselor shall explore the individual's abilities, capabilities, and capacity to perform in work situations through trial work experiences;

(b) A trial work experience shall assess individuals with most significant disabilities by providing an opportunity to demonstrate their potential capacities through real work experiences;

(c) The trial work experiences shall provide an opportunity for a ~~variety of~~ experiences with on-the-job supports and training, including assistive technology, except when determined not appropriate for an individual to participate in such experience;

(d) If a trial work experience is not appropriate for an individual, the vocational rehabilitation counselor shall document in the case record the circumstances for that determination;

(e) The results of the trial work experience shall be used demonstrate that the individual can benefit from services or it shall enable the NHVR counselor to determine with clear and convincing evidence that the applicant cannot benefit from vocational rehabilitation services in terms of an employment outcome;

(f) NHVR counselors shall enlist community rehabilitation providers through vocational assessments that include a situational assessment, community-based workplace assessments, work try-outs, and supported employment as a means to provide the required trial work experiences;

(g) NHVR counselors shall have a high degree of certainty before concluding that a person is incapable of benefiting from vocational rehabilitation services, and there shall be clear and convincing

evidence for the conclusion. For purposes of this rule, clear and convincing evidence shall mean that no employment outcome is possible considering information from the trial work experience and more than one opinion considered and utilized as evidence; and

(h) A written plan for the trial work experience shall be outlined in the record of services that describes the services necessary to determine eligibility. Only services to determine eligibility or to determine the existence of clear and convincing evidence that the individual is incapable of benefiting ~~from~~ *in terms of* an employment outcome because of the severity of the disability shall be provided during a trial work experience. The written plan shall include the expected duration of services, identification of the service provider, and how the experience will contribute to the determination of the individual's eligibility.

Ed 1006.04 Timeline for Determining Eligibility.

(a) Pursuant to 34 CFR 361.41(b), an eligibility determination shall be made within 60 days of applying for services, as pursuant to Ed 1004.01(i) unless there are exceptional or unforeseen circumstances, or a trial work experience is necessary;

(b) When eligibility cannot be determined within 60 days, as stated in (a) above, NHVR staff shall reach an agreement with the applicant to extend the 60-day time limit. The applicant shall be informed of:

- (1) The reasons for the delay and the steps necessary to reach an eligibility determination; and
- (2) A date for which eligibility shall be determined;

(c) If the determination will be delayed beyond the projected date, staff shall work with the applicant to resolve any impediments. A new projected date for eligibility determination shall be based on the anticipated time frame to collect the necessary information;

(d) If an agreement to extend the timeline for determination cannot be achieved one of the following shall apply:

- (1) If the delay is not due to the individual's refusal to provide information, but rather to the individual's unavailability to provide additional information or participate in additional assessment for determining eligibility, the case shall be closed pursuant to 1003.03(d), and the individual shall be fully informed of his or her right to an administrative review, mediation and impartial hearing and assistance as described in Ed 1021;
- (2) If the delay is due to the individual declining to provide additional information or participate in additional assessment activities after initial documentation is received, the eligibility decision shall be made as quickly as possible and the individual shall be fully informed of his or her right to an administrative review, mediation and impartial hearing and assistance as described in Ed 1021; or
- (3) If the delay is due to the individual's refusal to provide information, the case shall be closed pursuant to 1003.03(d), and the individual shall be fully informed of his or her right to an administrative review, mediation and impartial hearing and assistance as described in Ed 1021.

Ed 1006.05 Eligibility Determination. Except as provided in Ed 1006.04(b) through (d), within 60 days of an individual's application for services pursuant to Ed 1004.01(g) NHVR shall notify the individual regarding eligibility as follows:

(a) When sufficient information and documentation exists to determine eligibility, that the applicant is eligible for services, and planning for services continues;

(b) When eligibility cannot be determined because of the severity of the person's disability, that a written plan shall be developed for the services to be provided during a trial work experience to determine if the individual can benefit from NHVR services;

(c) When sufficient information and documentation exists to determine that the applicant *is not eligible for services because NHVR has documented that the individual:*

(1) Does not have a disability;

(2) Does not have a substantial impediment to employment;

(3) Is unable to benefit from vocational rehabilitation services in terms of an employment outcome because of the severity of the disability, justified by clear and convincing evidence demonstrated by a trial work experience pursuant to Ed 1006.03; or

(4) Does not require services.

Ed 1006.06 Provisions of an Ineligibility Determination. NHVR shall comply with 34 CFR 361.43 when making an ineligibility determination *as described in Ed 1006.05(c)*.

Ed 1006.07 Closure without Eligibility Determination. Pursuant to 34 CFR 361.44 the NHVR shall not close an applicant's record of services prior to making an eligibility determination unless the applicant declines to participate in, or is unavailable to complete, an assessment for determining eligibility and priority for services, and the NHVR has made a minimum number of 2 attempts to contact the applicant or, if appropriate, the applicant's representative to encourage the applicant's participation.

## PART Ed 1007 SIGNIFICANCE OF DISABILITY

Ed 1007.01 Significance of Disability Categories.

(a) NHVR shall assign and track levels of significance of disabilities to ensure vocational rehabilitation services for individuals with significant disabilities, and, when NHVR is unable to provide vocational rehabilitation services to all eligible individuals, establish priority categories to enable NHVR to transition services when an order of selection is necessary.

(b) The NHVR counselor shall identify an individual as having a most significant, significant, or less significant disability using existing information without delaying the eligibility decision based on criteria including, but not limited to:

(1) The individual's functional capacities;

(2) The services needed to reduce the impact of disability-related limitations; and

(3) The duration of the rehabilitation services required for the individual to achieve an employment outcome.

(c) Significance of disability shall not be based on a specific diagnosis or disability and the determination may be changed any time NHVR becomes aware of additional relevant information consistent with the requirements of Ed 1007.02 during the life of the case.

(d) Significance of disability shall be categorized as follows:

- (1) Individuals with a most significant disability as defined in Ed 1002.01(e);
- (2) Individuals with a significant disability as defined in 34 CFR 361.5(30); and
- (3) Individuals without a *less* significant disability.

Ed 1007.02 Determining Significance of Disability.

(a) Significance of disability shall be determined by reviewing the following 3 criteria:

- (1) Serious ~~limitations~~ **impairments** to functional capacity **limitation areas**;
- (2) More than one rehabilitation service required to reduce the impact of limitations on employment; and
- (3) Duration of services for 6 months or more.

(b) The following shall apply to serious functional limitations:

- (1) “Serious limitation” means a reduction, due to a severe physical or mental impairment, to the degree that the individual requires services or accommodations not typically made for other individuals in order to prepare for, enter into, engage in, advance in, or retain competitive integrated employment; and
- (2) Functional capacities to be considered shall include, but not be limited to:
  - a. Mobility which shall refer to a person’s ability to move to and from work or within a work environment including walking, climbing, coordination, accessing and using transportation, and use of spatial and perceptual relationships;
  - b. Communication which shall refer to a person’s ability to transmit and receive information through spoken, written, or other non-verbal means;
  - c. Self-care which shall refer to a person’s ability to perform activities of daily living, to participate in training or work-related activities, including eating, toileting, grooming, dressing, cooking, shopping, washing, housekeeping, financial management, and health and safety needs;
  - d. Self-direction which shall refer to a person’s ability to independently plan, learn, reason, problem solve, memorize, initiate, organize, and make decisions in order to allow individuals to assimilate information and learn specific skills related to job functions;



e. Interpersonal skills which shall refer to a person's ability to establish and maintain personal, family, or community relationships as the skills affect job performance;

f. Work tolerance which shall refer to a person's capacity to meet the demands of the workplace regardless of the work skills already possessed by the individual and where limitations may be due to physical disability, stamina and fatigue, effects of medication, or psychological factors;

g. Motor skills which shall refer to a person's purposeful movement and control of the body and its members to achieve specific results to the degree necessary to get and keep a job; and

h. Work skills which shall refer to a person's ability to perform specific tasks required to carry out job functions, the capacity to benefit from training in the necessary skills, and the capacity to practice the work habits needed to stay employed.

(c) Only those services that are necessary, as a direct result of the disability, shall be included in the determination of the significance of disability, including without limitation:

- (1) Agency provided services;
- (2) Assistive technology or rehabilitation technology;
- (3) Job or training accommodations other than assistive technology;
- (4) Job-related services or community rehabilitation program (CRP) services;
- (5) Physical restoration services, mental restoration services, or both;
- (6) Reader, rehabilitation technology, and orientation and mobility for individuals who are blind;
- (7) Supported employment; and
- (8) Vocational or college training, *or equivalent as determined by NHVR*;

(d) Assessment services, counseling and guidance, and job placement services are required by all individuals to meet a specific employment outcome, and can be provided by others as comparable benefits and services, but shall not be considered when determining significance of disability.

(e) A determination that services will be required for an extended period of time shall be made when required services are expected to last six or more months after eligibility is determined.

(f) An individual who has a disability and is receiving supplemental security income (SSI) or social security disability insurance (SSDI) benefits, as determined by the social security administration (SSA), shall be presumed to have at least a significant disability, *as described in Ed 1006.01(c)*. Further review by the NHVR counselor of the individual's functional capacities may result in a determination that the individual has a most significant disability and changes to disability designation may occur any time additional information becomes available.

## PART Ed 1008 INDIVIDUALIZED PLAN FOR EMPLOYMENT

### Ed 1008.01 Individualized Plan for Employment (IPE); Generally.

(a) The IPE shall contain a written plan consistent with the requirements of 34 CFR 361.45(d)(2)(i), to include the steps that shall measure progress toward the employment outcome.

(b) The IPE shall outline how the individual shall achieve a specific employment outcome in accordance with 34 CFR 361.45(b)(2).

(c) The individual shall be informed of his or her rights and responsibilities and the steps necessary to achieve an employment outcome during the process of developing the IPE.

(d) The NHVR counselor and the eligible individual shall agree on the criteria to evaluate progress toward the employment outcome.

### Ed 10408.1302 Content of the Individualized Plan for Employment Timelines for IPE Development.

(a) The IPE shall be developed as soon as possible, within 90 days of the determination of eligibility pursuant to Ed 1006.

(b) If the NHVR counselor anticipates the IPE development will be delayed, the eligible individual shall be informed of, and the NHVR counselor shall document in the record of services, the:

- (1) Reasons for the delay;
- (2) Steps necessary to complete the development of the IPE;
- (3) Date for which the IPE shall be completed; and
- (4) Completion of the “IPE Extension Form”, August 2020;

### Ed 1008.03 Basic Requirements of the IPE.

(a) The eligible individual and the counselor shall develop the IPE based on results of the planning that began during the assessment for determining eligibility pursuant to Ed 1005 and Ed 1006.

(b) An approved IPE shall confirm the agreement between the individual and the counselor regarding the employment outcome and the VR services necessary to achieve that goal as follows:

- (1) The IPE shall be agreed to and signed by the eligible individual and reviewed, approved, and signed by the counselor or supervisor before implementation of the IPE;
- (2) Any amendments to the individual’s employment outcome, services provided, provider of services, or ~~increase~~ **change** in the cost of services shall be considered a substantive or major change to an individual’s IPE and shall be agreed to and signed as outlined in (1) above;
- (3) To the maximum extent possible, a written copy of the IPE, including any amendments, shall be provided to the individual in the native language or mode of communication of the individual; and

(4) The IPE shall be reviewed as often as necessary, but shall be reviewed at least annually by the individual and the counselor.

Ed 1008.04 Contents of the IPE. In addition to the requirements of 34 CFR 361.45, the following shall apply to the contents of an IPE:

(a) NHVR shall comply with the provisions of 34 CFR 361.46 in developing the content of the IPE, except that the NHVR shall not fund or assist in the funding of intensive hospitalization or surgery including, but not limited to, organ or bone marrow transplantations pursuant to Chapter 252:2 of the laws of 1993;

(b) The IPE shall contain information necessary for an individual to understand their rights, responsibilities, expected actions, service(s), service provider(s), and criteria to evaluate progress toward reaching the employment outcome, including:

- (1) The employment outcome of the eligible individual based on assessments described in Ed 1005;
- (2) Specific vocational rehabilitation services required and agreed to by the individual and the counselor to achieve the employment outcome including the start and end dates for each service;
- (3) A description of criteria to evaluate progress toward achievement of the employment outcome such as timelines and a description of the steps or benchmarks to be reached by such timelines;
- (4) The service provider(s);
- (5) An explanation of the extent to which the individual and family shall contribute to the cost of services and the extent to which comparable benefits and services shall be available to the person receiving services;
- (6) The responsibilities of the individual and the counselor to implement the IPE, such as the individual maintaining a particular attendance pattern during training, or contacting the counselor on an agreed upon schedule;
- (7) Post-employment services that the individual shall need once employed;
- (8) Information regarding the individual's rights and how to express and resolve any dissatisfaction through due process as described in Ed 1021; and
- (9) Information regarding the availability of the local ***Client Assistance Program*** (CAP).

Ed 1008.05 Options for Development of the IPE. In accordance with 34 CFR 361.45(c)(1), the following applies to the options for development of the IPE:

(a) As soon as possible after determining eligibility, not to exceed 15 business days, the individual shall be notified in writing of the options available to the eligible individual for developing all or part of the IPE;

(b) The individual may combine any of the options, and take on a greater degree of responsibility for the IPE, or receive increased assistance from NHVR over the course of time;

(c) The individual shall choose one or more of the following methods to develop the IPE:

(1) Without assistance from NHVR;

(1) With assistance from a NHVR counselor; and

(2) With technical assistance from other sources such as independent living centers, school guidance counselors, parents, friends, or community rehabilitation programs, which shall include the organizations and individuals receiving a copy of the IPE.

(d) Regardless of the option chosen in (b) above, the counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes, and shall provide counseling and guidance to the eligible individual.

(e) The individual shall be informed of:

(1) The required content or components of the IPE;

(2) The requirement that the counselor shall review and approve the IPE and that the IPE shall be signed by both the counselor and the eligible individual prior to implementation;

(3) The financial commitments for the services in the IPE, including information about NHVR administrative rules on economic need, comparable benefits, and service purchase;

(4) Additional information the eligible individual requests or NHVR determines to be necessary to complete an IPE;

(5) The rights and responsibilities of the individual in carrying out the IPE, including remedies available through due process pursuant to Ed 1021; and

(6) The availability of the CAP and how to contact the CAP provider.

Ed 1008.06 Counseling and Guidance During IPE Development.

(a) The counselor shall facilitate the development of the IPE by engaging the eligible individual through counseling and guidance to identify the employment outcome and the steps and services needed to reach that goal.

(b) The counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes.

(c) NHVR shall be responsible for coordinating and monitoring the services provided under the IPE.

(d) When jointly developing the IPE with the eligible individual, the counseling and guidance shall focus on options including, but not limited to:

- (1) Exploring the impact of the disability and options and resources which ~~can~~ allow the individual to achieve an employment outcome;
- (2) Engaging in assessment activities that identify the individual's rehabilitation needs and help the individual make informed choices about employment options and the employment outcome;
- (3) Using current labor market information to help identify a potential employment outcome;
- (4) Identifying an employment goal consistent with abilities, interests, rehabilitation goals and labor market information;
- (5) Developing positive employment attitudes and behaviors;
- (6) Explaining services available through various community resources;
- (7) Identifying needed services and coordinating referrals as appropriate;
- (8) Developing job-seeking and networking skills; and
- (9) Monitoring post-employment adjustment to determine need for additional services.

Ed 1008.07 Secondary Students with Disabilities.

(a) Students with disabilities shall be referred to NHVR by school districts when the school's assessment and planning process concerning the individual indicates that NHVR services shall be necessary for the students to successfully achieve employment, either immediately upon leaving school or following additional vocational training, postsecondary education, or other services.

(b) For students with disabilities who are not receiving special education services, NHVR staff shall work with school guidance counselors, nursing staff, or section 504 coordinators for appropriate referrals.

(c) Parents and students may directly apply for services from NHVR without a referral from the school.

(d) For students with disabilities receiving special education services who are determined eligible for vocational rehabilitation services, IPEs shall be developed prior to their exiting the secondary program, or within 90 days of eligibility determination, whichever occurs first.

(e) Students not already assessed, or with an incomplete assessment, by the student's special education team shall require assessment services prior to identifying an employment outcome and determining the specific vocational rehabilitation services in an IPE. In these circumstances, the NHVR counselor shall document the specific assessment activities and services conducted to develop the IPE and how this will affect the timeframe for IPE development.

(f) NHVR staff shall take the following steps in developing an IPE for a secondary student with disabilities:

- (1) NHVR staff shall review school information and reports to determine if there is transition information contained in the student's IEP, and if appropriate, include the information in the IPE, including, but not limited to:

- a. Assessment information;
- b. Employment outcome; and
- c. A description of vocationally-related services;

(2) The IPE shall reflect NHVR funded services when they contribute to the achievement of a post-school employment goal and are coordinated with the student's educational plan. The counselor shall determine that these services shall be required to enable the individual to achieve the post-school employment goal and that those specific NHVR services shall not be the program or fiscal responsibility of the school district; and

(3) The results of the planning by NHVR shall be made available to the school liaison, with a signed release of information from the parent or adult student, pursuant to Ed 1003. The NHVR shall ~~ensure~~ **request** the student's IEP contains school services that will contribute to the success of the student's plan.

Ed 1008.08 IPE and Supported Employment. For individuals with the most significant disabilities for whom an employment outcome in a supported employment setting is determined to be appropriate, the IPE shall also include the following:

- (a) A description of the extended services needed, including natural supports when necessary;
- (b) The source of extended services, or if not possible during the development of the IPE, an explanation of why there is a reasonable expectation that such sources shall be available; and
- (c) Coordination of NHVR services with vocationally-relevant services provided under other individualized plans under related federal or state programs, which shall be documented in the record of services.

Ed 1008.09 IPE Documentation Requirements. The following areas shall be documented in the case note, and the NHVR shall indicate any opportunities that the individual was afforded to exercise informed choice pursuant to Ed 1013:

- (a) Employment outcome development, including, but not limited to:
  - (1) The employment outcome selected by the individual in developing the IPE;
  - (2) The rationale for that goal, based on the employment factors, as describe in Ed 1006.02;
  - (3) The results of assessment services;
  - (4) The alternatives considered by or with the individual;
  - (5) If applicable, the coordination with the individual education program (IEP), or if coordination with the IEP cannot be realized in the IPE, the case note shall contain the reason;
  - (6) The level of integration in the employment outcome; and

(7) Discussion of rehabilitation technology, accommodations, support services, and transportation considerations pursuant to Ed 1006 and Ed 1007;

(b) Service options, including, but not limited to:

(1) The rationale that describes why the planned services are required to reach the employment outcome;

(2) Vocational rehabilitation services;

(3) The cost effectiveness of the service selected;

(4) Service providers;

(5) The level of integration in the settings in which services shall be provided;

(6) The need for extended services; and

(7) The need for post-employment services;

(c) Comparable benefits that indicate the availability of resources that shall be used to help pay the costs of vocational rehabilitation services;

(d) An indication of the result of, or the exemption from, the financial need determination when services are to be provided contingent on financial need as described in Ed 1006;

(e) Impact on financial benefits, including, but not limited to:

(1) A description of the availability of benefits counseling, work incentive planning and advisement resources, and the option for referral to these programs, as needed, concurrent with the implementation of the IPE;

(2) Employment earnings that may have an impact on supplemental security income (SSI), social security disability insurance (SSDI), temporary assistance for needy families (TANF), medicaid, medicare, housing subsidies, and other public benefits; and

(3) The availability of work incentive programs, including, but not limited to social security trial work period and on-going medicaid coverage; and

(f) The need for the provision of assistive technology devices, assistive technology services, and personal assistance services, including training in the management of those services.

Ed 1008.10 Preparing the Original IPE.

(a) The original IPE shall be completed based on the existing information and comprehensive assessment that identifies the employment outcome and the nature and scope of NHVR services.

(b) The IPE, or explanation of the IPE, shall be provided in the primary language or mode of communication of the eligible individual.



(c) When completing the “New Hampshire Vocational Rehabilitation Individualized Plan for Employment” form, revised August 2020, the NHVR counselor shall adhere to the following guidelines:

- (1) The original IPE date shall be on or after the eligibility date, and on or before the start of services;
- (2) The employment outcome shall be as specific as possible;
- (3) The anticipated month and year the eligible individual is expected to reach the employment outcome shall include the 90-day employment period prior to case closure;
- (4) Planned services shall be discussed with the eligible individual and all **known** services that the individual needs during the rehabilitation process shall be included in the IPE;
- (5) For supported employment services, the extended services provider and the funding source shall be entered on the IPE if known at the time. If a provider cannot be identified by the time the document is to be signed, but there is a reasonable expectation that such a provider will become available, then a description of the basis for concluding that there is a reasonable expectation that those sources will become available shall be documented in the in the IPE;
- (6) The services section shall contain specific information about the individualized vocational rehabilitation services, including support services such as transportation, interpreter services, and note taker services that shall be required to reach the employment outcome. All services shall be provided, as appropriate, in the most integrated setting.
- (7) Vocational rehabilitation services or support services shall include:
  - a. Those provided directly by NHVR staff, such as counseling and placement services;
  - b. Those authorized to service providers;
  - c. Those received by the individual as a comparable benefit; and
  - d. Those received by the individual through other organizations such as independent living centers, community rehabilitation programs, mental health clinics, or other treatment services when they are necessary for the successful completion of the IPE;
- (8) Identification of services on the IPE shall include:
  - a. The specific vocational rehabilitation or support service;
  - b. The service provider;
  - c. The start and end dates of the service;
  - d. NHVR responsibility, or the estimated amount NHVR shall be responsible for;
  - e. The ~~actual~~ amounts ~~known~~ of comparable benefits;

f. Individual responsibility after the financial needs assessment and comparable benefits and services are determined; and

g. The estimated cost of services;

(9) Criteria to evaluate progress shall be clearly stated and outlined as steps in the IPE. Each step shall specify a behavior or action and the evaluation criteria for that step. An expected date of completion for each step shall not be required, except that eligible individual responsibilities, such as “participate in treatment services” or “advise your counselor of any change of medication” shall be itemized; and

(10) The rights and responsibilities section of the IPE shall contain preprinted information regarding both the individual and NHVR’s role in achieving the IPE and shall include information concerning the CAP, administrative reviews, mediation, and impartial hearings.

Ed 1008.11 Reviewing the IPE.

(a) The IPE shall be reviewed at least annually.

(b) The eligible individual or the NHVR counselor may initiate a review of the IPE at any time.

(c) The results of any review shall be recorded in the “Plan Review Form”, revised August 2020.

(d) If changes are initiated following a review, those changes shall be recorded in an amendment to the IPE pursuant to Ed 1008.12.

(e) At least 30 days prior to the date of the annual review, the NHVR counselor shall communicate with the individual to schedule an IPE review.

Ed 1008.12 Changes to the IPE.

(a) Changes to the IPE shall occur at any time when agreed to by the eligible individual and the NHVR counselor.

(b) All changes shall be documented in the record of services by completing IPE form referenced in Ed 1008.10(c) or the “New Hampshire Vocational Rehabilitation Amendment-Individualized Plan for Employment” form, revised August 2020.

(c) A case note shall be completed to indicate how the individual was involved in developing the changes.

(d) When making changes to the IPE, the individual has the same options enumerated in Ed 1008.05(b).

(d) Major changes to an IPE shall include, but not be limited to:

(1) A change in the employment outcome, which may affect a change in the anticipated date of employment which shall be modified accordingly;

(2) An increase in the level of individual participation in the cost of services, if, as a result of a change in the IPE, the total expenditure that the individual is expected to contribute

increases over the amount the individual contributed to the original IPE, or most recent major change if applicable;

(3) New services being added to the IPE; and

(4) A new provider of services.

(e) Minor changes to an IPE shall include, but not be limited to:

(1) Service start or end dates;

(2) The anticipated date of employment;

(3) The evaluation progress section of the IPE, which shall include the criteria to evaluate progress and any relevant individualized responsibilities;

(4) The types of services that the individual may need; and

(5) An increase in the cost of an authorized service that does not increase the level of the individual's participation in the cost of services.

Ed 1008.13 IPE Approvals and Signatures.

(a) The NHVR counselor shall review and evaluate the proposed IPE and proposed changes to an IPE.

(b) The NHVR counselor shall evaluate the IPE to ensure:

(1) The employment outcome is consistent with the individual's employment factors;

(2) The plan to reach the goal is feasible;

(3) Services are required to reach the employment outcome;

(4) Services are cost effective; and

(5) NHVR policies and procedures are followed.

(c) If the IPE development is approved, NHVR shall prepare an original IPE as referenced in Ed 1008.10(c) or revised IPE as described in Ed 1008.12(b).

(d) Supervisory approval shall be required on the IPE if the IPE:

(1) Is developed by a NHVR counselor I;

(2) Includes services that require supervisory approval such as, but not limited to:

a. Graduate school training; or

b. Plans for self-employment; or

(3) Requires supervisory approval based on a plan for supervision.

(e) Once approved, the forms referenced in Ed 1008.10(c) and Ed 1008.12(b) for major changes shall be signed by the counselor and supervisor, as required, and the individual.

(f) The individual shall be provided with a copy of the signed forms referenced in (e) above within 10 days of the individual signing the document.

(g) The referenced in Ed 1008.10(c) and 1008.12(b) shall be signed by both the individual and the NHVR counselor and supervisor, as required, before the initiation of services, except in an emergency situation where the NHVR counselor determined a delay in obtaining a signature would cause a significant delay in services.

Ed 1008.14 Record of Services. The NHVR shall maintain for each applicant and eligible individual a record of services that complies with the provisions of 34 CFR 361.47.

#### PART Ed 1009 ORDER OF SELECTION ~~FOR SERVICES~~

Ed 1009.01 Determination, Establishment, and Implementation. The provisions under 34 CFR 361.36 shall be used to determine the ability to serve all eligible individuals or an order of selection in addition to the following:

(a) NHVR shall comply with the provisions of 34 CFR 361.36 to either:

- (1) Provide the full range of vocational rehabilitation services listed in 29 U.S.C. 723(a), as appropriate, to all eligible individuals; or
- (2) In the event that vocational rehabilitation services cannot be provided to all eligible individuals who apply for the services, implement the order of selection established in (e) below in selecting eligible individuals to be provided vocational rehabilitation services;

(b) The NHVR shall consult with the state rehabilitation council established under 34 CFR 361.16 and meeting the requirements of 34 CFR 361.17 regarding the:

- (1) Need to establish an order of selection;
- (2) Priority categories of the particular order of selection;
- (3) Criteria for determining individuals with the most significant disabilities; and
- (4) Administration of the order of selection

(c) If the NHVR determines that it does not need to establish an order of selection, the ~~bureau~~ **NHVR** shall reevaluate this determination in accordance with 34 CFR 361.36(b)(2);

(d) If NHVR establishes an order of selection, but determines that it does not need to implement that order at the beginning of the fiscal year, NHVR shall continue to meet the requirements of Ed 1009.01(c). If the NHVR does not continue to meet the requirements of Ed 1009.01(c) it shall implement the order of selection by closing one or more priority categories;

(e) If, in accordance with 34 CFR 361.36, the NHVR determines that it is unable to provide the full range of services to all eligible individuals, the NHVR shall implement an order of selection for eligible individuals according to the following priority categories:

(1) Priority one shall include individuals determined eligible for services prior to the effective date of the implementation of the order of selection in accordance with 34 CFR 361.36(e)(3)(i), and individuals determined eligible for services after the effective date of the implementation of the order of selection and who are individuals with a most significant disability;

(2) Priority 2 shall include individuals with a significant disability; and

(3) Priority 3 shall include all other eligible individuals who do not have a significant disability;

(f) NHVR shall provide services to individuals who require specific services or equipment to maintain employment.

(g) NHVR shall continue to provide pre-employment transition services to students with disabilities who were receiving such services prior to being determined eligible for vocational rehabilitation services.

Ed 1009.02 Referring Individuals Under an Order of Selection. The NHVR shall comply with 34 CFR 361.37 to implement an information and referral system adequate to ensure that individuals with disabilities, including eligible individuals who do not meet the NHVR's order of selection criteria for receiving vocational rehabilitation services if the NHVR is operating on an order of selection, shall be provided accurate vocational rehabilitation information and referral guidance.

## PART Ed 1010 COMPARABLE SERVICES AND BENEFITS

### Ed 1010.01 Comparable Services and Benefits.

(a) NHVR shall comply with the provisions of 34 CFR 361.53 in the determination and use of comparable services and benefits.

(b) Comparable benefits and services shall be:

(1) Provided or paid for, in whole or in part, by other federal, state, or local public agencies, by health insurance, or by employee benefits;

(2) Available to the individual at the time needed to achieve the intermediate objectives in the IPE; ~~or~~and

(3) Commensurate to the services that the individual would otherwise receive from NHVR.

(c) NHVR shall determine whether comparable benefits and services are available to an individual prior to paying for all vocational rehabilitation services, excluding only those services and circumstances listed as exceptions in (g) below. NHVR staff and participants shall seek comparable benefits and services in order to maximize the vocational rehabilitation resources available to individuals with disabilities. If an individual refuses to apply for or accept available comparable benefits, NHVR funds shall not be substituted.

(d) Prior to initiating comparable benefits and services, the NHVR staff shall the following:

- (1) If the determination of the availability of comparable services and benefits would delay services to an individual who is at extreme medical risk, as determined by an appropriate licensed medical professional; and
- (2) If an immediate job placement would be lost due to a delay in the provision of such comparable benefits.

(e) If benefits or services are available, they shall be used prior to using NHVR funds or services;

(f) If benefits or services are not currently available or if an individual is required to initiate a new application to another program, NHVR funds shall not be used in the interim unless, in the judgment of NHVR staff in consultation with the individual, waiting for benefits would prevent the individual from achieving the intermediate objectives of the IPE;

(g) Comparable benefits shall not be required for the following exempt services:

- (1) Assessment services to determine eligibility and vocational rehabilitation needs;
- (2) Counseling and guidance, including information and support services to assist an individual exercising informed choice;
- (3) Referral and other services to secure needed services from other agencies;
- (4) Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
- (5) Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices; and
- (6) Post-employment services as noted above in (1) through (5).

(h) If an individual is in default of a student loan, financial aid including a Pell grant shall not be available to the individual. NHVR shall be prohibited from paying for any training or related services at a post-secondary program eligible for a Pell grant, including, but not limited to, colleges and business and trade schools, for an individual who owes a refund on a grant or is in default of a student loan, unless the individual makes maximum effort to resolve the default. Maximum effort shall mean that the individual has has a repayment plan, or documented correspondence attempting to set up a repayment plan, with the lending institution or grantor.

(i) In making a determination to secure comparable benefits prior to using vocational rehabilitation funds, counselors shall:

- (1) Acquire at least general knowledge about the nature of services available from other sources, their eligibility criteria, and the application and appeals process;
- (2) Explore with the individual all possible sources of comparable benefits and assess, through discussion with the participant, the appropriateness of pursuing specific benefits or services and the availability of such benefits;

(3) Document in the case record the participant's application for benefits or the reasons NHVR funds are being used in place of benefits; and

(4) Monitor the application of benefits and assist the individual, if necessary.

(j) Individuals also exercise initiative in exploring the availability of and in securing the comparable benefits available to them, as appropriate to their disability by:

(1) Applying in a timely manner for all comparable benefits and services which are appropriate, with counselor assistance if necessary;

(2) Accepting and use comparable benefits and services when available; and

(3) Informing the NHVR counselor of the status of any application and the receipt of denial of any comparable benefit.

#### PART Ed 1011 PARTICIPATION OF INDIVIDUALS IN COST OF SERVICES BASED ON FINANCIAL NEED

##### Ed 1011.01 Financial Needs Assessment.

(a) NHVR shall consider the financial need of eligible individuals who are planned to receive services that require a financial needs assessment pursuant to (f) below. The financial needs assessment shall be used for determining the extent of the individual's participation in the costs of vocational rehabilitation services.

(b) Although eligible individuals shall require a financial needs assessment, the services listed in (g) below shall not require a financial needs assessment.

(c) There shall be a shared responsibility between the eligible individual and the NHVR counselor in determining financial need as follows:

(1) The eligible individual shall be responsible for providing their complete and accurate personal and household financial information to the NHVR counselor, including, but not limited to:

a. Most recent federal tax return;

b. SSI/SSDI award letter;

c. Public assistance budget; and

d. Most recent pay stubs; and

(2) Pursuant to Ed 1003, the NHVR counselor shall obtain, document, maintain, and safeguard the personal and household financial information required to review the individual's financial need and to calculate the extent of their participation in the cost of services.

(d) A financial needs assessment shall be completed at least annually. A financial needs assessment shall also be conducted if there is a significant change in the eligible individual's financial situation and they are receiving a financial need-based service.

(e) The financial needs assessment shall:

- (1) Be applied uniformly to eligible individuals; and
- (2) Explain the method for determining the financial need of an eligible individual as follows:
  - a. The method shall be a review of the person's financial status; and
  - b. The method shall compare income and resources to determine the amount of monthly resources that shall be utilized for specific vocational rehabilitation services.

(f) The following services shall not be provided until the participant has been determined to meet financial need and available resources have been applied toward the cost:

- (1) All training services at college and vocational training programs, including, but not limited to, tuition, room and board, required fees, and required textbooks and materials;
- (2) Physical and mental restoration;
- (3) Vocational and other training services;
- (4) Maintenance;
- (5) Driver training;
- (6) Transportation, except during evaluation, special transportation, when used for the provision of pre-employment training services, and transportation to attend an administrative review or impartial hearing;
- (7) Vocational rehabilitation services to family members of an applicant or eligible individual if necessary to enable the applicant or eligible individual to achieve an employment outcome;
- (8) Supported employment services;
- (9) Post-employment services;
- (10) Occupational and business licenses, tools, equipment, initial stocks, and supplies;
- (11) Goods, inventory, equipment, and supplies for self-employment;
- (12) Rehabilitation technology, including vehicular modification, telecommunications, sensory, and other technological aids and devices;
- (13) Modifications to homes, vehicles, and worksites;
- (14) Transition services;
- (15) Technical assistance and other consultation services to conduct market analyses, develop business plans and otherwise provide resources, to the extent those resources are authorized



to be provided through the statewide workforce investment system, to eligible individuals who are pursuing self-employment; and

(16) All other goods and services not exempt under (g) below.

(g) ~~The following services provided by NHVR shall not~~ ***require a*** financial needs assessment ***or require the financial participation of the individual for any of the services listed in 34 CFR 361.54(c)(3)(i):***

- ~~(1) All diagnostic, evaluation, and necessary services required during evaluation;~~
- ~~(2) Training provided by approved rehabilitation facilities;~~
- ~~(3) Special transportation required by individuals with significant disabilities;~~
- ~~(4) Driver and adaptive driver evaluations;~~
- ~~(5) Reader and note-taking services;~~
- ~~(6) Attendant or personal assistant services;~~
- ~~(7) Vocational counseling, guidance, and referral services;~~
- ~~(8) Core rehabilitation services including assessment, work readiness, pre-employment transition services for students to include any needed transportation, job placement, supported employment, rehabilitation technology, benefits advisement, and other adjunct services;~~
- ~~(9) On-the-job training; and~~
- ~~(10) Any auxiliary aid or service required to participate in a vocational rehabilitation program.~~

(h) The provisions of comparability pursuant to Ed 1010 shall apply to the services listed in (g) above.

(i) Eligible individuals shall be exempt from a financial needs assessment who:

- (1) Receive public benefits, including, but not limited to:
  - a. Temporary assistance for needy families (TANF); and
  - b. Aid to the permanently and totally disabled (APTD); ***and***
- (2) Receive SSI; ~~and or~~
- ~~(3) Receive SSDI pursuant to Ed 1006.01(c)(2).~~

(j) Eligible individuals in accordance with (i)(1) above shall be determined to meet NHVR's financial need and shall be exempt from a financial needs assessment except that NHVR shall provide funding for financial need-based services after all comparable benefits have first been applied.

## PART Ed 1012 STANDARDS FOR PROVIDERS OF SERVICES

Ed 1012.01 Standards for Facilities and Providers of Services. The NHVR shall comply with the provisions of 34 CFR 361.51 regarding the standards for facilities and providers of services including accessibility of facilities, affirmative action, and special communication needs personnel.

## PART Ed 1013 INFORMED CHOICE

Ed 1013.01 Informed Choice. The NHVR shall comply with the provisions of 34 CFR 361.52 to assist applicants and recipients of services in exercising informed choice throughout the rehabilitation process.

## PART Ed 1014 SEMI-ANNUAL AND ANNUAL REVIEW

Ed 1014.01 Semi-Annual and Annual Review. The NHVR shall comply with the provisions of 34 CFR 361.55 and Ed 1008.11 when conducting semi-annual and annual reviews.

## PART Ed 1015 REQUIREMENTS FOR CLOSING THE RECORD OF SERVICES OF AN INDIVIDUAL WHO HAS ACHIEVED AN EMPLOYMENT OUTCOME

Ed 1015.01 Closing the Record of Services. The record of services of an individual who has achieved an employment outcome shall be closed only if all the requirements of 34 CFR 361.56 are met to include employment outcome achieved, employment outcome maintained, satisfactory outcome, and post-employment services.

## PART Ed 1016 SUPPORTED EMPLOYMENT SERVICES PROGRAM

Ed 1016.01 Purpose. The purpose of Ed 1015~~6~~ is to develop and implement a collaborative program with appropriate entities, consistent with state and federal law, to provide a program of supported employment services for individuals with the most significant disabilities who require supported employment services to enter or retain competitive employment.

Ed 1016.02 Definitions. Except where the context makes another meaning clear~~manifest~~, terms incorporated in 34 CFR 363.6 and ~~the following words have the meaning indicated when used in Ed 10156~~ shall have the same meaning.

Ed 1016.03 Eligibility for Services. In order to be considered for services under the state supported employment services program, an individual shall:

(a) Be eligible for vocational rehabilitation services in accordance with the provisions of 34 CFR 361.42 and Ed 1006;

(b) Be an individual with the most significant disabilities pursuant to Ed 1007; and

(c) Have supported employment identified as the appropriate rehabilitation objective for the individual on the basis of a comprehensive assessment of rehabilitation needs, including an evaluation of rehabilitation, career, and job needs.

Ed 1016.04 Authorized Activities. Activities authorized by the state supported employment services program shall include the following:

(a) A particularized assessment that is needed to supplement the assessment for determining eligibility and vocational rehabilitation needs done under 34 CFR 361.42 and that is provided after the development of the IPE in accordance with 34 CFR 363.4(a);

(b) Development of and placement in jobs for individuals with the most significant disabilities; and

(c) Supported employment services that are needed to support individuals with the most significant disabilities in employment including but not be limited to the following:

(1) Intensive on-the-job skills training and other training provided by skilled job trainers, co-workers, and other qualified individuals, and other services specified in the Act, ~~29 USC 701.103(a)~~, in order to achieve and maintain job stability;

(2) Follow-up services, including regular contact with employers, trainees with the most significant disabilities, parents, guardians or other representatives of trainees, and other suitable professional and informed advisors in order to reinforce and stabilize the job placement; and

(3) Discrete post-employment services following transition that are unavailable from an extended services provider and that are necessary to maintain the job placement, such as job station redesign, repair and maintenance of assistive technology, and replacement of prosthetic and orthotic devices.

Ed 1016.05 Developing Collaborative Agreements.

(a) The NHVR shall enter into one or more written cooperative agreements or memoranda of understanding with other state agencies, private nonprofit organizations, and other available funding sources to ensure collaboration in a plan to provide supported employment services and extended services to individuals with the most significant disabilities.

(b) A cooperative agreement or memorandum of understanding shall, at a minimum, specify the following:

(1) The supported employment services to be provided by the NHVR with funds received under a federal grant for the state supported employment services program;

(2) The extended services to be provided by state agencies, private nonprofit organizations, or other sources following the cessation of supported employment services under Ed 1016;

(3) The estimated funds to be expended by the participating party or parties in implementing the agreement or memorandum; and

(4) The projected number of individuals with the most significant disabilities who will receive supported employment services and extended services under the agreement or memorandum.

Ed 1015.06 Information Collection and Reporting Requirements.

(a) The NHVR shall collect and report information as required under the Act, for each individual with the most significant disabilities served under the supported employment services program.

(b) The NHVR shall collect and report separately information for:

- (1) Supported employment clients served under the supported employment services program; and
- (2) Supported employment clients served under Ed 1010.15 and Ed 1010.16.

Ed 1016.07 Coordinating Services and Activities. The **NHVR** shall coordinate the services provided to an individual under Ed 1015 and under Ed 1010.15 and Ed 1010.16 to ensure that the services are complementary and not duplicative.

Ed 1016.08 Transition of an Individual to Extended Services. The NHVR shall provide for the transition of an individual with the most significant disabilities to extended services no later than 18 months after placement in supported employment, unless a longer period is established in the IPE, and only if the individual has made substantial progress toward meeting the hours-per-week work goal provided for in the IPE, the individual is stabilized in the job, and extended services are available and can be provided without a hiatus in services.

Ed 1016.09 Requirements for Successfully Rehabilitating an Individual in Supported Employment. An individual with the most significant disabilities who is receiving supported employment services shall be considered to be successfully rehabilitated if the individual maintains a supported employment placement for 90 days after making the transition to extended services.

Ed 1016.10 Client Assistance Program. In accordance with the informed provisions of 1013 the NHVR shall inform applicants and recipients, or as appropriate, the parents, family members, guardians, advocates, or authorized representatives of those individuals, of the availability and purposes of the Client Assistance Program established in New Hampshire under the Act, including information on seeking assistance from that program.

#### PART Ed 1017 GENERAL PROVISIONS FOR INDEPENDENT LIVING SERVICES PROGRAM AND CENTERS FOR INDEPENDENT LIVING PROGRAM

Ed 1017.01 Purpose. The purpose of Ed 1017 is to provide uniform application of 45 CFR 1329 regarding state independent living services and centers for independent living.

Ed 1017.02 Definitions. Except where the context makes another meaning manifest, the terms defined in 45 CFR 1329.4 and 34 CFR 77.1 have the meaning indicated when used in Ed 1016.

Ed 1017.03 Requirements for Processing Referrals and Applications. The service provider shall adhere to the requirements of Ed 1004 for referrals and applications for IL services from individuals with significant disabilities.

Ed 1017.04 Requirements for Determining Eligibility.

(a) Before or at the same time that an applicant for IL services begins receiving IL services funded under Ed 10167, the service provider shall determine the applicant's eligibility and maintain documentation that the applicant has met the basic requirements specified in 29 USC 796b. relative to assuring that any individual with a significant disability is eligible to receive IL services.

(b) The documentation for eligibility shall be dated and signed by a staff member of the service provider.

Ed 10167.05 Requirements for Determining Ineligibility.

(a) If a determination is made that an applicant for IL services is not an individual with a significant disability, the service provider shall provide documentation of the ineligibility determination which shall be dated and signed by a staff member.

(b) The service provider shall determine an applicant to be ineligible for IL services only after full consultation with the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, or after providing a clear opportunity for this consultation.

(c) The service provider shall notify the applicant in writing of the action taken for the ineligibility determination and inform the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, of the applicant's rights and the means by which the applicant may appeal the action taken.

(d) The service provider shall provide a detailed explanation of the availability and purposes of the Client Assistance Program established in New Hampshire under the Act, ~~29 USC 701.112~~, including information on how to contact the program.

(e) If the service provider determines that the applicant can benefit from services other than IL, the service provider shall refer the applicant to other agencies and facilities, including the NHVR.

Ed 1017.06 Review of Ineligibility Determination.

(a) If an applicant for IL services has been found ineligible, the service provider shall review the applicant's ineligibility at least once within 12 months after the ineligibility determination was made and whenever the service provider determines that the applicant's status has materially changed.

(b) The review shall not be conducted in situations where the applicant has refused the review, no longer resides in New Hampshire, or their location is unknown.

Ed 1017.07 Requirements for an Independent Living Plan.

(a) Unless the individual who is to be provided IL services under Ed 1017 signs a waiver in accordance with Ed 1017.07(b), the service provider, in collaboration with the individual with a significant disability, shall develop and periodically review an IL plan for the individual in accordance with the requirements in Ed 1017.08 through Ed 1017.11.

(b) The requirements of Ed 1017.07 with respect to an IL plan shall not apply if the individual knowingly and voluntarily signs a waiver stating that an IL plan is unnecessary.

(c) Subject to Ed 1017.07(b), the service provider shall provide each IL service in accordance with the IL plan.

Ed 1017.08 Initiation and Development of an Independent Living Plan.

(a) Development of an individual's IL plan shall be initiated after documentation of eligibility under Ed 1017.04(a) and shall indicate the goals or objectives established, the services to be provided, and the anticipated duration of the service program and each component service.

(b) The IL plan shall be jointly developed and signed by a staff member of the service provider and the individual with a significant disability or, if the individual chooses, by the individual's guardian, parent, or other legally authorized advocate or representative.

(c) A copy of the IL plan, and any amendments, shall be provided in an accessible format to the individual with a significant disability that uses appropriate modes of communication consistent with the informed choice of the individual.

Ed 1017.09 Review.

(a) The IL plan shall be reviewed as often as necessary but at least on an annual basis to determine whether services should be continued, modified, or discontinued, or whether the individual should be referred to a program of vocational rehabilitation services under Ed 1010.15 and Ed 1010.16 or to any other program of assistance.

(b) Each individual with a significant disability or, if consistent with state law and the individual chooses, the individual's guardian, parent, or other legally authorized advocate or representative, shall be given an opportunity to review the IL plan and, if necessary, jointly redevelop and agree by signature to its terms.

Ed 10167.10 Coordination with Vocational Rehabilitation, Developmental Disabilities, and Special Education Programs. The development of the IL plan and the provision of IL services shall be coordinated to the maximum extent possible with any individualized:

(a) Written rehabilitation program for vocational rehabilitation services for that individual;

(b) Habilitation program for the individual prepared under the Developmental Disabilities Assistance and Bill of Rights Act, 42 USC 15001; and

(c) Education program for the individual prepared under part B of the Individuals with Disabilities Education Act 20 USC 1440, et seq., as implemented by 34 CFR 300 and 303.

Ed 10167.11 Termination of Services. If the service provider intends to terminate services to an individual receiving IL services under an IL plan, the service provider shall follow the procedures in Ed 1017.05(c)-(e) and Ed 1017.06.

Ed 1017.12 Maintaining Records for the Individual.

(a) For each applicant for IL services other than information and referral and for each individual receiving IL services other than information and referral, the service provider shall maintain a service record that includes:

(1) Documentation concerning eligibility or ineligibility for services;

(2) The services requested by the applicant or individual;

(3) Either the IL plan developed with the applicant or individual or a waiver signed by the applicant or individual stating that an IL plan is unnecessary;

(4) The services actually provided to the applicant or individual; and

(5) The IL goals or objectives:

- a. Established with the applicant or individual, whether or not in the applicant's or individual's IL plan; and
- b. Achieved by the applicant or individual.

(b) A service record for an applicant and an individual shall be maintained either electronically or in written form, except that the IL plan and waiver shall be in writing.

Ed 1017.13 Durational Limitations on Independent Living Services. The service provider shall not impose any uniform durational limitations on the provision of IL services, except as otherwise provided by federal law or regulation.

Ed 1017.14 Standards for Service Providers. In providing IL services to individuals with significant disabilities, service providers shall comply with:

- (a) The written standards for IL service providers established by the NHVR pursuant to Ed 1017; and
- (b) All applicable state or federal licensure or certification requirements.

Ed 1017.15 Personally Identifiable Information (PII). Personally identifiable information (PII) and other personal information and data shall be collected and shared pursuant to the provisions of Ed 1004.

Ed 1017.16 Review Procedures Available to Individuals.

(a) The review procedures in Ed 1021 shall be available to an individual to request and receive a timely review of any adverse decision made by the service provider concerning the individual's request for IL services or the provision of IL services to the individual.

(b) Each service provider shall inform each individual who seeks or is receiving IL services from the service provider about the review procedures required by Ed 1017.16(a). The information about the review procedures shall be in an accessible format that uses appropriate modes of communication consistent with the informed choice of the individual.

#### PART Ed 1018 INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND

Ed 1018.01 Purpose. The purpose of the independent living services for older individuals who are blind program is to support projects that:

- (a) Provide any of the IL services as described in 34 CFR 367.3(b);
- (b) Conduct activities that will improve or expand services for older individuals who are blind; and
- (c) Conduct activities to help improve public understanding of the problems of older individuals who are blind.

Ed 1018.02 Definitions. Except where the context makes another meaning clear, the terms defined in 34 CFR 367.5 shall have the same meaning in Ed 1018.

Ed 1018.03 Services for Older Individuals Who Are Blind. For the purposes of Ed 1018.01(a), IL services for older individuals who are blind shall include:

- (a) Services to help correct blindness including:
  - (1) Outreach services;
  - (2) Visual screening;
  - (3) Surgical or therapeutic treatment to prevent, correct, or modify disabling eye conditions; and
  - (4) Hospitalization related to these services;
- (b) The provision of eyeglasses and other visual aids;
- (c) The provision of services and equipment to assist an older individual who is blind with becoming more mobile and more self-sufficient;
- (d) Mobility training, Braille instruction, and other services and equipment to help an older individual who is blind adjust to blindness;
- (e) Guide services, reader services, and transportation;
- (f) Any other appropriate service designed to assist an older individual who is blind in coping with daily living activities, including supportive services and rehabilitation teaching services;
- (g) IL skills training, information and referral services, peer counseling, and individual advocacy training; and
- (h) Other IL services as defined in the Act, 29 USC 707(30), and as listed in 34 CFR 365.22.

Ed 1018.04 Administering the Program.

- (a) The NHVR shall administer the program in Ed 1018 in order to carry out the purposes listed in Ed 1018.01 either directly or through:
  - (1) Grants to public or private nonprofit agencies or organizations; or
  - (2) Contracts with individuals, entities, or organizations that are not public or private nonprofit agencies or organizations.
- (b) Notwithstanding Ed 1018.04(a), the NHVR may enter into assistance contracts with public or private nonprofit agencies or organizations by following the requirements in 34 CFR 366.32(e).
- (c) Notwithstanding Ed 1018.04(a), the NHVR shall not enter into procurement contracts with public or private nonprofit agencies or organizations, as provided in 34 CFR 366.32(f).

PART Ed 1019 NEW HAMPSHIRE BUSINESS ENTERPRISE PROGRAM



Ed 1019.01 Purpose. The purpose of the New Hampshire Business Enterprise Program (BEP) is to provide blind persons with remunerative employment, enlarge the economic opportunities for the blind, and stimulate the blind to strive to make them self-supporting. The department, through the BEP of the office of services for blind and visually impaired, (SBVI) shall be the state licensing agency (SLA) for legally blind individuals who operate food and vending service facilities on federal, state, and other properties.

Ed 1019.02 Authority. The implementation of agreed-upon rules, standards, and procedures affecting the overall operation of the vending facilities program shall be subject to review by the committee, as defined in Ed 1019.03(g). SBVI shall have final authority and responsibility for the administration and operation of the vending facilities program.

Ed 1019.023 Definitions. Except where the context makes another meaning manifest, the terms defined in 34 CFR 395.1, Ed 1002.01, and Ed 1109 shall have the same meanings in addition to the following terms:

(a) “Active participation” means an ongoing process of negotiations between SBVI and the committee to achieve joint planning and approval of program policies, standards, and procedures affecting the overall operation of the vending facilities program, prior to their implementation by SBVI;

(b) “Business enterprise program (BEP)” means the New Hampshire business enterprise program in the department of education;

(c) “Individual who is legally blind” means a blind person as defined in 34 CFR 361.1(c);

(d) “Manager” means an individual who is legally blind who is licensed to operate a vending facility on federal or other property.

(e) “Roster” means a list of all qualified candidates who have successfully completed all BEP training requirements and are eligible and awaiting assignment to a vacant vending facility;

(f) “Services for blind and vision impaired (SBVI)” means “Blind Services” as defined in 186-B:10-II; and

(g) “State committee of licensed managers (the committee)” means an officially constituted body within State government, functioning as an integral part of the State's BEP. The committee shall consist of all licensed managers and shall carry out its duties in accordance with 34 C.F.R. 395.14;

Ed 1019.04 Issuance of Vending Facility Manager Licenses.

(a) SBVI shall issue licenses only to a candidate who is:

(1) A citizen of the United States;

(2) Legally blind as defined in Ed 1019.03(b); and

(3) Qualified to operate a vending facility by evidence of having successfully completed training prescribed by SBVI or by virtue of demonstrated experience.

(b) Preference shall be given to qualified candidates who:

(1) Are in need of employment; and

(2) Are residents of the state of New Hampshire.

(c) Candidates, who have satisfactorily completed the training and probationary period described in Ed 1019.05 and Ed 1019.06, shall be issued a manager license.

Ed 1019.05 Training Program and Probationary Period.

(a) All manager candidates shall complete a training program ~~in accordance with the training plan~~ developed by SBVI.

(b) In selecting a candidate who is deemed appropriate to enter the BEP training program, SBVI shall focus on the candidates' individual skills, abilities, and personal qualifications especially suited to the operation of a vending facility as determined by materials submitted by the candidate, NHVR counselor, or both, including but not limited to evaluation reports, educational background, work experience, and resumes.

(c) SBVI shall document that the candidate possesses the necessary skills to function as an independent blind person and the aptitude to be a successful business owner.

(d) The candidate shall meet with the committee chair and administrator of SBVI during the initial interview phase of the acceptance process.

(e) After considering all available information including the interview and recommendation of the committee chair, the administrator shall make the decision as to whether or not to accept the candidate into the training.

(f) Training shall be developed by SBVI with the active participation of the committee.

(g) Training shall consist of a standardized training curriculum combined with on-the-job training in areas including, but not be limited to:

(1) Health and sanitation;

(2) Customer service;

(3) Vending management;

(4) Café management;

(5) Marketing;

(6) Human resources;

(7) Business processes;

(8) Accounting;

(9) Randolph-Sheppard Act; and

(10) State rules and regulations.

(h) Candidates, who have been accepted and have satisfactorily completed the training prescribed by SBVI shall be placed on a roster.

Ed 1019.06 Probationary Candidates (Individuals on the Roster).

(a) When a location becomes available for bid, an individual on the roster may bid along with the licensed managers.

(b) A candidate from the roster who is awarded a first location shall serve a probationary period not to exceed 6 months.

(c) At the end of the probationary period, a candidate who is acceptable to SBVI and wishes to remain in the program shall be issued a license based on the following criteria:

(1) The candidate receives satisfactory evaluation reports as acknowledged by SBVI, and these reports have been reviewed with the NHVR counselor if applicable and the committee chair; and

(2) The evaluation reports attest that the candidate effectively demonstrates the ability to:

- a. Provide good customer service;
- b. Maintain proper food service sanitation standards;
- c. Understand the principles of:
  - 1. Product inventory control;
  - 2. Daily cash control;
  - 3. Banking procedures;
  - 4. Proper licensing procedures; and
  - 5. Submission of city, state and federal taxes; and
- d. Maintain the required monthly profit and loss reports.

(d) A candidate whose performance is not acceptable to SBVI shall not be licensed by SBVI and shall be removed from the program when the candidate fails to meet the criteria listed in Ed 1019.06(c) during the training or the probationary periods.

(e) Licenses shall be issued to the manager by SBVI for an indefinite period and shall be subject to termination as provided in Ed 1019.14 and Ed 1019.15.

Ed 1019.07 Transfers and Promotions of Licensed Managers.

(a) When a location becomes available for bid, the vacancy shall be announced to all licensed managers and individuals on the roster.

(b) When an opportunity to bid on a location is announced, a manager may bid or not bid without prejudice to future consideration of a subsequent bid by the potential applicant.

(c) A manager shall be informed of additional requirements of a particular property management, including, but not limited to, security clearance background checks and drug screenings, and shall agree to the additional requirements as a condition of being assigned.

(d) Any manager who is in probationary status as outlined in Ed 1019.06(b), has not completed the continuing education requirements set forth in Ed 1019.18, or is delinquent with respect to filing any reports or had any indebtedness to the BEP or the state of New Hampshire at the time of the vacancy announcement shall not be permitted to bid for the vacancy.

(e) A selection committee shall be convened by the administrator of SBVI when new opportunities become available for promotion or transfer. The selections committee shall include a representative of the state committee of licensed managers assigned by the chair or co-chairs, the BEP coordinator, and a SBVI representative appointed by the SBVI administrator.

(f) The selection committee shall interview all candidates who submit a bid and score the candidates using the following criteria:

- (1) Record of performance for the past two years;
- (2) The manager's plan for the new business including a business plan if applicable;
- (3) Responses to interview questions; and
- (4) Personal appearance, demeanor, and attitude.

(g) After considering all criteria, each review committee member shall award points to the candidates as follows:

- (1) First choice, 3 points;
- (2) Second choice, 2 points; and
- (3) Third choice, 1 point.

(h) The BEP coordinator shall total up the points, and the candidate with the most points shall be awarded the facility. In the event of a tie, the candidate with the most seniority shall be awarded the facility.

(i) When experience has proven that a manager, who SBVI has determined is committed to the successful operation of their vending facility, is assigned to a location or locations beyond the manager's capacities, the manager shall be given opportunities for training. Except that if the training does not result in improved performance, an assignment to a location commensurate with the manager's ability shall be made. If no such facility is available, the manager's name shall be placed on the roster.

(j) A manager shall not be assigned to a facility of lesser income or convenient location without an explanation and an evidentiary hearing if requested by the manager.

(k) If no qualified manager has submitted a bid on a vacant vending facility, BEP, with active participation of the committee shall:

- (1) Assign the vending facility on a temporary basis to a licensed manager assigned to another vending facility;
- (2) Enter into a third-party agreement with a private entity with the commissions being used in accordance with any state or federal regulations to perpetuate the BEP. Such agreements shall not exceed one year and are subject to renewal if no manager is still available to manage the vending facility; or
- (3) Permanently attach the vending facility to another vending facility being managed by a licensed manager if it is evident that the location will never sustain a manager nor will there be an opportunity in the foreseeable future to use the location when creating a vending route.

Ed 1019.08 Teaming Arrangements. A manager shall enter into a teaming arrangement with a private vendor only when the following criteria are met:

- (a) The manager made a qualified bid on the location in response to a bid notification by SBVI;
- (b) The manager demonstrated his or her active role in the day-to-day operation of the business as the person responsible for all reports and accountabilities under applicable federal and state laws and regulations;
- (c) The financial arrangements are acceptable to the program and not less than the manager could make if managed independently; and
- (d) The written agreement was reviewed and approved by the program.

Ed 1019.09 Vending Routes.

- (a) Individual vending routes shall be established by the program when deemed appropriate by SBVI, and only when accepted by the state committee of licensed managers by a simple majority vote.
- (b) Once a vending route is established it shall remain an intact route. When the manager no longer wishes to, or cannot, serve one or more of the locations on the established vending route the vending route as a whole shall go out to bid as a single vending location.
- (c) Altering the composition of a vending route requires the submission of a written proposal which shall be jointly approved by the program and the state committee of licensed managers.

Ed 1019.10 Maintenance and Replacement of Equipment.

(a) SBVI shall be responsible for repair and maintenance of equipment for the first 4 months after such equipment is furnished to the vending facilities when:

- (1) A new manager begins operating a vending facility;
- (2) A manager transfers to a different vending facility; or
- (3) A manager adds a new vending facility;

(b) After the initial 4-month period referenced in (a) above, the manager shall be assessed a \$100 deductible on each repair call.

(c) SBVI shall replace a piece of equipment ~~be~~-based upon funds available if it is deemed to be more cost effective to replace, and the manager has called in a repair.

(d) If SBVI becomes aware of malfunctioning equipment and the manager has not called in a repair, SBVI shall repair and maintain or cause to be repaired and maintained any equipment in need of repair and maintenance in order to keep the facility operable and in an attractive condition, and the manager shall be assessed the full amount of the repair charge.

Ed 1019.11 Setting Aside of Funds.

(a) SBVI shall set aside funds from the net proceeds of the operation of vending facilities and vending machine income to the extent necessary for the following purposes:

- (1) Maintenance and replacement of equipment;
- (2) Purchase of new or replacement equipment;
- (3) Management services as defined in Ed 34 CFR 395.1(j), including training and continuing education for managers;
- (4) Retirement and pension funds, health insurance contributions, paid sick leave and vacation time if it is determined by a majority vote of the managers licensed by SBVI to contribute and use funds set aside for these purposes after SBVI provides each manager information on all matters relevant to such funds; and
- (5) The establishment of a fair minimum return.

(b) The charge for each purpose listed in Ed 1019.11(a) shall be determined by SBVI with the active participation of the state committee of licensed managers and shall be designed to prevent, so far as is practicable, a greater charge than is reasonably required. SBVI shall maintain adequate records to support the reasonableness of the charges, including any reserves necessary to assure that these purposes can be achieved on a consistent basis.

(c) The amount of funds set aside Ed 1019.11(a) shall:

- (1) Be assessed monthly; and
- (2) Be a percentage of net proceeds of the monthly profit and loss statement provided that:
  - a. The manager has net proceeds before set aside of over \$1,700 for that month; and
  - b. Either:
    1. The set aside charge does not reduce the net proceeds below \$1,700; or

2. In order to assure a fair minimum return to managers, any set aside assessment which lowers a manager's net proceeds below \$ 1,700 for that month shall be reduced by the amount required to raise the net proceeds to \$1,700.

(d) The percentage in Ed 1019.11(c) shall be a percentage of net proceeds and shall be reviewed every 2 years by SBVI with the active participation of the committee of licensed managers. The new percentage shall be set utilizing the running average balance of the set aside account over the previous 2-year period, the Consumer Price Index, and projected needs.

(e) If the set aside percentage is changed, SBVI shall submit the change to the secretary of the committee for approval prior to implementation.

Ed 1019.12 Distribution and Use of Income from Vending Machines on Federal Property.

(a) Vending machine income from vending machines on federal property which has been disbursed to SBVI by a property managing department, agency, or instrumentality of the United States under 34 CFR 395.32 shall:

(1) Accrue to each manager operating a vending facility on such federal property in New Hampshire in an amount not to exceed the average net income of the total number of manager within the state, as determined each fiscal year on the basis of each prior year's operation; and

(2) Not accrue to any manager in any amount exceeding the average net income of the total number of managers in the United States.

(b) No manager shall receive less vending machine income than a manager was receiving during the calendar year prior to January 1, 1974, as a direct result of any limitation imposed on such income under Ed 1019.12 as provided in 34 CFR 395.8(a).

(c) No limitation shall be imposed on income from vending machines, combined to create a vending facility, when the facility is maintained, serviced, or operated by a manager.

(d) Vending machine income disbursed by a property managing department, agency, or instrumentality of the United States to SBVI in excess of the amounts eligible to accrue to managers in accordance with Ed 1019.12 shall be retained by SBVI.

(e) SBVI shall disburse vending machine income to managers within the state on at least a quarterly basis.

(f) Vending machine income which is retained by SBVI under Ed 1019.12 shall be used for:

(1) The establishment and maintenance of retirement or pension plans;

(2) Health insurance contributions; and

(3) The provision of paid sick leave and vacation time for managers, if it is so determined by a majority vote of managers licensed by SBVI, after SBVI has provided to each manager information on all matters relevant to such purposes.

(g) Any vending machine income not necessary for the purposes in Ed 1019.12(f) shall be used by SBVI for maintenance and replacement of equipment, purchase of new equipment, management services,

and assuring a fair minimum return to managers. Any amounts used for these purposes shall require a reduction in set aside in an equal amount on a pro rata basis.

(h) If SBVI determines that a vending location is not suitable for a blind manager, SBVI shall arrange vending services through a third party. Income that accrues to SBVI as a result shall be used to:

- (1) Purchase new equipment;
- (2) Replace equipment as needed;
- (3) Purchase merchandise inventory;
- (4) Provide training for managers; or
- (5) Establish retirement, health insurance, vacation, or sick pay plans.

Ed 1019.13 Operating Agreement Between SBVI and Manager.

(a) Before assuming management of one or more vending facilities, a manager shall enter into an operating agreement with SBVI. The operating agreement shall set forth the terms and conditions and state the responsibilities of both the manager and SBVI.

(b) The agreement shall include:

- (1) The manager's name;
- (2) The vending facility name and location;
- (3) The hours of operation for the vending facility;
- (4) The articles to be sold at the vending facility;
- (5) The insurance requirements for the vending facility;
- (6) The financial records that must be kept by the manager; and
- (7) The rights and obligations of the manager and SBVI relative to assignments, subcontracts, and default.

(c) The agreement shall contain, but not be limited, to the following items adapted to the individual conditions applying to the specific location:

- (1) The duties of the manager and the performance of such duties in accordance with the following:
  - a. SBVI rules, policies, and standards developed with the active participation of the state committee of managers;
  - b. Applicable health laws and regulations;



c. Terms of the permit granted by, or the contract entered into with, the federal or other agency or organization in control of the site of the vending facility; and

d. Security clearance requirements for the vending facility such as the process to obtain access cards. This may include background checks and security clearance applications for the manager and their employees or partners. If a licensed manager cannot receive clearance for a particular location, the location shall be released from the manager and put out to bid, unless the manager had not assumed management of the facility and there is an opportunity to award it to the next highest ranked candidate pursuant to Ed 1019.07;

(2) The responsibilities of SBVI to provide management services to the manager including assistance and supervision, and the ways in which such responsibilities shall be carried out;

(3) A statement that the manager shall receive the net proceeds from the vending facility that the manager operates;

(4) The responsibility of the manager to furnish:

a. A monthly profit and loss statement that includes payment for assessed set asides no later than the last day of the month following the close of the previous month's accounting period;

b. One copy each of business liability insurance and workers compensation insurance; and

c. One copy of automobile collision and liability insurance in the case of managers with vending delivery vehicles;

(5) The right of the manager to terminate the operating agreement at any time;

(6) The termination of the operating agreement upon termination of the permit or contract; and

(7) The termination or revocation of the operating agreement upon the failure of the manager to operate the vending facility in accordance with the operating agreement or applicable federal, state, or local laws or regulations.

(d) The manager and the administrator of SBVI shall both sign the agreement.

Ed 1019.14 Performance Probation.

(a) Licensed managers shall be placed on performance probation when SBVI determines that the vending facility is not being operated in accordance with:

(1) The rules governing the program pursuant to Ed 1019;

(2) The terms and conditions of the permit or contract;

(3) The terms and conditions of the operating agreement;

(4) State law, the violation of which is, or reasonably may, result in financial or physical harm to the customers of the facility or other persons, the department or the manager; or

(5) Rules of other agencies of the State of New Hampshire which have regulatory authority directly related to the operation of a vending facility.

(b) A written notice of performance probation shall state the reason(s) for probation, steps to be taken, if any, to avoid termination, and the manager's right to appeal SVBI's action pursuant to Ed 1019.21.

(c) The probationary period shall be in effect for 30 days from the date of a written notification as follows:

(1) If hand delivered, the program representative shall document that the notice was received by the manager as evidenced by a signed acknowledgment of receipt. The thirty (30) day probationary period shall begin on the date the manager signed the receipt;

(2) If sent by U.S. mail, the notice shall be sent certified mail with return receipt requested. The thirty (30) day probationary period shall begin on the date the manager signed the return receipt; or

(3) If sent via email, it shall be sent to an email address provided by the manager for all official correspondence. The thirty (30) day probationary period shall begin on the date the email is sent.

(d) Managers placed on performance probation pursuant to (a) above will not be permitted to bid on vacant vending facilities.

(e) If a manager is placed on disciplinary probation for the same offense for the third time during a 12 month period, the manager's license will be terminated.

Ed 1019.15 Removal of a Manager.

(a) If a manager determines that it is in the manager's best interest to withdraw from a permanently or temporarily assigned facility, the manager may do so and shall be immediately placed on the roster if the withdrawal is not for the purpose of avoiding disciplinary action. The manager shall provide 30 days written notice and shall not accrue seniority.

(b) SVBI shall remove a manager from a facility if circumstances prevent a manager from fulfilling the manager's obligations. Prior to or within 24 hours of the removal, SBVI shall contact the Committee chair and inform the manager of the action.

(c) In facilities that require security clearance by property management, the manager shall meet all such security requirements in order to service a vending facility in such locations. If property management rescinds security clearance for a manager for any reason, SVBI shall remove the manager from that facility. SBVI shall investigate and consult with property management regarding security clearance reinstatement. If the security clearance is not reinstated, the removal shall be permanent.

(d) In the event of the documented misconduct by the manager jeopardizing the existence of the facility, or if SBVI reasonably determines there is a hazardous situation involving the manager which poses an immediate threat to the safety of the manager or others, SBVI shall declare that emergency

circumstances exist, whereupon the manager shall be immediately removed. In the case of such removal, the committee chair shall be advised of the action prior to or within 24 hours of the removal.

(e) Any involuntary removal of a manager is subject to appeal pursuant to Ed 1019.21.

(f) In the event of a manager's removal under paragraphs (b), (c), (d), or (e) of this section, SBVI shall, within 10 working days, do one of the following:

- (1) Return the manager to the vending facility;
- (2) Mandate re-training;
- (3) Place the manager's name on the roster;
- (4) Assign the manager to a vending facility with lesser sales and less responsibility; or
- (5) Initiate disciplinary action against the manager.

(g) In lieu of removing a manager from a facility, if SBVI determines that the manager has made a good faith effort to perform all duties required, SBVI shall relieve the manager of responsibility for a portion of the facility if such action would enable the manager to fulfill their obligations in the remaining areas that they service. This provision shall only be applicable if a vending facility has multiple locations and relieving the manager of responsibility for one or more of the locations will help the manager manage the main facility.

(h) When a manager is operating a facility on property not protected under federal or state law with respect to a statutory priority or preference, SBVI shall, upon the request of property management, be required to remove the manager from the facility, but SBVI shall be bound to proceed in accordance with the terms and conditions of the permit. If the removal is a result of violation(s) of the rules, SBVI shall initiate disciplinary proceedings as appropriate. If the removal is not as a result of a violation of the rules, SBVI shall place the manager's name on the roster.

#### Ed 1019.16 Termination of Licenses.

(a) A license issued to a manager shall be terminated after affording the manager an opportunity for an administrative review, an evidentiary hearing, and arbitration under Ed 10121.15, when one or more of the following conditions apply:

- (1) When vision is improved so that the manager no longer meets the definition of an individual who is legally blind;
- (2) When there is extended illness with medically documented diagnosis of prolonged incapacity of the manager to operate the vending facility in a manner consistent with the needs of the location or other available locations in the vending facility program;
- (3) When the manager withdraws from the BEP; and
- (4) When SBVI finds that a vending facility is not being operated in accordance with:

- a. The provisions of Ed 1019;

- b. The terms and conditions contained in the licensing agreement between the manager and SBVI;
- c. The terms and conditions of the vending facility's permit or contract between SBVI and the manager of the property on which the vending facility is located; or
- d. State or federal statutes or regulations of other agencies with jurisdiction over vending facilities.

(b) 15 days prior to termination, written notice shall be given to any manager whose license is to be terminated or who is in jeopardy of losing the license, including a statement of the reason.

(c) Such notice shall:

- (1) Inform the manager of the manager's right to request an administrative review, an evidentiary hearing, and arbitration under Ed 200; and
- (2) Be hand-delivered or sent via US mail with a signed receipt requested.

Ed 1019.17 Vending Facility Equipment and Initial Stock.

(a) SBVI shall furnish each vending facility with adequate, suitable equipment and initial stocks of merchandise sufficient for the establishment and operation of the facility for an initial 2 week period. If the manager obtaining the agreement to operate the location is on the roster or in a probationary period per Ed 1019.05, the manager shall not be eligible to obtain additional locations or inventory until a license has been obtained.

(b) If a licensed manager is provided with initial inventory for a new assignment, it shall be sufficient to operate the location for no more than a 2 week period. The funds provided shall be an interest free loan. SBVI shall establish a monthly payment plan to begin 3 months after the manager has been assigned and assumed management of the location.

(c) The right, title to, and interest in the equipment of each vending facility used in the program and in the initial stocks of merchandise shall be vested in accordance with the laws of the state in either the name of SBVI or the manager.

Adopt Ed 1019.18 and Ed 1019.19 as follows:

Ed 1019.18 Continuing Education and Upward Mobility.

(a) Each licensed manager and each candidate on the roster shall complete 10 continuing education or upward mobility credits every 2 calendar years.

(b) Credits shall be awarded in accordance with Table 1019-1 as follows:

Table 1019-1

<b>Continuing Education/Upward Mobility Type</b>	<b>Credits Awarded</b>
Annual training sponsored by the committee or program	3
Consumer driven regional or national training	4
On-line training approved by the Program in advance	2

On-line Webinars approved by the Program in advance	1
State or regional food shows	2
State conventions sponsored by consumer groups	1
National conventions sponsored by consumer groups	3
College level course in business related field	10
Other training as determined by the BEP and committee	TBD

(c) If, by December 31 of the second year, the manager has not fulfilled the training requirement, the program shall inform the manager and shall grant a 90 day extension to complete all requirements. If after 60 days of the extension, the manager has not completed the necessary training, SBVI shall place the manager on performance probation in accordance with Ed 1019.14. If at the end of the probationary period the manager still has not completed the necessary training, SBVI shall terminate the manager's license and remove them as the manager of their vending facility in accordance with Ed 1019.16. The SBVI administer shall grant additional time to complete the necessary training if extreme circumstances exist. Such extension of time shall be approved by the state committee of licensed managers.

(d) To the extent funds are available, SBVI shall provide financial assistance to managers who show evidence of financial need in order to complete the training. If funds are not available, SBVI shall make every effort to provide committee or program sponsored training at no cost to the manager.

#### Ed 1019.19 Manager Secured Locations.

(a) Managers may seek out new locations on properties not protected by any state or federal priority or preference. If a manager identifies a potential location, and property management is willing to allow the manager to establish a vending facility, the manager shall notify the program coordinator who shall conduct a survey to determine the feasibility of establishing a vending facility. If the results of the survey are favorable and funds are available, SBVI shall enter into an agreement with the entity. The location shall be added to the one being managed by the manager. If the manager bids on and is awarded a different facility, SBVI shall determine on an individual basis, with the active participation of the state committee of licensed managers, to either leave the location attached to the current facility or allow the manager to take it with them to their new facility.

(b) Nothing in this part shall obligate SBVI to establish a vending facility at a site secured by a manager.

#### Ed 1019.20 Election, Organization, and Functions of State Committee of Licensed Managers.

(a) The managers licensed by the state shall comprise the membership of the state committee of licensed managers.

(b) Pursuant to 34 CFR 395.14, the committee shall:

(1) Actively participate with SBVI in major administrative decisions, including rule, policy development, and program development decisions affecting the overall administration of the state's vending facility program;

(2) Receive and transmit to SBVI all grievances at the request of managers and serve as advocates for such managers in connection with such grievances;

(3) Actively participate with SBVI in the development and administration of a state system of transfer and promotion of managers;

(4) Actively participate with SBVI in the development of training and retraining programs for managers; and

(5) Sponsor, with the assistance of SBVI, meetings and instructional conferences for managers within the State.

(c) The committee chairperson shall be elected by a majority vote of committee members. The chairperson shall be elected every 2 years. The election shall also include an election for a vice-chair who shall assume the responsibilities of the chair if the chair is unable to attend to his or her duties.

(d) Quarterly meetings shall be held between the committee and SBVI to discuss policy, administrative matters affecting the program, provide a training opportunity, and carry on other business of the committee or SBVI, as needed. The chair has the authority to call special meetings in between quarterly meetings as necessary.

(e) Between the regular meetings individual committee members shall be designated, or sub-committees established, by the chair(s) to carry on the functions of the committee.

(f) All written material pertaining to the administration of the program shall be provided to the chairperson of the committee by SBVI in a format that is accessible by the chairperson(s). SBVI shall distribute the materials to all members of the committee upon approval by the committee chair affording the committee an opportunity to actively participate in policy or major administrative changes.

(g) If, after affording the committee with an opportunity as described in (f) above, a consensus cannot be achieved, the chairperson(s) of the committee shall be notified in writing stating the reasons therefore, prior to implementation of the changes by SBVI.

Ed 1019.21 Administrative Reviews, Evidentiary Hearings, and Arbitration of Manager Complaints. If a manager or the committee is aggrieved by any action of SBVI with regard to the administration of the program the manager or committee may file a written complaint to resolve the matter in accordance with Ed 200. If the matter is not resolved to the satisfaction of the complainant at the conclusion of the process outlined in Ed 200 the complainant may appeal the decision under 34 CFR 395.13 and 34 CFR 395.37.

Ed 1019.22 Access to Program and Financial Information. Each manager shall be provided access to all financial data of SBVI relevant to the operation of the program, including quarterly and annual financial reports, provided that such disclosure does not violate applicable federal or state laws pertaining to disclosure of confidential information. At the request of a manager, SBVI shall arrange a convenient time to assist in interpretation of such financial data.

Ed 1019.23 Manager and SBVI Responsibilities.

(a) Each manager shall submit to SBVI a monthly operating statement along with the set aside assessment detailing, among other things, gross sales, purchases, operating costs, and net profits. Forms for this purpose shall be furnished to each manager by SBVI. SBVI shall retain complete access to the manager's records.

(b) The manager shall:

- (1) Perform faithfully and to the best of manager's ability the necessary duties in connection with the operation of the vending facility in accordance with SBVI's rules, as well as rules of other applicable state and federal agencies;
  - (2) Cooperate with officials and duly authorized representatives of SBVI in connection with their official program responsibilities;
  - (3) Operate the vending facility in accordance with all applicable health laws and regulations, and maintain a clean appearance at all times;
  - (4) Abide by the regulations and policies of the agency controlling the property upon which the facility is located;
  - (5) Comply with all terms of the permit including maintaining the agreed upon hours; and
  - (6) Furnish such reports as SBVI may from time to time require.
- (c) SBVI shall assume responsibility for providing:
- (1) Management services as defined in 34 CFR 395.1(j);
  - (2) Supervision to ensure the effective operation of the vending facility;
  - (3) New and replacement equipment as necessary for the successful operation of the vending facility;
  - (4) Maintenance and repair of equipment; and
  - (5) Initial stock.

Ed 1019.24 State Licensing Rules. SBVI shall furnish a copy of the state licensing rules to each candidate or manager in addition to all written documents pertaining to the administration and management of the program.

Ed 1019.25 Responsibilities of Vending Facilities.

(a) Unless otherwise exempted by RSA 186-B, any properties owned or leased by the state shall recognize the rights granted to SBVI to establish vending facilities on such properties. SBVI shall be permitted to conduct surveys of state-owned or leased properties to determine the feasibility of establishing one or more vending facilities on a particular property. No state entity shall be permitted to enter into an agreement with a third party for a vending facility unless a determination is made by SBVI that it cannot provide services of a high quality at reasonable prices. Property management shall take all necessary steps to insure that the installation occurs, and that the space and the utilities required shall be provided at no cost to the SBVI or the manager for the operation, except telephone or internet service. SBVI shall provide the necessary alterations, plumbing and equipment, merchandise, a licensed manager, and the appropriate supervision of the manager.

(b) In the event that existing buildings are purchased or leased, or new buildings are constructed by any state entity, written notice shall be given to SBVI in ample time to afford the BEP an opportunity to make plans to provide the service.

(c) All vending facility operations shall be governed by an agreement between SBVI and property management, and known as a permit. The permit shall include the location, type of facility, space available, all necessary equipment, and the operating hours of the facility. In the negotiation process between SBVI and property management regarding either the terms and conditions of an occupancy permit or a contract, the committee shall have an opportunity to participate in making final determinations with respect to the terms and conditions of an occupancy permit or contract. The terms and conditions of the permit may be changed after consultation with the manager for purposes of soliciting their input. Once the changes have been made, the revised document shall be provided to the manager. The absence of an executed permit does not relieve a manager of their responsibilities to otherwise comply with these rules and to provide effective management of the vending facility.

(d) Property management shall not require the payment of rent, utilities, or commissions as a condition for operating a vending facility on its property. Except that, at its discretion and with the active participation of the state committee of licensed managers, may negotiate less restrictive agreements that do require such payments. If such payments are negotiated and are included in the permit agreement, the licensed manager shall be obligated to make such payments; except that, no subsequent priority shall be waived either expressly or by implication.

(e) If SBVI determines that a site is suitable for a blind person, it shall negotiate an agreement with a third party vendor to provide services.

#### PART Ed 1020 INTERPRETER CLASSIFICATION SYSTEM

Ed 1020.01 Purpose. The purpose of the classification system program shall be to evaluate competency skills of sign language interpreters, to maintain records of interpreter classification, and to maintain records of continuing education units required for maintenance of classification.

Ed 1020.02 Program Designation. This program shall be designated “The New Hampshire Interpreter Classification System” (NHICS).

Ed 1020.03 Classification. An individual who applies for and meets the requirements for classification under Ed 10230.10 shall be qualified as a sign language interpreter by the department’s program for the deaf and hard of hearing.

Ed 1020.04 Applicability; Administration of Classification System Program. These rules shall apply to the classification process for sign language interpreters as conducted and managed by the program for the deaf and hard of hearing, in the department of education, division of workforce innovation, bureau of vocational rehabilitation. The classification system program shall be managed by a coordinator appointed by the director of the bureau of vocational rehabilitation.

Ed 10230.05 Definitions. The following definitions shall apply to Ed 1020:

(a) “Deaf interpreter” means a person who is deaf and provides interpreting services as defined in section (e), below.

(b) “Director” means the director of bureau of vocational rehabilitation, division of workforce innovation, department of education.

(c) “Classification system program” means the New Hampshire interpreter classification system operated by the coordinator.



(d) “Coordinator” means the person appointed by the program for the deaf and hard of hearing, bureau of vocational rehabilitation, division of workforce innovation, department of education to coordinate the classification.

(e) “Interpreting” means the process of converting spoken English into American Sign Language (ASL) and the process of converting ASL into spoken English.

(f) “Rater” means an individual who has successfully completed training approved under Ed 1020.12 by the program for the deaf and hard of hearing in the evaluation of interpreter skills.

(g) “State classification test” means the test administered under Ed 1020.08 for the purposes of determining an interpreter’s classification as a qualified interpreter under Ed 1020.10.

(h) “Rater stipend” means the appropriate level payment made to the rater for their work.

Ed 1020.06 Administration of State Classification Test; Classification Fees.

(a) The state classification test for the purpose of classifying interpreters shall be administered at least once every 6 months, unless there have been no requests for a test. If 3 or more individuals request a test, a test shall be scheduled at a date sooner than the next regularly scheduled test.

(b) The fee for the state classification test shall be \$225.00.

(c) A re-test fee of \$140 shall allow a retake of the performance test by an applicant for initial classification within one year after passing the structured interview portion.

(d) Applicants shall obtain a refund for a scheduled state classification test when providing at least 30 days’ advance written notification of cancellation to the coordinator. Otherwise, test fees shall be nonrefundable.

(e) The coordinator or designee shall collect fees and maintain receipt records and invoices from raters and expenses incurred by the program for:

- (1) Rater and interviewer stipends for the evaluation of candidates;
- (2) The cost of the interpreter for the deaf or hard of hearing rater during the testing process;  
and
- (3) Testing equipment.

Ed 1020.07 Application Process.

(a) Applicants shall contact the program for the deaf and hard of hearing for an information packet which contains:

- (1) A description of the classification process;
- (2) A completed “NH Interpreter Classification System (NHICS) Application” form, November 2020 edition;

(3) A description of the fee charged for testing; and

(4) A description of the appeal procedure.

(b) Each applicant shall submit an application and the fee for the test. Individuals shall not take the test until payment and a complete application are received, and the application is approved as complete by the coordinator or designee.

(c) The coordinator or designee shall notify each applicant who has submitted an application approved as complete of the scheduled date, time, and place for the test.

Ed 1020.08 State Classification Test.

(a) The state classification test shall consist of 2 sections. Section one shall be a structured interview scored by a minimum of 4 raters. Section 2 shall be a pass/fail performance test scored by a minimum of 4 raters.

(b) The structured interview shall be pass/fail and demonstrate the following:

(1) Knowledge of and ability to make practical use of the code of professional conduct of the Registry of interpreters for the Deaf;

(2) Knowledge of the role and responsibilities of an interpreter;

(3) Understanding of professional business practices, including the limitations of an interpreter's role, diplomacy required of an interpreter, and the need for attire that enhances the background for signing such as plain clothing and jewelry that does not distract from the interpreting process;

(4) Communication skills in ASL and English; and

(5) The interpreter's overall professional presentation.

(c) The performance test shall consist of an interpreting dialogue, preceded by a warm-up.

(d) Each applicant's performance on sections 1 and 2 of the test shall be videotaped.

(e) The performance test scoring sheet shall consist of a numerical rating covering the following areas:

(1) The rater's ability to comprehend the applicant, based on the applicant's clarity, use of grammar, level of discourse, and use of classifiers;

(2) The message equivalency transmitted by the applicant, including:

a. Message accuracy;

b. Accurate use of morphology;

c. Use of affect and register of the original message; and

- d. The amount of information transmitted;
- (3) The interpreting process, including:
  - a. Phrasing; and
  - b. Process management; and
- (4) The applicant's professionalism, including:
  - a. Composure; and
  - b. Objectivity.

Ed 10230.09 Administration of State Classification Test.

- (a) The coordinator or designee shall videotape section 1, the interview, and section 2, the performance portion, of the test.
- (b) The coordinator or designee shall send the rater scoring packet to 4 qualified raters within one week of the taping. The coordinator shall make sure each packet includes a copy of the candidate's tape, scoring sheets, and the rater instruction information.
- (c) Candidates who pass both the performance section and the interview section ~~will~~ shall be state classified and notified.
- (d) Candidates who successfully pass the performance portion of the test but do not successfully pass the interview portion of the test shall not be considered for state classification and they shall retake both sections of the test.
- (e) The coordinator shall mail to each applicant who has completed the performance test written notice of the test results within one month of the date of the test.
- (f) A person who fails either the structured interview or the performance test may request from the coordinator, in writing, copies of the raters' scoring sheets. The coordinator shall supply such sheets, upon written request.
- (g) Applicants for initial classification not passing the performance test may retake the performance portion of the test, within one year after passing the structured interview portion.

Ed 1020.10 Classification of Interpreters. An applicant shall be classified as a qualified sign language interpreter who:

- (a) Has a high school diploma or its equivalent;
- (b) Is 18 years of age or older; and
- (c) Receives a score of 75% or more on the performance test.

Ed 1020.11 Maintenance of Classification.

(a) “Continuing education units (CEUs),” for the purpose of this rule, means:

- (1) Participation in professional workshops sponsored by a post-secondary interpreter training program, the RID, the National Association of the Deaf (NAD) or the state chapters of such organizations, or any other professional training organization which focus on issues related to the deaf community, the interpreting process, or both;
- (2) Conventions or conferences of either deafness or interpreting organizations;
- (3) Tutoring sessions, if such sessions are qualified under paragraph (b); and
- (4) For the 20% required in areas not related to deafness or interpreting, participation in a course, workshop, or training session on a topic unrelated to deafness, but which has an impact on the interpreter’s activities as a sign language interpreter.

(b) To qualify, a tutoring session shall be provided by RID certified interpreters who hold their NIC, Certificate of Interpretation (CI) or NAD level V.

(c) Classification as a qualified interpreter under Ed 10230.10 shall be valid for 6 years from date of issue.

(d) All state-classified interpreters shall earn CEU’s. The number of CEU’s earned shall be the same number of hours as those required by RID over each 4 year period, 80% of which shall be deafness/interpreting related, and 20% of which shall be either deafness/ or interpreting related or in other areas as pursuant to Ed 1020.11(a)(4) above. CEU hours shall be awarded based on clock hours of participation and shall require documentation from such training programs such as an agenda, conference packet, or syllabus. No one convention, workshop, or course shall be used to satisfy the entire requirement.

(e) An individual’s classification shall lapse for an individual who fails to obtain national certification before the expiration of the 6-year classification period, and the individual shall no longer be:

- (1) Listed in the department of education’s directory of interpreters for the deaf; and
- (2) Considered a licensed interpreter by the state of New Hampshire.

Ed 1020.12 Raters.

(a) Each team of raters shall be comprised of 2 raters who can hear and 2 raters who are deaf or hard of hearing. Raters who can hear shall possess a valid certification from RID or the NAD level V. The program for the deaf and hard of hearing shall solicit applicants from certified interpreters and the deaf community. Selection shall be made by the program for the deaf and hard of hearing based on skill level, availability, and experience.

(b) The program for the deaf and hard of hearing shall provide rater training for new raters. New raters shall complete the rater training, which shall consist of instruction and materials on the principles of interpreter classification evaluation, practice tapes, and inter-rater reliability data.

(c) A rater shall not have a conflict of interest regarding the person to be rated. A conflict of interest shall be deemed to exist if the person to be rated is a member of the rater’s immediate family which shall mean the rater’s spouse, parent, mother-in-law, father-in-law, sibling, sister-in-law, brother-

in-law, or child, or anyone related to the rater by blood or marriage and living in the same household as the rater. The rater shall disclose any other circumstances which create a conflict of interest as to a particular person, and shall withdraw as a rater for that person. The rater shall also disclose to the coordinator any circumstances likely to create the appearance of a conflict of interest.

(d) Scoring by raters shall be done as follows:

(1) For the part I-interview portion of the test, the applicant shall be rated by both deaf and hard of hearing raters and raters who can hear; and

(2) For the part II- performance portion of the test, the raters who can hear shall score primarily the ASL-to-English components of the evaluation and the deaf or hard of hearing raters shall score primarily the English-to-ASL components of the evaluation.

(e) Raters shall receive the rater stipend from the interpreter classification fund for scoring each applicant and to receive payment, raters shall submit an invoice, which shall include the rater's name, address, name of applicant, and date of rating.

(f) All documents, paperwork, and digital media, shall be sent back to the coordinator for record keeping to ensure the applicant's confidentiality.

Ed 1020.13 Publication of Directory of Interpreters for the Deaf. The name and date of award of each individual classified under the classification system program shall be published by the department of education in a directory of interpreters for the deaf, which shall be printed at least biennially. The directory shall also include name, source of national certification, state of NH licensure status, and date of certification for any interpreter certified by the RID or the NAD who wishes to be included in the directory. Contact information shall be included at the option of the interpreter. The primary source for this document shall be located on the NHVR's website and an annual printing shall occur.

Ed 1020.14 Retention of Test and Directory Data. The program for the deaf and hard of hearing shall keep the following data in confidential files for a period of at least 7 years:

(a) Correspondence with individual applicants;

(b) Records of scores of individual tests for each applicant tested, whether the applicant was successful or unsuccessful;

(c) Records of CEU's for each interpreter who has completed the state classification process;

(d) The original digital media (CD) of each applicant's interview and performance test;

(e) The date classification under Ed 1020.10 was awarded; and

(f) Name, address, and telephone number for each state classified and nationally certified interpreter listed in the department of education directory of interpreters for the deaf.

Ed 1020.15 Appeal. An applicant aggrieved by a decision of the program relating to classification shall file a petition for reconsideration along with supporting documentation to the director within 20 business days after receipt of the decision regarding classification. If the petition for reconsideration is denied, the applicant shall appeal the director's decision pursuant to RSA 21-N: 11, III and Ed 200. Any

person may file a written complaint charging a person qualified as a deaf interpreter with misconduct pursuant to the process set forth in INT 205.

## PART Ed 1021 REVIEW PROCEDURE

### Ed 1021.01 Review Procedures.

(a) Review procedures shall comply with 34 CFR 361.57 and New Hampshire law.

(b) An individual who is dissatisfied with any determination made by personnel of the NHVR that affects the provision of vocational rehabilitation services shall request, or, if appropriate, shall request through the individual's representative, a timely review of that determination.

(c) The NHVR shall make reasonable accommodation for the individual's disability in conducting hearings and mediation procedures. Reasonable accommodation shall include using appropriate modes of communication consistent with the informed choice of the individual.

### Ed 1021.02 Notification of Right to Mediation and Hearings.

(a) The NHVR shall provide an individual or, as appropriate, the individual's representative, notice as enumerated in 34 CFR 361.57(b)(1).

(b) The notice required in Ed 10021.04(a) shall be provided by using the appropriate mode of communication consistent with the requirements of 34 CFR 361.57(b)(2).

(c) Determinations for which a review may be requested include the NHVR's failure to release harmful information directly to the individual.

### Ed 1021.03 Informal Dispute Resolution.

(a) An individual, or a representative of the individual, seeking review of a determination shall file a complaint with the administrator for policy and law at the bureau of vocational rehabilitation, in the NHVR.

(b) Filing a complaint shall not prevent the individual from requesting mediation or a due process hearing in the case where the complaint is not resolved to the individual's satisfaction.

### Ed 121.04 Mediation.

(a) Mediation shall be voluntary and available to individuals in accordance with 34 CFR 361.57(d), and Ed 205.

(b) If mediation as described in Ed 205.03 is selected by the parties and resolution is not achieved, the individual selected as a mediator shall not be the same individual who is subsequently appointed as a hearing officer to preside at a hearing in the same matter pursuant to Ed 1021.10(c).

(c) Inconsistencies between mediation procedures in Ed 205.03 and Ed 1021.05 shall be resolved in favor of the provisions of Ed 1021.05.

### Ed 1021.05 Mediation Procedure.

(a) An individual shall have the option of using mediation to resolve disputes involving NHVR determinations that affect the provision of vocational rehabilitation services. Mediation shall be made available, at a minimum, whenever an individual or, as appropriate, the individual's representative requests a hearing. Mediation may also be requested without filing a complaint or requesting a hearing.

(b) Mediation shall not be used to deny or delay the individual's right to pursue resolution of the dispute through a hearing held within the 60-day time period for holding hearings required by 34 CFR 361.57(e). At any point during the mediation process either the individual or the mediator shall have the option of electing to terminate the mediation. In the event mediation is terminated, the individual shall have the option of pursuing resolution through a hearing.

(c) An individual may be represented during mediation sessions by counsel or another advocate selected and paid for by the applicant or individual.

(d) Mediation sessions shall be conducted by a qualified and impartial mediator who shall be chosen at random from a pool of mediators who are knowledgeable about vocational rehabilitation services.

(e) Mediation sessions shall be arranged by the office of legislation and hearings in the designated state agency. Mediation shall be scheduled within 30 days from the date a written request for mediation is received by the NHVR.

(f) Discussions that occur during the mediation sessions shall be kept confidential and shall not be used as evidence in any subsequent hearings or civil proceedings. The parties to the mediation sessions shall sign a confidentiality pledge prior to the commencement of the sessions.

(g) An agreement reached by the parties to the dispute in the mediation sessions shall be described in a written mediation agreement that is developed by the parties with the assistance of the qualified and impartial mediator and signed by both parties. Copies of the agreement shall be sent to both parties.

(h) The costs of the mediation process shall be paid by the NHVR.

Ed 1021.06 Scheduling of Mediation, Prehearing Conference, and Hearing.

(a) At the time of the filing of a request to initiate a hearing under Ed 1021.07, the parties shall notify the office of legislation and hearings in the designated state agency of whether they wish to pursue mediation prior to a prehearing conference and a hearing.

(b) If the parties choose not to engage in mediation, the office of legislation and hearings in the department of education shall schedule the prehearing conference and hearing based on hearing officer availability, as provided in Ed 1021.10.

(c) The scheduling shall allow for the following:

- (1) A day for an alternative dispute resolution, if the parties so decide;
- (2) A half day for a prehearing conference; and
- (3) A minimum of 2 days for a hearing.

Ed 1021.07 Initiation of Hearing by Applicant or Individual.

(a) An individual who is dissatisfied with any determination made by personnel of the NHVR that affects the provision of vocational rehabilitation services shall notify the office of legislation and hearings in the designated state agency, in writing, if he or she wishes to request a due process hearing. The written request for a hearing shall be made within 30 days after the NHVR notifies the individual of its determination or completion of an alternative dispute resolution procedure.

(b) The written request required to initiate the hearing process shall include:

- (1) The full name and address of the individual;
- (2) A description of why the individual is not satisfied with the determination; and
- (3) The desired outcome of the complaint or mediation procedure, if applicable.

(c) When providing a written request for a hearing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept a request in the appropriate mode of communication that is consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.08 Commencement of Hearing Process. The hearing shall be held no later than 60 days after the office of legislation and hearings receives a request for the hearing under Ed 100421.07, unless an agreement is reached prior to the 60th day, or unless the parties agree to a specific extension of time.

Ed 1021.09 Denial, Dismissal, or Withdrawal of Request for Hearing.

(a) The office of legislation and hearings in the department of education shall not deny or dismiss a request for a hearing unless:

- (1) The individual withdraws the request in writing;
- (2) The hearing officer determines a party to be in default for failure to appear at the hearing without good cause that constitutes illness, accident, or any other circumstances beyond the control of the individual; or
- (3) The hearing officer grants a motion to dismiss.

(b) An individual may withdraw a request for a hearing without prejudice until such time as he or she retains legal counsel.

(c) When withdrawing a request for a hearing in writing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept requests in the appropriate mode of communication that are consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.10 Scheduling Mediation Proceedings and Hearings.

(a) The governance unit in the department of education shall schedule mediation, if requested, and a prehearing conference and a hearing as follows:



(1) As soon as the mediation, if any, the prehearing conference, and the hearing have been scheduled, the office of legislation and hearings shall notify the parties in writing of:

- a. The date, time, and place of the requested mediation and the prehearing conference;
- b. The date, time, place, and nature of the hearing;
- c. Legal authority under which the hearing is to be held;
- d. The particular sections of the statutes and rules involved, including a copy of Ed 1021;
- e. A short and plain statement of the issues involved; and
- f. The party's right to have an attorney present to represent the party at the party's expense.

(2) The name and address of the hearing officer who shall preside at a hearing shall be selected:

- a. From a list of hearing officers, who have knowledge of state and federal vocational rehabilitation law, that is maintained by the office; and
- b. On a random basis.

Ed 1021.11 Elements of a Hearing. A hearing shall include the following elements:

- (a) A prehearing conference, governed by Ed 1021.12;
- (b) A hearing, governed by Ed 1021.15, that shall, except for good cause shown, be limited to 2 days; and
- (c) A hearing officer's decision under Ed 1021.16(a) shall be considered the final decision of the NHVR.

Ed 1021.12 Prehearing Procedures. The prehearing conference required by Ed 1021.10(a) shall be conducted by a hearing officer and governed by Ed 208 along with the following:

- (a) Parties shall be prepared to discuss the issues described in RSA 541-A:31, V(c);
- (b) Parties shall exchange, and provide to the hearing officer, witness lists including a brief description of each witness's testimony, and documentary evidence at least 5 business days before the hearing. Documentary evidence exchanged shall be legibly labeled in the upper right-hand corner with consecutive Arabic numerals as either "Individual Exhibit (number)" or "NHVR (number)", as appropriate. An index, by title, of all exhibits submitted shall also be exchanged;
- (c) In order to limit testimony at the hearing to only those factual matters which remain in dispute between the parties, each party shall submit a statement of facts;

(d) The party who ~~has~~ initiated the hearing shall present his or her case first unless the hearing officer determines that the change in the order of presentation would not materially prejudice any party's right to a full and fair hearing and:

(1) The hearing would proceed in a more timely manner if the party not initiating the hearing presents his or her case first; or

(2) The hearing would proceed in a more efficient manner if the party not initiating the hearing presents his or her case first.

Ed 1021.13 Voluntary Production of Information.

(a) Each party shall attempt in good faith to make a complete response to requests, as soon as practicable, for the voluntary production of information.

(b) When a dispute between parties arises concerning a request for the voluntary production of information, releases, or documents, any party may file a motion to compel the production of the requested information under Ed 1021.14.

Ed 1021.14 Motion to Compel Production of Information.

(a) Any party may file a motion requesting that the hearing officer compel the parties to comply with information requests. The motion shall be filed at least 15 days before the date scheduled for the hearing, or as soon as possible after receiving the notice of hearing. Any objection to the motion to compel shall be filed within 5 days of the date receipt of the motion.

(b) The moving party's motion shall:

(1) Set forth in detail those factors which it believes justify its request for information; and

(2) List with specificity the information it is seeking to discover.

(c) When a party has demonstrated that such requests for information are relevant to the issues described in the hearing notice and might be necessary for a full and fair presentation of the evidence at the hearing because they have the potential to affect the outcome of the hearing, the hearing officer shall grant the motion to compel.

Ed 1021.15 Hearing Procedures. The hearing shall be conducted by a hearing officer, governed by Ed 200 along with the following:

(a) All hearings shall be electronically recorded by the hearing officer or his or her designee. The hearing officer's recording shall be the official record of the hearing unless a party requests and pays for stenographic recording of such hearing. If a party requests and pays for a stenographic recording of the hearing, the stenographic record shall be under the control of the hearing officer and shall be the official record;

(b) Any party to a hearing shall have the right to:

(1) Be accompanied and advised by counsel, who shall be an attorney, or by an individual with special knowledge or training with respect to vocational rehabilitation services and whose services shall be paid for by the party retaining counsel;

(2) Present evidence and confront and cross-examine witnesses;

(3) Request that the hearing officer prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least 5 business days before the first day of the scheduled hearing;

(4) Obtain a verbatim record of the hearing, at any point during the hearing or afterwards;

(5) Obtain written findings of facts and decisions; and

(6) Record the hearing;

(c) At the conclusion of the hearing an applicant, eligible individual, or previously eligible individual may request, at no cost, a verbatim record of the hearing in either electronic or written format and written findings of fact and decisions at no cost for the first copy of each item. Any additional copies or copies of any of the items in the case file shall be available at the department's cost to produce them;

(d) An applicant, eligible individual, or previously eligible individual shall have the right to open the hearing to the public. However, if a hearing is open to the public, the hearing officer shall seat the members of the public and position their equipment in such a way that the public and equipment do not interfere with the proceedings;

(e) Each party shall have a maximum of one day to present its case, unless additional time is necessary for a full, fair disclosure of the facts necessary to arrive at a conclusion;

(f) The hearing officer shall limit the number of additional witnesses to eliminate redundant, cumulative, or irrelevant testimony; and

(g) The hearing officer shall limit examination of a witness by either party to avoid redundant, cumulative, or irrelevant testimony.

Ed 1021.16 Agreement Prior to Hearing.

(a) If the parties reach an agreement prior to the hearing, both parties shall sign a written statement requesting the cancellation of the hearing.

(b) When signing a written statement requesting the cancellation of the hearing is a burden to the applicant, eligible individual, or previously eligible individual because of the individual's disability, the office of legislation and hearings shall accept such requests in the appropriate mode of communication that is consistent with the informed choice of and used by the applicant, eligible individual, or previously eligible individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.17 Continuance of Hearing.

(a) A hearing officer shall grant extensions of time beyond the period set out in Ed 100421-(15)(e) for specific periods of time at the request of either party if:

(1) The party's vocational rehabilitation services would not be jeopardized by the delay;

(2) The party would not have adequate time to prepare and present the party's position at the hearing in accordance with the requirements of due process; and

(3) The need for the delay is greater than any financial or other detrimental consequences likely to be suffered by a party in the event of delay.

(b) A hearing shall not be continued by the hearing officer because of the hearing officer's schedule.

Ed 1021.18 Decision.

(a) The hearing officer shall issue a final decision not later than 30 days after the hearing is completed. The final decision shall be consistent with RSA 541-A:35. The final decision shall be based on the provisions of the approved state plan, the Act, federal vocational rehabilitation regulations, and state rules that are consistent with federal requirements.

(b) The hearing officer shall provide to the individual or, if appropriate, to the individual's representative, and to the NHVR a full written report of the findings and grounds for the final decision within 30 days after the hearing is completed.

(c) A copy of the final decision shall be sent by certified mail to each of the parties.

Ed 1021.19 Impact on Provision of Services During Proceedings.

(a) The NHVR shall not institute a suspension, reduction, or termination of vocational rehabilitation services being provided to an applicant or eligible individual, including evaluation and assessment services and IPE development, pending resolution of a request for review of a determination through mediation or pending a decision by a hearing officer unless:

(1) The individual or, in appropriate cases, the individual's representative requests a suspension, reduction, or termination of services;

(2) The NHVR has evidence that the services have been obtained through misrepresentation, fraud, collusion, or criminal conduct on the part of the individual or the individual's representative; or

(3) The individual or the individual's representative engages in delaying tactics to avoid a determination of the issue for the purpose of continuing services the NHVR believes are inappropriate or inconsistent with the program or the employment aptitudes and interests of the individual. In the case of apparent delaying tactics, the following shall apply:

a. Any case that remains open after 180 days shall be presumed to be a case where delay tactics are being employed; and

b. In any case open longer than 180 or whenever the hearing officer believes a party is hindering the prosecution of the case, the hearing officer shall require the offending party to show good cause pursuant to Ed 206.04(a) why the hearing officer should not dismiss the case with prejudice.

(b) If a party brings a civil action under Ed 100421.20 to challenge the final decision of the hearing officer made under Ed 1021.18, the final decision of the hearing officer shall be implemented pending review by the court.

Ed 1021.20 Civil Action. Any party who disagrees with the findings and decision of the hearing officer may bring a civil action to appeal that decision in a state or a United States district court of competent jurisdiction as provided in 34 CFR 361.57(i).

### Appendix I

Rule	Statute or Federal Regulation Implemented
Ed 1001	34 CFR 361; RSA 200-C:1
Ed 1002	34 CFR 361.5
Ed 1003	34 CFR 361.38
Ed 1004	34 CFR 361.41
Ed 1005	34 CFR 361.42
Ed 1006	34 CFR 361.42-44
Ed 1007	34 CFR 361.42
Ed 1008	34 CFR 361.45-46
Ed 1009	34 CFR 361.36
Ed 1010	34 CFR 361.53
Ed 1011	34 CFR 361.54
Ed 1012	34 CFR 361.51
Ed 1013	34 CFR 361.52
Ed 1014	34 CFR 361.55
Ed 1015	34 CFR 361.56
Ed 1016	34 CFR 363
Ed 1017	45 CFR 1329; 34 CFR 77.1
Ed 1018	34 CFR 367
Ed 1019	RSA 196-B:10-II
Ed 1020	RSA 326-I:5, RSA 200-C:19, IV
Ed 1021	RSA 541-A:30-a; 34 CFR 361.57

**Frank Edelblut**  
Commissioner



**Christine M. Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
Division of Educator Support & Higher Education  
101 Pleasant Street  
Concord, NH 03301  
TEL. (603) 271-3495

*Submitted to the State Board of Education for the April 8, 2021 meeting.*

**A. ACTION NEEDED**

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. Additionally, the Board grants final approval of all New Hampshire professional preparation programs that result in gaining educational licensure through the completion of a professional educator preparation program (PEPP).

**NHTI, Concord's Community College (NHTI)** is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. **NHTI** and the Council for Teacher Education (CTE) is requesting the Board formally approve a substantive change request of the approval of an extension of one of **NHTI's** state approved educator preparation programs listed below.

PEPPs	Last approved	Expiry		Proposed Expiry
Ed 612.33/ 507.32 Computer Science (Licensure)	06/2019 SBE	8/31/2022	Full	2/27/2025

**B. RATIONALE FOR ACTION**

The extension allows for alignment of all eleven (11) programs currently approved and their timelines and process. The Council for Teacher Education (CTE) recommends to the Board an extension of this one (1) NH State licensure program offered at **NHTI**.

**C. EFFECTS OF THIS ACTION**

**NHTI** PEPP is currently scheduled for a full on-site program review in the Fall of 2024. This extension would allow all eleven (11) PEPPs at **NHTI's** on-site review to coincide for one site review.

**D. HISTORICAL BACKGROUND**

- February 2018: a site visit was conducted and included an in-depth review of programs.
- May 2018: the Board granted full seven-year program approval through 2/27/2025 to **NHTI's** PEPPs.
- June 2019: the Board granted approval to **NHTI's** new program in computer science (Ed 612.33/507.52) through August 2022.

**E. POSSIBLE MOTION**

The State Board of Education moves to grant **NHTI** the extension of Ed 612.33 Computer Science Program approval through **February 27, 2025**.

*The Council for Teacher Education is charged with monitoring the implementation of the new process and making yearly reports to the State Board. The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X.*

New Hampshire Department of Education  
Council for Teacher Education  
**Substantive Change Report**

Changes in preparation programs are ordinarily addressed in the annual report. IHEs are encouraged to undertake programmatic changes in response to state priorities, institutional innovation, and/or program improvement needs based on assessment data.

A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed. (*Ed. 602.14(b)*) The IHE shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria (*Ed. 602.14(c)*):

- ☐ **Changes in the PEPP's delivery system to primarily on-line delivery;**
  - Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.
- ☐ **Changes beyond those indicated by the assessment system for continuous improvement;**
  - Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.
- ☐ **Elimination of a PEPP**
  - Examples including but not limited to teach out, phase out, elimination, on hold, etc.

**Substantive change requests are warranted when changes, modifications or an expansion of the IHE's/PEPPs scope has the potential to impact candidates and/or licensure requirements.**

**CONTACT INFORMATION:** NHTI,  
Concord's Community College

Institution:

Street Address:

Name of Contact:

City/State:

Coordinator/Title:

Zip Code:

Email address:

Telephone:

Is the change at the (check either or both): \_\_\_\_ at the unit level and/or \_\_\_\_ at the program level(s)

If at the program level, indicate which program(s):

Ed. Rule(s)	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Example: Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full

\*\*Approved Levels: BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

**Complete the following questions below and/or attach documentation that addresses the below information (1-5).**

1. Please describe the substantive change request:
  
  
  
  
  
  
  
  
  
  
2. What aspects of the substantive change may affect the capacity of the unit and/or program(s) to ensure that candidates successfully meet standards for educational licensure?
  
  
  
  
  
  
  
  
  
  
3. Explain the rationale for the change.
  
  
  
  
  
  
  
  
  
  
4. What steps have been taken or are planned to ensure that the change will not adversely affect the capacity to ensure that candidates successfully meet standards for educational licensure?  
Attach a transition plan if phasing out/ending a program including anticipated end date of last program completion.
  
  
  
  
  
  
  
  
  
  
5. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that the changes affect the terms or conditions of the current approval of the program because the current approval would no longer be applicable to the revised program?  

\_\_\_ yes \_\_\_ no \_\_\_ not sure

*additional documentation included to support substantive change(s)*

**\*\*If the NHDOE and NHCTE determine that the substantive changes affect the terms or conditions of the current approval of the program(s), the NHDOE shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in a recommendation to the NH State Board of Education (Ed. 602.14(d)).\*\***

---

**Return the completed form to [Laura.Stoneking@doe.nh.gov](mailto:Laura.Stoneking@doe.nh.gov) or mail to the New Hampshire Department of Education, Bureau of Educator Preparation & Higher Education, 101 Pleasant Street, Concord, NH, 03301. Questions, contact the Bureau of Educator Preparation & Higher Education at 603.271.4196.**

*Ed 602.14 Substantive Program Changes during the Approval Period.*

- (a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.
- (b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed.
- (c) An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria:
  - (1) Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
  - (2) Changes beyond those indicated by the assessment system for continuous improvement; or
  - (3) Elimination of a PEPP.
- (d) If the department and NHCTE determine that the changes affect the terms or conditions of the original approval of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in one of the following:
  - (1) Retain approval through the existing expiration date; or
  - (2) Use the process for PEPP approval under Option 1, 2 or 3.

Date Received by NHDOE:



April 8, 2021

**EXECUTIVE SUMMARY**

*Charter Extension for North Country Charter Academy*

**A. ACTION NEEDED**

A vote is needed from the State Board of Education to extend the charter for *North Country Charter Academy*.

**B. RATIONALE FOR ACTION**

The renewal review and request are required by:

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

At the request of the State Board, the *North Country Charter Academy's* 5 Year Renewal has been moved to the May 13, 2021 meeting, which requires the need for a three-month charter extension.

*North Country Charter Academy* was authorized by the State Board of Education on January 21, 2004, and the school opened to students on September 9, 2004. The *Academy* has undergone 2 renewals since opening. It was granted a one year extension on April 9, 2020 due to the Corona Virus Pandemic. The current charter's expiration date is April 9, 2021.

**C. EFFECTS OF THIS ACTION**

The charter of *North Country Charter Academy* will be extended for three months.

**D. POSSIBLE MOTION**

Pursuant to Ed 318.12 and Ed 318.13, I move that the State Board of Education authorizes the extension of *North Country Charter Academy's* charter for three months.

OR:

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

April 8, 2021

## **EXECUTIVE SUMMARY**

Charter Renewal for *Compass Classical Academy Chartered Public School*

### **A. ACTION NEEDED**

A vote is needed from the State Board of Education to renew the charter of *Compass Classical Academy Chartered Public School*. The renewal term is for five (5) years.

### **B. RATIONALE FOR ACTION**

The renewal review and request are required by:

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

*Compass Classical Academy Chartered Public School*, was authorized by the State Board of Education on October 9, 2014. The school opened on September 8, 2015. Its five (5)-year renewal was due to expire on September 8, 2020; however, the State Board of Education approved a one (1)-year extension due to the COVID-19 State of Emergency on April 9, 2020.

### **C. EFFECTS OF THIS ACTION**

*Compass Classical Academy Chartered Public School* will be renewed for a five (5) year term.

### **D. POSSIBLE MOTION**

Pursuant to Ed 318.12 and Ed 318.13, I move that the State Board of Education authorizes the charter renewal for *Compass Classical Academy Chartered Public School*,

OR:

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

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**Compass Classical Academy**

**RENEWAL and VISITATION REPORT**



**Compass Classical Academy**

*“Guiding our students to excellence.”*

**15 Elkins Street  
Franklin  
NH 03235**

**Date of Site Visitation: January 29, 2021**

# **CHARTER SCHOOL RENEWAL REPORT**

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## I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

**RSA 194-B:3 (X)** defines the charter school renewal term:

*X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.*

**RSA 194-B: 16 (VI)** defines the conditions for renewal of a New Hampshire Public Charter School:

*VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.*

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

1. Is the charter school making progress toward achieving its mission?
2. Is the charter school responsibly using public funds?
3. Is the charter school promoting student attainment of expected knowledge and skills?
4. Is the charter school sustainable?

## II. SCHOOL PROFILE

The Compass Classical Academy Charter School is an open enrollment public charter school, serving elementary, middle and high school students in grades K-10, with an average annual enrollment of approximately 137 students.

On October 9, 2014, Compass Classical Academy was chartered by the New Hampshire State Board of Education. The school opened to students on September 8, 2015. It operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public chartered school, Compass Classical Academy is open to student applicants from any New Hampshire community.

The primary purpose of Compass Classical Academy is to cultivate a culture of high expectations, strong support of the learning process and authentic academic achievement.

## **School Mission Statement**

Compass Classical Academy believes that all students, regardless of socio-economic backgrounds or academic competence, benefit from a rigorous, content rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and are challenged by high expectations.

### **III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION**

On January 29, the renewal on-site visitation for Compass Classical Academy (CCA) was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school. The peer review team reviewed the school's application prior to the visit.

**The On-site Visiting Team:** Peter Stackhouse, Jim Fricchione, Jane Waterhouse

The visiting team conducted virtual interviews and supporting documentation, and focused on the following:

- Implementation of the charter school's mission;
- Effectiveness of the charter school in terms of cost accounting and financial reporting;
- Implementation and effectiveness of the curriculum and defined measures of competencies;
- Indicators that the charter school and the board of trustees function effectively, and that there are systems in place for school sustainability.

The following school documents were reviewed:

- Application for Renewal of Charter
- Board Meeting Minutes
- School Organizational Chart
- Yearly Calendar
- School Curriculum
- Financial Reports and Annual Financial Audits
- Academic Achievement Data
- Report Cards
- Faculty List with Qualifications
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

- Program of Studies and Course Syllabi
- Student Work Samples
- Examples of Communications sent to students and families from school administration

#### **IV. SUMMARY OF APPLICATION REVIEW AND ONSITE VISIT**

##### **Student Achievement**

---

Compass Classical Academy uses a wide range of standardized, formal and informal assessments to measure student progress. In addition to teacher-developed assessments, the following are used:

- STAR benchmark assessments for mathematics and ELA
- Built-in Unit Assessments
- Progress monitoring for individual student goals and plans
- Dibels
- Ezcbm
- NH SAS

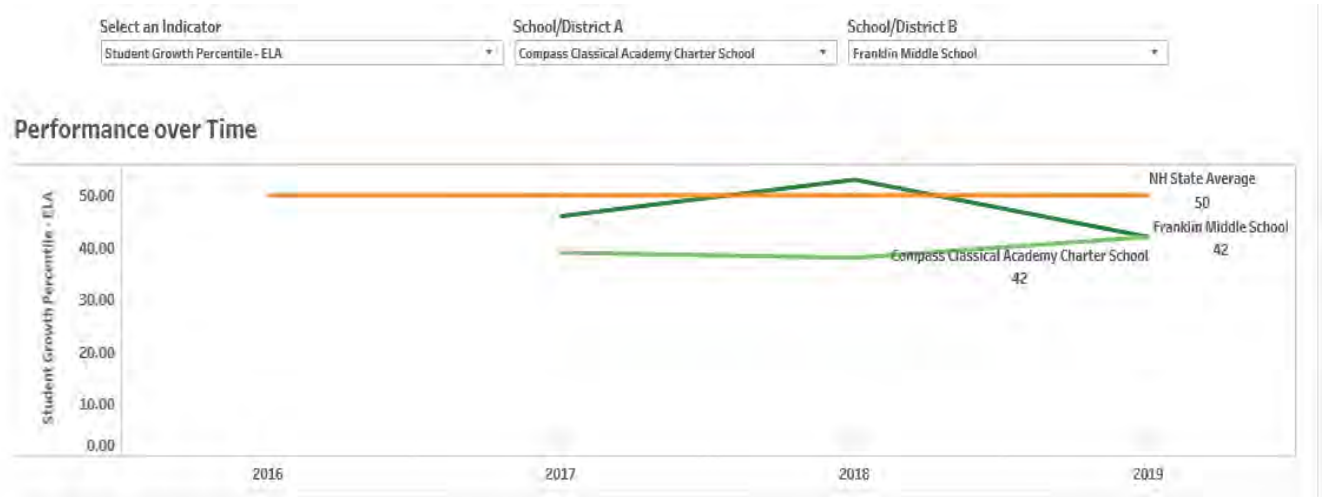
Compass Classical Academy provided several types of data to demonstrate academic performance. NH State Assessment data comparisons were made with NH State performance averages and the Franklin and Winnesquam School Districts. Comparing CCA averages in ELA and mathematics, CCA was somewhat lower than both NH and Winnisquam averages from 2017-2019 (less than 10%). Progress in ELA has brought CCA's performance average to a par with Franklin in 2019, but below FSD in mathematics. Internal ELA and mathematics assessment data, which was used to track the progress of several students over a 3 year period, demonstrates that continuous progress was made by each student over the 3 year period, using fall and spring assessments. The 2019 schoolwide percent proficient as reported by the school was 36% for ELA and 26% for mathematics. The school administration and the board acknowledge that student achievement is an area for improvement, but states that there has been a steady increase of students reaching proficiency each year. Overall, the school is behind expectations, but progressing.

Compass Classical Academy provided a number of valid reasons for the level of academic performance reached by its students, which includes: economically disadvantaged students, food insecurity, parent apathy towards education, single parent homes, and teacher apathy towards state testing. The school has developed strategies to attack each of these concerns.

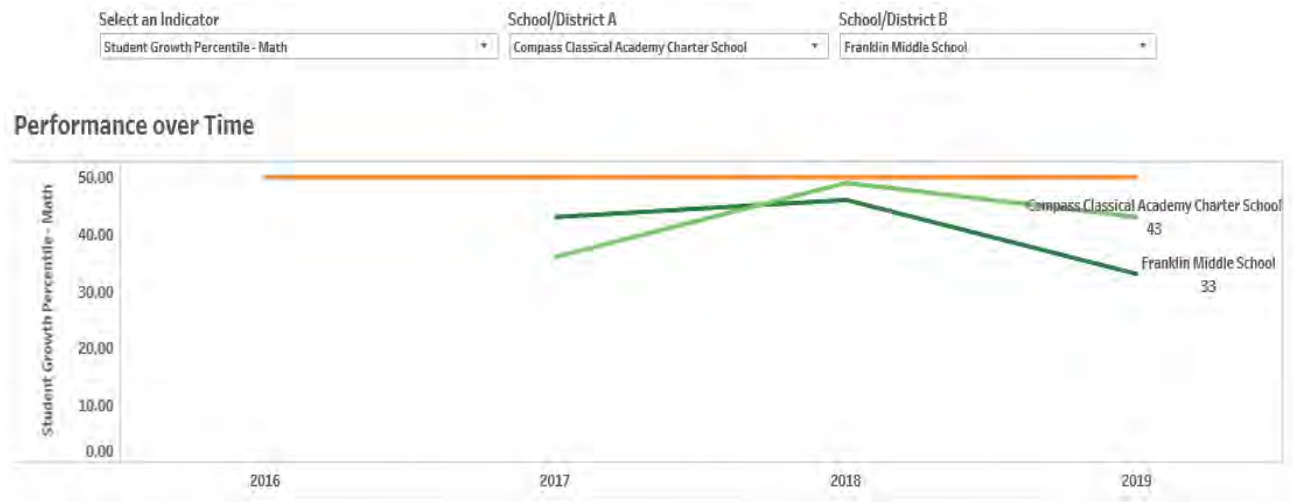
Student achievement is an area of concern for the review team. CCA has identified that its students are failing to achieve an acceptable level of performance. Subsequently, in an

effort to remedy the academic performance of the students, the school immediately implemented STAR benchmark testing to develop individual student goals and plans, a Title I teacher was hired, after-school tutoring was provided and an action plan was developed. The action plan is a good start; however, in order for it to be effective, it will need specific objectives, measurable metrics, a timeline with specific dates for monitoring progress and an end date.

#### Comparing Compass Classical Academy to Franklin School District and NH State Average in ELA 2017-2019

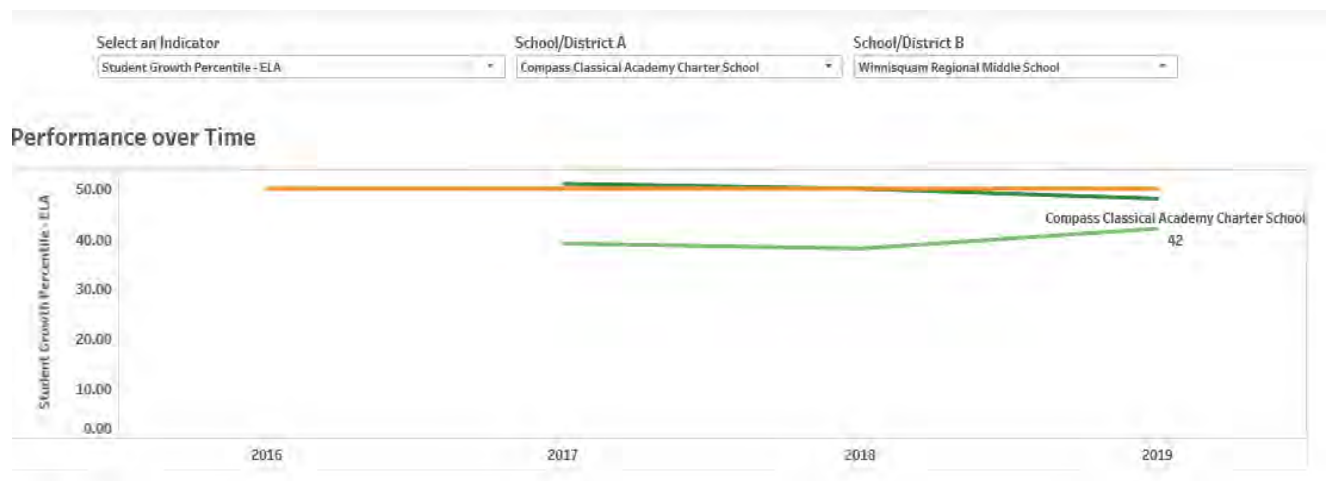


#### Comparing Compass Classical Academy to Franklin School District and NH State Average in Math 2017-2019

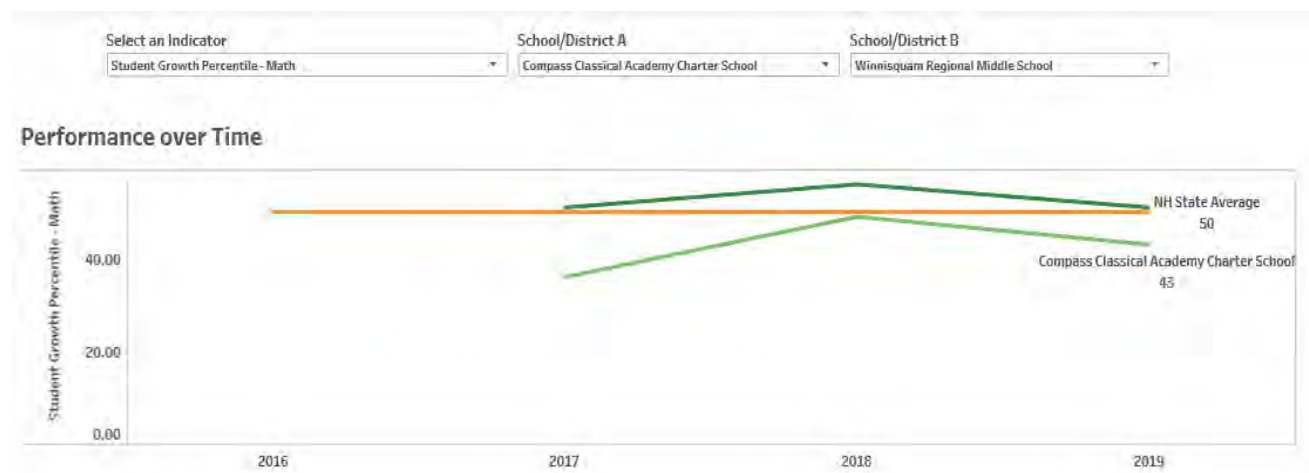




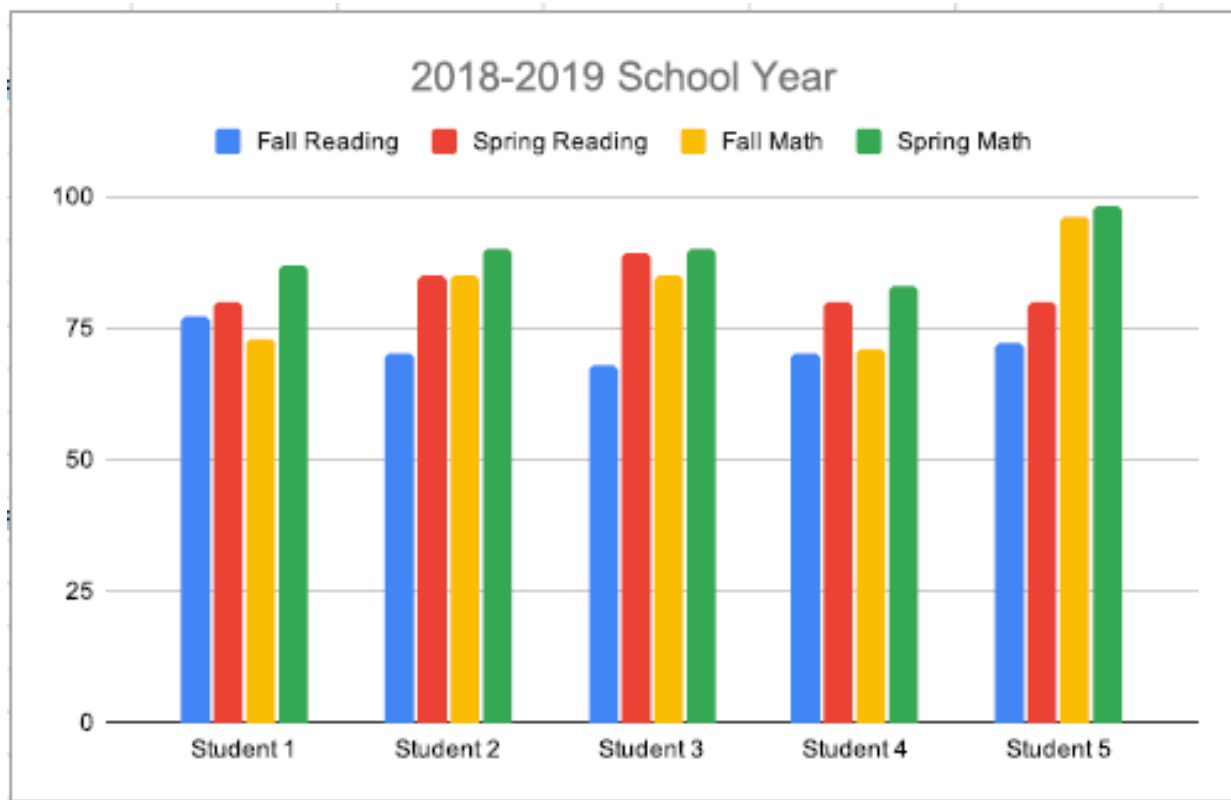
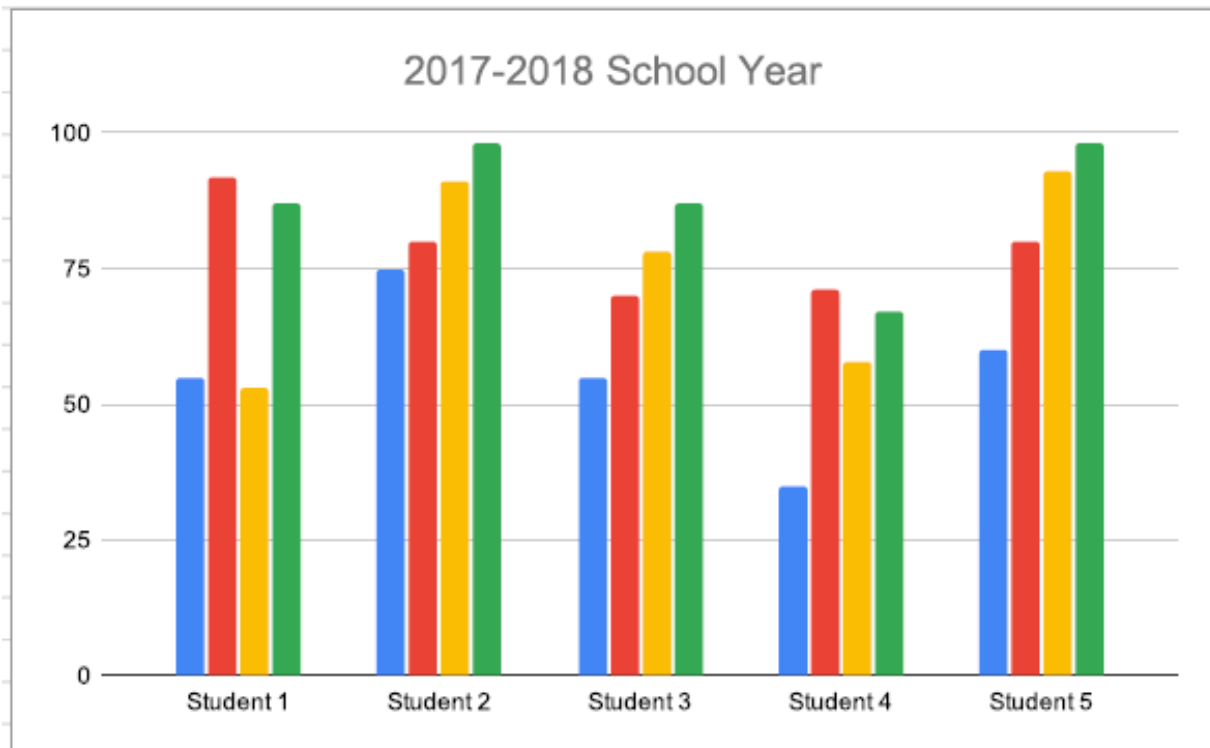
## Comparing Compass Classical Academy to Winnisquam School District and NH State Average in ELA 2017-2019

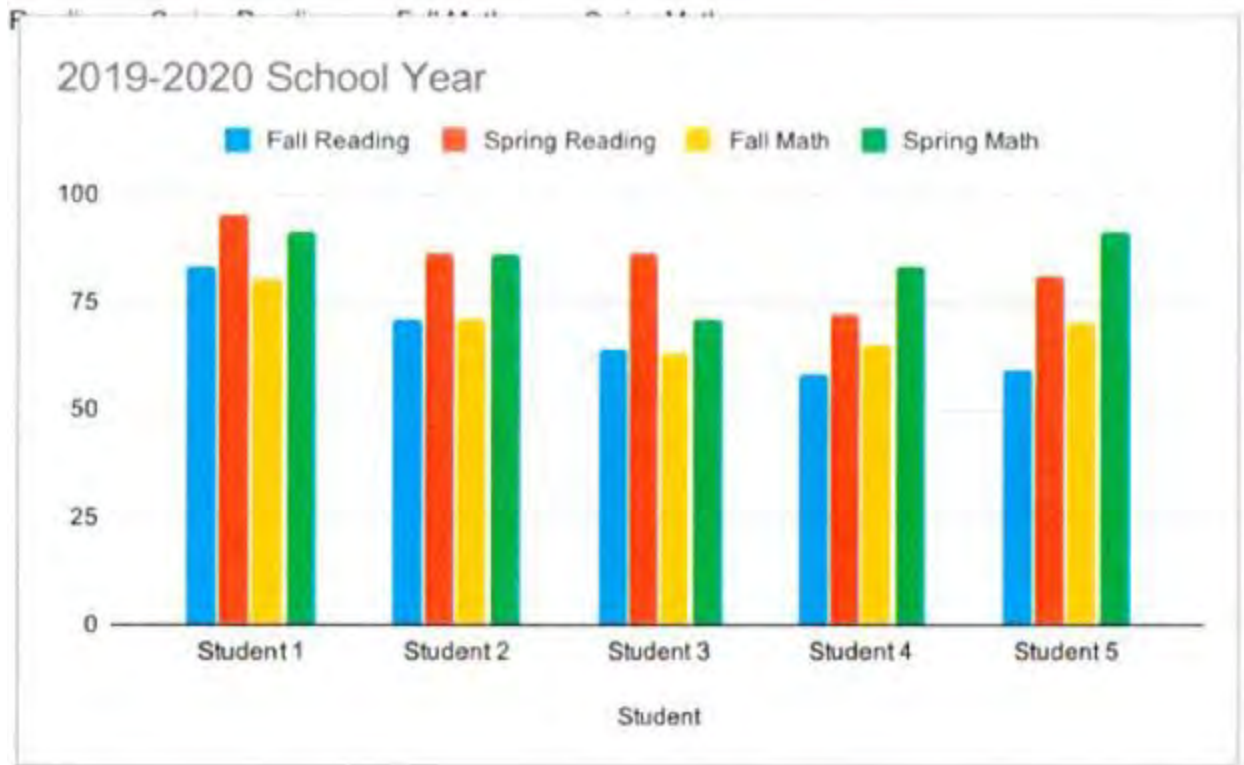


## Comparing Compass Classical Academy to Winnisquam School District and NH State Average in Math 2017-2019



**Tracking Progress of 5 Students Over a 3 Year Period 2018, 2019, 2020**





## Student Admissions

Compass Classical Academy is committed to building a strong community of learners. The admissions process includes a review of each student's submitted application materials and a student/parent interview. This process determines the student's potential for success at CCA, the student's overall ability to contribute to the learning community, and whether the school's programs and the student's individual academic needs are aligned. If the number of applicants exceed capacity, a lottery system with a wait list developed from the lottery overflow is implemented.

The school originally opened in 2015 with grades K – 5. Each year, a grade level has been added and they now offer a K-10 program. The next two years will see the completion of an 11<sup>th</sup> and a 12<sup>th</sup> grade. The school has not met their projected enrollment; however, there has been a steady increase in enrollment from five resident communities in the area, as can be seen in the following table:

CCA Enrollment 2016-2021

2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
120	55	140	90	180	111	220	133	260	128	165	137

Going forward, the following are the projections for the next 3 years:

### CCA Projected Enrollment 2022-2024

Year	2021-2022	2022-2023	2023-2024
Projection	175	185	195

The school's student recruitment plan consists of:

- Open house activities;
- Circulation of a video advertisement, flyers and posters;
- Word of mouth;
- Activities at the new property.

### **Governance/Leadership**

A six member Board of Trustees governs Compass Classical Academy. The board meets monthly and more often if needed to support the school administration and to provide oversight of the school's operations. At the time of the interview, the board was recruiting another board member with experience in legal affairs in order to meet the seven member quota as established in the school's charter. The seventh member has since been added. The members work well as a team to create and review policies, make decisions, provide fiscal oversight, hire employees and ensure compliance with legal obligations. The current make-up of the board is as follows:

Role	Name	Experience	Term
Board President	Donna Chase	Social Work	July 2021 – June 2022
Vice Chair	Scott Maltzie	Professor Business, Lakes Region Community College	July 2018 – June 2021
Treasurer	Shannon Hill	Sales Audit, Sales and Use Tax Associate	July 2020 – June 2021
Secretary	Cindy Reinartz	Town Clerk, Tax Collection, Franklin	July 2020 – June 2023
Member	Peter Fogg	Mathematics Teacher, CCA	July 2019 – June 2022
Member	Robert Cormier	Chief of Police, Tilton	July 2020 – June 2023
Member –joined in February	Helen Hanks	Commissioner of Corrections NH	February 2021 – June 2021

The head of school provides updates to the Board of Trustees in the following areas: budget, student enrollment, community outreach, program and student progress, staffing, fundraising, and all school initiatives.

The board was scheduled for a board training with the NH Center for Nonprofits, given by a presenter from the NH Charitable Trusts Unit of the Department of Justice a few days after the interview. The peer review team expects that this training will assist the board in improving the organizational structure and understanding of specific roles and responsibilities.

## **Staffing**

For the 2019-2020 school year, Compass Classical Academy employed a school director, an office manager, fourteen educators including one special education teacher, and a school nurse. Of the fourteen educators, ten teachers hold NH teacher certifications, two are preparing for a final praxis exam and one has two years of teaching experience. The following table lists the education staff and the nurse.

<b>Compass Classical Academy Professional Staff</b>			
Grade/Class	Educator	Certification 1	Certification 2
Kindergarten	Toni Booth	Elementary Education K-8	Special Education
First Grade	Justine Rogers	*1	
First/Second Grade Remote	Brittney Tilton	*1, plus 5 years teaching experience	
Second Grade	Jacquelyn Blanchette	Elementary Education K-8	
Third Grade	Melissa Dumont	Elementary Education K-8	
Fourth Grade	Eileen McCarte	Beginning Educator K-3 *3	
Fifth Grade	Laili McCarte	Elementary Education K-8	MS Social Studies
Sixth Grade	Kimberly Maines	Beginning Educator Social Studies	
MS/HS English Language Arts	Jo-Ellen Hanson	English Education 5-12	
MS/HS Mathematics	Peter Fogg	Mathematics 5-12	
MS/HS Science	Corina Alexander	2 Years teaching experience	
MS/HS Social Studies	Kevin Blier	Social Studies 5-12	
Special Education	Susan Gazda	Elementary Education K-8	Reading/Writing Specialist
Title 1	Lynda Vogt	Masters in Education, general Special ED.	
Nurse	Linda Finnie	Nurse 2	

## **Stakeholder Involvement**

Compass Classical Academy currently operates several programs which provide opportunities for stakeholder involvement. The following opportunities are available at this time:

- Volunteer opportunities in the school;
- Volunteer opportunities at school events;
- Volunteer opportunities for numerous fundraising events;
- An active Parent Teacher Organization;
- A thrift shop based in the town of Tilton NH;
- Veterans adoption program for each class from the NH Veterans Home;
- Regularly scheduled and ad hoc parent focus meetings;
- An open policy for parent and school communication.

The school is continually looking at options to further engage with its stakeholders.

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### **Funding**

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Obtaining adequate funding for the provision of a high quality education and student development is an ongoing challenge. As is universal within the charter school community, the majority of the school's funding is provided by the adequacy funds and differentiated aid from the State of New Hampshire. The school endeavors to supplement this income through its own activities by building relationships with its external stakeholders and forming partnerships with community organizations. Independent income is actively pursued, and the school has been very successful in its fundraising efforts since opening. It is anticipated that the weekly Bingo nights and the Thrift Shop will account for additional revenue of \$62,000. Because of the prudent fiscal planning of the director and the board, the resourcefulness of the director and teachers, and approximately \$800,000 in capital reserves, the school is in a strong financial position to run the current program.

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### **Partnerships**

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To engage with the community and to assist in the development of students' personal character as stated in Compass Classical Academy's school mission, the following partnerships have been formed and maintained:

- A partnership with the Franklin recreational program for non-school day child daycare;
- Humanitarian program with the local Rotary Club;
- Provide LEAD training (Law Enforcement Against Drugs) to local school districts;
- Provide access to the CCS facility for after school activities to a number of local groups;
- New Hampshire State Police use the building during school vacations for police dog training;

- Provided support staff to the town of Tilton committee for the sesquicentennial suffer fair and Halloween event;
- Three Rivers Food Bank to distribute food bags to families experiencing food insecurities;
- Aids the community through ongoing volunteer efforts: holiday baskets, warm clothing drives, assistance with food and school supplies and uniforms.

## **V. FOCUS GROUP INTERVIEWS**

Compass Classical Academy made arrangements for parents, members of the Board of Trustees, students, administrators and staff members to participate in focus group, electronic interviews on the day of the visit.

The purpose of the interviews is to gain insight into the program structure, and to determine the effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

### **School Leadership**

In our conversation with the school's director, it was apparent that every student who attends Compass Classical academy is valued and supported, academically, emotionally and physically, and well cared for by the school administration and staff, as best as they can.

Strengths:

- High quality curriculum;
- Before and after school academic support;
- Teachers regularly monitor student progress, review data to make instructional decisions;
- Differentiated instruction;
- Classroom assistants in the lower grades;
- Responsive classroom training: social and emotional learning approach to teaching and disciplines;
- Addition of breakfast to the school's lunch program;
- Provision of school supplies, food and gift cards for families in need.
- A caring and compassionate administration and staff that work tirelessly to meet the needs of every student.

Challenges:

- To create a safe learning environment, the school is challenged in enforcing a zero tolerance for: bullying, unsafe behaviors, possession of banned items, etc.;
- Filling staffing needs: Guidance counselor, PE teacher;
- Billing and receiving payment from districts for special education services;

- Internet connectivity in Franklin is unstable;
- 40 students have IEPs, 10 students have 504 plans, 6 students have been referred for services and are currently working through the process.

The director has sufficient autonomy and is looking forward to the school's expansion to the newly purchased property.

The director feels the school is meeting its mission in most areas and making a strong effort to meet it in all areas.

### **Parent Interviews**

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Five parents were interviewed. Parents are committed to the mission of the school and are well satisfied with the high quality of the educational program, the knowledge and skills acquisition and overall academic performance of their children. The school and teachers go to great lengths to ensure the student's needs are met, and parents are satisfied with the level of communication: face-to-face, phone calls and emails – regular communication and quick turnaround time. Parents are active members of the school community, as members of the PTO and volunteering for fundraising events and school activities. Classes are large in the lower grades, but there are paraprofessionals to assist teachers and students.

A few areas of concern that parents brought to the attention of the peer review team are:

- Challenges with special education and the resident districts' decisions about how special education services are provided in the charter school. A few parents were also concerned that IEP plans were not being fully implemented, but there was no mention of the responsible entity.
- Elementary class sizes getting too large;
- Lack of knowledge and training for the online parent portal of the student information system and software issues has made this platform challenging for parents.
- Some parents find it challenging to attend the PTO meetings, and to be able to volunteer at the events.

### **Student Interviews**

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Five students were present for the interview. Students expressed satisfaction with instruction, small class size, project work, 1:1 support and flexible scheduling. They reported that expectations were high, the workload challenging, but that they were learning more and their academic achievement and performance had increased since attending CCA. They received plenty of attention and their work was well-monitored.

The only areas of disappointment were in the much-reduced number of non-academic activities due to the pandemic. The students would like to have physical education, art and music classes and they look forward to the opening of the new school.



## **Staff Interviews**

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The peer review team met with 5 educators. Teachers discussed the strengths and challenges the school faces. The strengths articulated by the teachers included:

- A better education than what is available at other area schools;
- A rigorous, high quality curriculum;
- Student performance is monitored and tracked to ensure continuous progress is being made;
- Differentiated instruction;
- Educators do a remarkable job working with troubled and challenged students;
- High expectations for staff and students;
- Flexibility to adjust curriculum work with specific student needs;
- Resourceful director and staff;
- Full day KG;
- School is sustainable;
- Before COVID 19, teachers satisfied with the professional development.

The areas for improvement included:

- Academic expectations too high for a percentage of the school's population: students with special needs, transient populations -students coming in far below grade level expectations, students with behavioral problems;
- Staff turnover is a problem;
- Under compensated for what is required of teachers; benefits, pay raises would attract and keep teachers;
- Infrequent staff meeting – none this year;
- Teachers not involved in an evaluation, planning, developing, or revising of the educational program;
- Classroom checks and walk-throughs by the director, but no formal teacher evaluations;
- Staff feel supported and assistance is provided when needed, but communication and valuing teacher contributions could be improved;
- Limited Resources – some staff reported feeling uncomfortable when requesting needed supplies.

## **Board of Trustees**

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Five members of the board of trustees participated in the interview. The board members take their governance duties seriously and work as a team to make decisions, support the school administration, provide oversight of the school's operations, and ensure the long term sustainability of the school. Board members also participate in school activities; such as marketing and fundraising campaigns. At the time of the interview, the board was

actively seeking another board member with experience in legal matters. They have since accepted a 7<sup>th</sup> board member, the Chief of Police for the Tilton Police Department. The board agreed that the school has made significant progress since opening and that the group is mission-driven.

The board of trustees was scheduled for board training a few days after this renewal visit by the NH Center for Nonprofits. The training was required by the Departments of Justice due to concerns made by the school's auditor with regards to material weaknesses in a number of annual audits. The DOJ worked with the school to rectify the weaknesses and to provide board training to all members. The school was restored to good standing and commended for their use of public funds.

## **VI. SUMMARY OF PROGRESS**

### **A. Progress toward Meeting Mission**

Compass Classical Academy has demonstrated good progress towards meeting its mission in the following areas:

#### **Organizational:**

Compass Classical Academy engages in reasonable and prudent planning and is financially stable as can be seen in its budget, budget projections and their capital reserve of \$800,000. The Board has rectified the material weaknesses from their past audits, has undergone board training and now has a full membership as is written in their charter. All elements of school management and administration seem to work well together. The review team feels the school will be well managed going forward; however, ADDING A MEMBER WITH greater financial and business acumen will likely be required in the future with the school expansion plans. A strategic plan has been created but the plan requires completion in order to be implemented with fidelity and to be effective. Board members did not appear to be enthusiastic or overly excited about the school

#### **Programmatic:**

The school is housed in a safe secure facility where it has been able to expand its program, and has added a new grade level each year of operation. A high-quality curriculum that teaches knowledge and foundational skills, including Singapore Math, Core Knowledge and Foss science, is in place, and Responsive Classroom and LEAD (Law Enforcement Against Drugs) curriculum have recently been added to develop student's personal character. The school trains its teachers for the implementation and delivery of the curriculum. There is some concern by staff and the review team that to fully provide the level of student academic achievement envisaged in the mission statement, there is work to be done in the area of effective delivery of the curriculum content. A school improvement action plan has

been developed but the plan requires completion in order to be implemented with fidelity and to be effective. Because a percentage of the population of students experiences food insecurity, a breakfast program has been added.

### **Academic**

Internal school data as well as NH SAS data shows that CCA is making steady progress; however, the school is behind its expectations and academic targets, and is therefore, not meeting its mission. The administration has recognized this issue and has developed a school improvement action plan to improve student performance in ELA and mathematics. This plan is a good start, but needs increased focus on specific academic targets, timelines and progress monitoring. This is a concern and a professional development plan and support from the curriculum developers may be appropriate for training staff to assist their skill in delivering this curriculum

### **B. Responsible Use of Public Funds**

Compass Classical Academy had five material weaknesses in their FY 2019 Financial Audit. The New Hampshire Attorney General and Department of Justice became involved and subsequently, under instruction, the school amended their accounting and auditing practices to the satisfaction of the Department of Justice. It is not anticipated that the school shall have any further issues in this regard if they maintain the standards and processes that are required. They have retained a certified public accountant to manage their bookkeeping, financial documents and financial reporting. The school has also retained a new auditing firm, who has extensive experience in charter school financial reporting requirements, to complete the annual financial audits.

A review of Board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the Board of Trustees by the administration.

### **C. Indicators of School Sustainability**

Through this review process, it is clear to all reviewers that Compass Classical Academy has a sustainable model but with a number of concerns:

- A committed, highly experience and engaged board,
- A viable financial plan,
- In excess of \$800,000 in liquidity in capital reserve fund to assist with future expansion
- Parental and community support
- Meets an educational void in the community,
- Compass Classical Academy actively engages families towards achieving its mission. Parents strongly support the school's mission and acknowledge the often new found success that students experience at

- Continued guidance of the Board of Trustees,
- The school is now following Generally Accepted Accounting Principles and meets financial reporting and compliance requirements,
- Staff retention, no staff benefits are offered and this has been central to the issues pertaining to the retention of quality staff

#### **D. Promoting Student Attainment of Expected Knowledge and Skills**

Compass Classical Academy has demonstrated progress in promoting student attainment of expected knowledge and skills as outlined in this document. The school provides a high-quality, flexible, and multi-faceted curriculum and learning environment for all students. The school complies with state and federal special-education laws. However, by its own admission the school accepts that some of its early educational goals were ambitious and subsequently they have had to review and revise their approach.

### **VI. COMMENDATIONS AND RECOMMENDATIONS**

#### **Commendations:**

- Sound financial position indicative of the school's longer term financial viability
- Continuing to build community relationships through initiatives such as the thrift shop in Tilton and regular Bingo nights
- Parents and students support the school and its mission within the community
- Constant outreach to all stakeholders
- A vision for the future of the school with the purchase of 100 Acres of land for expansion
- Director is resourceful and committed to the school
- Acknowledgement of needing to develop school improvement plans to improve student performance
- Major presence in the community, and in meeting the needs of an economically challenged population.

#### **Recommendations:**

- **Accountability Plan: Organizational, Programmatic and Academic Goals**  
Consolidate strategic plan and school improvement action plan into one, with specific goals, objectives for each goal that break down the goals into attainable parts, clearly defined outcomes, a statement of how these outcomes will be measured, and a timeline for progress monitoring and meeting the goals. Seek guidance and support from the Charter School Office in this area.
- **Board of Trustees:**  
Revisit the roles and responsibilities of the Board of Trustees to ensure that every

member is fully conversant with what is expected of them and the requirements for governing a school. Establish committees, such as finance, curriculum, fundraising, marketing, personnel, and executive (to oversee the operations, development and evaluation of the board), expansion planning. This will take some of the work and pressure off an administrator who is stretched thin with the management of the school.

Post written documentation of board recusals.

Determine how the future growth and expansion of the school program aligns to the mission of the school.

Ensure that board policies are developed consistently and made available to school community and public. Draft policies made available for stakeholders to review ahead of time may encourage greater participation in board meetings (Post on website?)

Develop policies for annual and formal evaluations, for board members, school administration and faculty members.

Greater transparency on financials, budgets. Post these on website?

Due to the very low enrollment numbers in middle and high school grades, create a focus group to address the enrollment issues. (Student Recruitment Committee?)

Assess the need for additional staffing. Consider employing an assistant director – as the school grows and diversifies, an assistant to manage the daily operations would help to improve the overall management of the school and the implementation of its academic programs. With the land purchased for the school's expansion, does the school have sufficient administration capacity to undertake such a project at this time?

Review staff compensation to determine if it is equitable and consider offering staff benefits to reduce staff turnover. The school has a substantial financial reserve which could potentially address this issue.

Consider adding a local business owner to the board, someone with experience in managing large budgets.

- **Administration:**

Engage in a continuous process of school improvement – evaluate the educational program – student academic data, behavioral data, etc. - at the end of each school year, determine educational gaps, plans to address the gaps and implement the plan with timely monitoring throughout the year. Encourage teachers and parents to be part of the evaluation.

Empower teachers to be part of the problem solving and decision-making process, as their knowledge and experience would be a valuable asset.

Organize full staff meetings monthly, either in person or electronically, for the purpose of transparency, to build staff morale, to collaborate, to bring concerns to the table. Take meeting minutes.

Conduct surveys of parents and teachers for valuable feedback about programs, processes and plans. Surveys can give people, who would not normally participate in person, a voice – an opportunity to be involved in decision making.

Consider employing a full time student counselor as was mentioned in the interview.

The school would benefit from developing the following formal plans:

- Student Recruitment plan
- Fundraising plan
- Accountability plan
- Professional Development Plan (PD Master Plan is available through the through the NHDOE Bureau of Credentialing).

## **VII. OVERALL FINDINGS**

The Compass Classical Academy Charter School, has met most of the requirements for:

1) Progress toward Meeting their Mission; 2) Responsible Use of Public Funds; 3) Indicators of School Sustainability; and, 4) Promoting Student Attainment of Expected Knowledge and Skills.

Compass Classical Academy is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

### **Renewal Evaluation Team**

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Respectfully submitted,

Jane Waterhouse

## V. CHARTER RENEWAL APPLICATION

<b>Part 1: SCHOOL INFORMATION</b> <i>To be included with Application Package</i>	
<b>SCHOOL NAME</b>	<b>COMPASS CLASSICAL ACADEMY</b>
<b>SCHOOL ID#</b>	<b>29166/1085</b>
<b>DATE</b>	<b>2/28/2020</b>
<b>GRADE LEVELS SERVED</b>	<b>K-9</b>
<b>TOTAL NUMBER OF TEACHING STAFF</b>	<b>#18</b>
<b>NUMBER TEACHING STAFF CERTIFIED</b>	<b>#14</b>
<b>NUMBER TEACHING STAFF NON-CERTIFIED</b>	<b>#4</b>
<b>NUMBER TEACHING STAFF WITH 3 OR MORE YEARS OF TEACHING EXPERIENCE</b>	<b>#15</b>
<b>NUMBER PARAPROFESSIONALS</b>	<b>#10</b>
<b>SENDING DISTRICTS (LIST ALL)</b>	<b>SAU 18, SAU 59, SAU 46, SAU 73, SAU 30</b>
<b>HEAD OF SCHOOL</b>	<b>JUDY TILTON</b>
<b>BOARD CHAIR</b>	<b>DONNA CHASE</b>

**FTE: Full Time equivalents**





# Compass Classical Academy

[www.CompassClassicalAcademy.com](http://www.CompassClassicalAcademy.com)

We were very aggressive in our original enrollment expectations. We found that the Franklin area is a very transient population, with students moving with no notice. We also found that parents and students do not like to change schools later in their educational careers. Some parents felt that this would be a good alternative if their child had severe behavioral issues, not fully understanding what a rigorous education truly meant.

We never planned on this being our permanent home, but we chose to blossom where we are. We were fortunate enough to have found a former school that was empty to be able to use. Although it had no playground, we were able to rent a field nearby for the students to have outdoor time. At that time the opioid crisis came on in earnest, and the field was no longer a safe alternative for us. Some parents have been patient with our location situation, but many left because of it. We knew there would be a time that we outgrew this facility. We have been researching the real estate market since the day we opened. We had hoped to purchase a building in a nearby district, but that sales process is not moving along. We have finally found a piece of land that fits our needs. With a better facility and outdoor areas, we will be able to increase our enrollment and offer more in programming.

We planned on teaching Latin in the early grades. With so many children not coming into school ready to learn, that was not possible. We have changed to two years of Latin. We will be teaching Latin in 6 and 7<sup>th</sup> grade. Allowing our students the opportunity to explore and understand the importance of Latin, while freeing them up to take a second language in high school.

We have not reached the academic attainment we hoped for. Where this is a very transient area, and over 50% of our population being economically disadvantaged, this has presented some unique educational challenges. We believe in our original mission that "every student, regardless of their socio- economic background or academic competence- benefit from a rigorous, content rich, educational program that develops academic potential and personal character." To that end, we have put a School Improvement Action Plan in place to bring all students test scores up.

We had a rough start financially. Through good stewardship and stringent fiscal management, we have not only recovered, but are in a very sound financial position.

We have set the stage for children in our community to have a quality education and look forward to many more years providing a sound classical education for them.



## Part 2: Cover Letter and School Features ED 318.12

### A. Cover Letter (Attach to submission as the first page)

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

### B. Reports: School Features Please respond to each of the following:

- 1) Enrollment and projected growth of student body for the next 5 years:  
Current enrollment is 131 students. We anticipate an increase of 25 students minimum next year and 40 the following year as we market our new location and programs. We expect a minimum of 20 students per year in the three years after that.
- 2) Curriculum and Instruction *Any changes or growth as a result of enrollment:*  
We utilize Singapore Math and Core Knowledge curriculum. We found we needed to hire a dedicated 6+ grade science teacher this year as the curriculum is too involved for a regular classroom teacher to adequately implement.
- 3) Technology Programs:  
We are by choice a low technology school. Research has shown students retain information better when done on paper and reading printed materials. Beginning in middle school, we allow students to use computers for research. We realize the inclusion of technology is an integral component of our on-going success.  
  
As we move further into high school grades over the next three years, we anticipate developing a robust technology curriculum that exceeds the state standards required under Ed 306.42 and consistent with a classical education curriculum.
- 4) Academic Attainment:  
During the 2019 testing period, CCA achieved a proficiency score of 36% for ELA and 26% for mathematics. The ELA score went from 44% proficient to 36% proficient. The mathematics score went from 20% proficient to 26% proficient. When the enrollment numbers are small, percentages can be misleading.  
  
It is important to note that in the instructions provided by the 5th grade teacher to the students prior to taking the test, they were informed to not take the test seriously. Their scores significantly lowered CCA's overall scores. This teacher was let go shortly thereafter. When you take out the 5th grade, the percentage numbers are similar in ELA and go up nearly 18% in Math. Overall our total students reaching proficiency have generally gone up each year. In the case of Math they nearly doubled between 2018 and 2019 and there has been a steady increase in ELA since the testing began.

Although our student's scores are similar to their peers, they are still not acceptable. Once we reviewed the data, we implemented some immediate changes. The first was to change from EasyCBM to STAR for our benchmark testing. STAR gives us a better picture of the individual student's abilities. Then we could work on an individualized learning plan for each student in need. We were able to hire a Title 1 coordinator and have implemented a Title 1 program. Our teachers regularly stay after school to tutor students. When meeting with the teachers, we found that the science curriculum from sixth grade up was very time consuming for the teachers to properly implement. This year we hired a dedicated 6+ science teacher. We have attached our full School Improvement Action Plan. This is a targeted plan to work towards closing the academic achievement gap. Attachment 1.

5) *Stakeholders Family/parent/stakeholder involvement and future needs, plans for increased involvement:* CCA has an active PTO that not only provides school programming and provides a good focus group opportunity for updating parents on current issues and the potential needs of CCA. The director also holds regular parent focus meetings in addition to ad hoc meetings with individual parents. This provides an opportunity for the parents and guardians to have time to hear what was happening in the school, and our future plans and allow for parent input. We are beginning a veterans adoption program where each classroom adopts a veteran at the NH Veterans Home. There are at least two parents from each classroom and one overseeing the group to assure the monthly goals with our adoptees are being met. We have also partnered with Franklin Rec Program for non-school day childcare. We are able to use our resources at the Thrift Store to help our community. We help our families in need as well as local fire victims. We have also partnered with the local Rotary to use the store as a drop off for "Shoes for Haiti". Going forward, CCA hopes to continue to be a vibrant participant in the central New Hampshire Community and a resource for students, parents and community members.

6) *Fundraising Fundraising efforts, results, future fundraising goals and plans to address sustainability:*  
Over the years, CCA has done many different fundraisers. Some have very good monetary success, while others have allowed us to introduce new people to the school. Some of the fundraisers we have implemented are, weekend family movies, spaghetti dinners, Box Tops for Education, Yankee Candles, nerf wars, craft fairs, and a dinner/auction. The craft fairs and dinner/auction have met with the most monetary success. We also apply for local grants such as the Tanger Grant and Franklin Savings Bank grant. We participate in local programs such as "Hannaford Helps Schools". After a year of research, we are implementing Bingo. A conservative estimate is that Bingo will bring in \$50,000 per year.

7) *School Accountability Plan Analysis Summary:* When we began the school, we did not have a formal accountability planning rubric. We had a checklist of all the necessary items that needed to be accomplished prior to opening or shortly after. I.e: scheduling, student/staff handbook, etc. We have begun using a rubric and have attached this year's strategic plan to this document. See Attachment 2

8) Budget: *Attach Proposed budget for the next 5 years. Include the following:*

a) Budget Narrative *How the school will use public funds:*

All funds will be used in direct benefit to our students. The director brings the budget forth to the board. The board reviews and edits it. After the board approves it, the budget is made public to anyone who has an interest in seeing it. We practice financial responsibility and record keeping practices that are in acceptable practice for public schools including annual auditing by NH certified public accountants. Effective and responsible procedures are in place for the budget process and demonstrate reasonable and prudent planning.

b) A detailed description of the specific school board's reasoning for allocating funds: Whenever allocating funds, CCA's board researchs and reveiws the topic, trying to reach a consensus that the expenditure of funds is in the best interest of our students and CCA's mission. Over the past two years, the board has focused on raising salaries of faculty and staff, making sure that there are adequate curriculum resources, and ensuring that the school building meets health and safety codes. As noted below, the school provides significant resources to programmatic activities.

See Attachment 3

9) Sustainability Measures:

Sustainability in charter schools is measured in a number of different ways.

- Academically, the school has attracted both new and experienced teachers and paraprofessional staff. We continue to work to have the funding to attract and retain a highly qualified faculty and staff.
- We utilize a rigorous Singapore Math and Core Knowledge curriculum that adequately challenges learners.
- The board is working with the director, faculty, staff, and parents to develop strategic plans to address academic concerns. From this will flow tactical plans to address student performance goals. This will inform the day-to-day operations in the classroom.
- Administratively, CCA employs a highly-qualified director and office manager who oversee operations from a student management, supervisory, and financial perspective. The board consists of parents, highly qualified former and current educators, and members of local government. The board meets regularly and functions in accordance with public meeting laws and procedures and manages operations efficiently. They provide advice and consent to the director. The facilities are clean and safe. Parents indicate a high degree of satisfaction.

10) The director and board pay close attention to the budget and our programs.

The director stays current on available grants and other income streams available to the school as well as participating in the school fundraisers. We are working with a public relations firm to rebrand our school to help increase enrollment. We have an agreement on a 100-acre piece of land to build a new school that will allow us to offer trades to our students in addition to the traditional college path. We have already spoken to local businesses to partner with us to sponsor those classrooms with equipment and materials.

The board receives regular updates on the school budget and programming activities. The chairperson of the board and treasurer regularly meet with the director between board meetings for updates.

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

We have collaborated with sending districts on programs and policies that have worked for us and ones they have that can help us improve. The director works closely with one of our districts doing their instructor training for LEAD. One district, after having seen our special education students working in the coffee program and the thrift store, have implemented similar programs at their school. The director is in group emails that discuss best practices with other NH charter school leaders.

12) *Successes (What has worked):*

Becoming fiscally sound is a major success. Other successes include the many programs we are able to offer the students to enrich their school (and home) lives. We continuously explore new opportunities that fit within our mission statement. Among our successful achievements are:

- We offer a before and after school program for families.
- We provide a computer and printer for parents looking for jobs or that want to print out documents they need.
- We have started a girls club to give girls the confidence they need to succeed in all areas of their lives.
- We have LARP (live action role play) where the children do an unscripted play with costumes and props. They learn to sew their own costumes and make their own props.
- We offer after school basketball, 4-H, Chess Club, Cribbage Club and Robotics.
- We brought in Cooking Matters a program from the UNH Cooperative to teach cooking lessons.
- We received a grant for tennis instruction and curriculum, including equipment.
- We put in a student needs closet for students who needed personal care items.
- We have an evening of Science Fair, Math Night and participate in the National Geographic Geo Bee.
- We have partnered with the local food pantry to provide weekend bags for students in need as well as participating in the Federal Fruit Program. We started a snack pantry and breakfast.
- We opened a CCA thrift store in downtown Tilton and have been approved to open a Farmers Market.
- We began a life skills class that has a coffee program and does lunch for teachers. The students take orders, prepare the coffee, deliver it and do the billing. Once a week, they give the teachers an order form for lunch. They then take the recipe, make a shopping list and go shopping for ingredients. Then they prepare and serve lunch.
- We have recently partnered with the NH Veterans Home to begin a year round "adopt a Vet" program.
- We allow local groups to use our building after hours. We have TOPS (taking off pounds sensibly), a group researching opening a homeless shelter, and a knitting group

- We have an in-school therapy/ reading dog to assist children with their social/emotional needs..
- We have joined the NH Center for NonProfits to assist with board growth, training and finding grants.
- In March, we are hosting an area training for the new "Screenshots" curriculum put out by the Attorney General's office. We will be opening the day up to all area schools.
- In science, they are hatching chickens and doing hands on hydroponics.
- We held a class for parents, put on by PIC (parent information center). The purpose of the class was to help them understand their rights as the parent of a child on an IEP or 504.
- The NH state Police use our facility to train their bomb dogs during school vacations.
- We continue a before and after school program for parents that do not find the Franklin Rec program convenient.

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

While we have had numerous successes, not every program has been successful.

- Latin - Although we continue to offer Latin, it is not as full a program as we had anticipated it being. Finding a part time Latin teacher is more difficult than we had hoped. Getting the students to buy in on the importance of Latin has been a challenge.
- In the first few years, communication was a major issue for parents. Many voiced their concerns. Once we added the Alert All system, the parent complaints have diminished extensively.
- Jr Robotics - we still have not found a coach willing to head this program.

### Part 3: AFFIRMATIVE EVIDENCE

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

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

Appendix 1  
Affirmative Evidence  
Question 1a

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

Our mission is:

We believe that all students-regardless of their socio-economic background or academic competence-benefit from a rigorous, content-rich, educational program that develops academic potential and personal character.

We believe students will achieve their best potential when taught foundational skills and information and are challenged by high expectations.

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

**Response:** Of note was the instructions provided by the 5th grade teacher to the students prior to taking the test. In this case students were informed to not take the test seriously. Their scores significantly lowered CCA's overall scores. This teacher was let go shortly thereafter.

The board is working with the director, faculty, staff, and parents to develop strategic plans to address academic concerns. From this will flow tactical plans to address student performance goals. This will form the day-to-day operations in the classroom. Additionally, the school continues to hire and utilize support staff to help students reach proficiency goals.

We have added the STAR testing assessments this past year. These assessments will help inform instruction in both ELA and mathematics. Additionally we have added a Title 1 teacher that is working not just this school year but also over the Summer to help students reach proficiency. We also are able to provide LEAD which is a program to educate youth about the hazards of drugs. The key to this program is the impact it also has on building self-esteem and confidence in students which has been demonstrated to improve test scores. Finally this year, we added breakfast to our schedule. We also participate in the federal fruit program and have a snack pantry to provide additional snacks to the students. These interventions are anticipated to improve test scores this Spring.

b. What progress has the school made toward its programmatic goals?

**Response:** CCA has several programmatic goals.:

1. Provide a rigorous, content rich, educational program that develops academic potential and personal character.
2. Teach our students foundational skills and information and challenge them with high expectations.
3. Develop core knowledge in early grades.
4. Provide our students with a rigorous classical, liberal arts education that includes a strong emphasis on civics and good character to equip students to understand and uphold America's founding principles.

We believe we are meeting these goals. Our curriculum includes Core Knowledge, Singapore Math, Responsive Classroom and Foss Science. Each is rigorous in its grade level expectations of students. We have become one of the first schools to implement the full Law Enforcement Against Drugs (LEAD) curriculum in our school. This program promotes positive, pro social attitudes and behaviors, while fostering healthy relationships, resistance to substance abuse and conflict, and resistance to negative peer pressure and influence.

c. What progress has the school made toward its organizational goals?

**Response:** Our organizational goals include those items necessary to help any business stay sustainable. We focused on the following organizational goals over the past five years. 1. Become and remain financially solvent. The first year we borrowed \$60k to stay open. The school now has a positive net worth, no debt and enough student enrollment to meet our financial obligations.



1. Become fully subscribed with students. While we are not fully subscribed, we have an overload in Kindergarten and robust classes in the lower grades. Our middle school and 9<sup>th</sup> grade classes are smaller. We find parents and students are reluctant to change schools later in a student's academic career.
2. Low faulty/staff turnover- CCA has been fortunate enough to have a number of teachers who have been with the school from the beginning. Lower salaries and the inability to provide health benefits has led to some normal turnover. Additionally, two teachers were let go due to lack of adequate performance.
3. Safe and secure building- The Franklin Fire and Police departments have toured and provided guidance for improving the safety and security of our facility. The director has developed a comprehensive emergency operating plan for our students, faculty and staff in cooperation with Franklin Fire and Police departments, and the Department of Homeland Security.

## 2. Is the charter school responsibly using public funds?

- a. Has the school provided timely quarterly financial reports that comply with accepted standards of public school accounting?

**Response:** We have not in the past. We had difficulties with bookkeepers that have been cleared up hiring a new finance person and utilizing an outside CPA. Providing timely quarterly reports to the state is one of our accountability plan items for this year.

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

**Response:** Yes. Based on the 2019 audit, we are meeting acceptable practices for NH public schools.

- c. Has the school provided an annual external audit for the past 4 years with no material defects?

**Response:** Yes, no material defects have been found. Using the advice from the auditors, more stringent fiscal procedures have been put in place

- d. Do the school's quarterly financial reports demonstrate reasonable and prudent planning?

**Response:** Yes, monthly, the board reviews the financials to make sure we remain fiscally responsible.

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

**Response:** Each month the board is given a financial balance sheet to review, any changes in programming and any payables are reviewed.

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

**Response:** Please see Attachment 4

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

**Response:** n/a

- h. Please describe the transportation services currently available.

**Response:** Families are responsible for providing their own transportation for students. We have a parent that assists us by transporting two homeless students in from a local town. All other students are self transported.

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

- a. Are students meeting proficiency (achievement) standards as measured by state assessments?

**Response:** No. School test results and comparisons are Attachment 5. School Improvement Plan is attached. (attachment 1)

- b. Are students making academic growth toward meeting state proficiency standards?

**Response:** Please see the School Improvement Plan. (attachment 1)

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

**Response to all that are applicable:**

1. Educationally disadvantaged/at risk: In addition to adding Title 1, all our staff stay after school and tutor students as necessary. We implemented summer school to try to help children attain grade level. We found our children were having difficulty concentrating because they were hungry. We started a school food pantry to help these families, and partnered with the local food pantry for weekend food. This year, we added breakfast to our schedule. We also participate in the federal fruit program and a snack pantry to provide additional snacks to the students.
2. Students with Special Education needs: We provide all necessary support for our special education children. In addition, when our students needed vocational education, we opened a thrift store. We got approved for a Farmers Market for the students to work at As well as having a morning coffee program that is run by the students. Once a week the students make lunch for the teachers. They take the orders, collect the money and shop for their ingredients. Then they prepare and deliver the meal. One student is particularly fond of meteorology, so we purchased a weather station curriculum for him.
3. Federal Title Programs: Using Title 1 funding, we are able to offer additional reading and math support for our students. This past summer, we were able to run a Kinder readiness program. We are providing LEAD which is a program to educate youth about the hazards of drugs. As well as building confidence and leadership skills.



<p>4. Homeless: We provide transportation to school for two homeless students. A parent kindly carpools them from the town they are living in as she lives in the same Town. Through our school thrift shop, we are able to provide them with uniforms and additional clothing.</p> <p>5. Neglected/Delinquent: CCA has a good working relationship with the Division of Children, Youth, and Families. We worked with DCYF to help them in assisting students who may be suffering from abuse or neglect. One of our board members is currently a licensed foster parent and one of our teachers and her husband are currently in the process of getting licensed. One of our staff recently became a licensed foster home, after seeing the need in our community.</p> <p>6. ELL: We currently have no ELL students.</p> <p>7. Migrant/Refugee: We currently have no migrant/refugee students</p>
<p>d. Are students making progress toward any personally established goals set by students or non-academic goals established in its Charter?</p> <p><b>Response:</b> At the beginning of the year, students write down and share their hopes and dreams. Throughout the year, they revisit them to see if they are on track with their goals, or if their goals have changed and how they need to adapt to make them a reality.</p>
<p>e. Describe the community services opportunities available to the students.</p> <p><b>Response:</b> Some of our students volunteer at the local food pantry and our school thrift store. The entire school participates in the annual Cash n Cans food drive. Two students who are of age, volunteer at Bingo.</p>
<p>f. Describe the Data Management System currently used to track and report on student data.</p> <p><b>Response:</b> We use Rediker student software. In addition to being a student information system for the school, it has a parent portal where the parents can keep track of grades and homework on a real time basis.</p>
<p><b>4. Is the school sustainable?</b></p>
<p>a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations?</p> <p><b>Response:</b> The school board meets once each month to discuss school operations. The meetings are run using Roberts Rules. Notices are posted prior to each meeting. NH RSA 91-a is used as deemed necessary. Minutes are created and kept on file. Meetings are properly posted and open to the public.</p>
<p>b. Has the school established systems to manage operations efficiently?</p> <p><b>Response:</b> We use the Alert all and the Fb page to keep parents up to date. We have forms in place for teachers and staff to use for incidents, time off requests , maintenance requests etc.</p>
<p>c. Are there systems in place to assure instructional quality?</p> <p><b>Response:</b> Teachers must submit their lesson plans two weeks in advance to the Director. The Director does non scheduled classroom visits throughout the week to observe the classes. At the</p>

beginning of each school year the weeks prior to school opening are professional development. We have classes in Singapore Math, Core Knowledge and Foss Science. There is a session on Responsive Classroom and all staff are First Aid/CPR trained. The lower grades review Handwriting Without Tears. Next month we have Wilson Reading, giving classes in proper use of the Wilson Programs Reading Programs. These training assist us in keeping the fidelity of the programs and curriculum.

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

**Response:** Our Special Education Liaison works closely with the sending districts to make sure students' needs are being met and that we are staying compliant with Special Education law. This gives checks and balances to both the charter school and the districts. At first, it had been a challenge to work with some of the sending districts as it was an "us v them" situation. We now have a more cohesive relationship with our sending districts.

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

**Response:** Criminal records checks are completed upon hiring. They are renewed every five years.

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

**Response:** We are fortunate to be renting a former school building. Although renting an older building creates some challenges, we have been able to correct any concerns by working with the owners and the local fire and health departments. There is a plan in place with the landlord and Fire Dept. for replacement of fire doors beginning in April.

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

**Response:** Many of our students come to us because they were bullied at their other school. We take bullying very seriously and work with the families of all parties involved to try to find out the root cause and all work together to reach a conclusion that is positive for everyone involved. We installed cameras in every classroom and hallway. If there is a report of an incident, we can go back and check the footage. The cameras have been a wonderful tool in assuring the safety of all people in our building.

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

**Response:** We are very frugal with our finances. We work with other facilities directors to get the items we need. Our desks, tables and most chairs have been donated. We still have enough desks to go through grade 12 in storage. The tables and chairs in 7<sup>th</sup> and 8<sup>th</sup> grade were a donation from Harvard University. We scour craigslist and market place to get the best deals. We work closely with NH State Surplus for tables, cabinets etc. Our new walkie talkies this year were ones that another larger district was replacing. We feel our money is better spent on items that directly support our student's education. We feel we focus on needs not wants.

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

**Response:** n/a

<p>j. Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?</p> <p><b>Response:</b> We are becoming more well known in the area. As that happens, we have had more inquiries. We are currently working with a person that is rebranding our marketing materials to be more relevant and to increase enrollment. When we move to our new property, the new programs will increase overall enrollment. This will also diversify options for our students.</p>
<p>k. Does the school employ teachers who meet state requirements for experience and/or certification?</p> <p><b>Response:</b> Fourteen of our eighteen teaching staff members are certified. Two are currently on track to take the Praxis. Of the other two, one is a formerly certified educator (that we pulled out of retirement) and the other has many years of experience in her field.</p>
<p>l. Does the school demonstrate an ability to retain skilled and qualified staff?</p> <p><b>Response:</b> We are fortunate to have a staff that is passionate about education. During exit interviews the most common reason for leaving is pay and/or the need for health benefits. One goal of starting bingo is to use a portion of that income for staff health benefits. Half of the original teachers are still with us.</p>
<p>m. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?</p> <p><b>Response:</b> In the early years, a common concern was communication. Once we implemented the Alert-All system, those concerns have ceased. We have always invited families to be part of the school. We believe that a child's education is a triangle. The family, the student and the school. It takes us all together to make it effective.</p>
<p>n. Describe what the school intends to do to ensure it remains active in dissemination of successful and best practices?</p> <p><b>Response:</b> The director intends to continue the monthly parent focus group to get parental input. Most of the parents have the director's personal cell phone number so they can contact her immediately with any questions or concerns. This works very well for us. When a parent can address a concern right away, the concern does not escalate. Our student information system has an all alert module that allows us to send out text, voicemail and emails to parents.</p>
<p>o. Describe the School's communication processes.</p> <p><b>Response:</b> Teachers send home classroom newsletters. We also have the parent portal. We use the all alert system when appropriate.</p>
<p><b>5. Current Status of the Board of Trustees Ed 318.16(a)</b></p>
<p>a. Have there been any changes in the membership of the board of trustees?</p> <p><b>Response:</b> Last January the secretary resigned. A new board member was added. We currently have two people that have shown interest in joining the board. We are working towards a seven member board. See attachment 2.</p>

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

**Response:** As the school has grown, the board meetings have needed to become more formal to be able to be effective, including re-writing our bylaws. The board has become more active in the past year and has been reviewing and adopting school policies as needed. We have just established committees, and board members will be assigned committees based on their areas of knowledge. When we were a smaller school had all board members on all committees, but that is no longer viable. Three of the original board members still sit on the board.

c. Have there been any recusals made by board of trustees' members?

**Response:** Yes, two board members are school employees, one the director and the other a teacher. We imposed a closed session on several occasions to discuss salaries.

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

**Response:** All board members are expected to attend and participate in as many school functions as they are able. We have just adopted new committees. Board members will be assigned to committees over the next few months.

- **Donna Chase- Board Chair-** Donna is one of the founding members of CCA. She is also a parent of a special needs child that attends CCA.. She has worked in social services in the past. She brings us the parent perspective with a special needs child, as well as assuring the mission stays true to the founders intentions.No term expiration, per our charter. She is a founding board member.
- **Scott Maltzie PhD, Vice Chair/Treasurer** - Scott has worked in the public school system for 17 years and currently teaches at Lakes Region Community College. Scott is involved in many community service projects including a foster care parent support group. In addition to his knowledge of the public school system, Scott guides us on the intricacies of children in the foster care program. Term expires 2020
- **Heidi Pope - Secretary-** Heidi is one of our parent members. She has two students in the school. Heidi is able to bring us the perspective from she and the other parents point of view.Term expires 2020
- **Cindy Reinartz - member** - Cindy is the Town Clerk Tax Collector in Tilton. She is also part owner of a construction company specializing in island properties. She sits on the boards of a few foundations. With her varied skills, she is able to assist the board in hiring practices, buildings and general human resources. Term expire 2021
- **Peter Fogg - member** - Peter has many years in the public school system. He is also an environmental analyst. He has his masters in secondary education and is working on his school administration certifications. Having owned his own environmental company, he is able to assist with personnel management. Having his masters in school administration he is an excellent sounding board for advice in school administration. Term expires 2021
- **Jeanie Forrester - member** - Jeanie comes from a varied background in state and local government. She is able to assist with questions on overall management and grants. Term expires 2020

<b>6. Student Data</b>	
a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?	<b>Response:</b> Over 99%. One student was retained. We held mandatory summer school for any student that was potentially not being promoted. One student did not attend and was held back a grade.
b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?	<b>Response:</b> 94.2%
d. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement?	<b>Response:</b> One
e. What is the number of incident reports prepared under RSA 126 U:7. Child restraints notice and record keeping requirements (see attached excerpt from NH Education Laws)	<b>Response:</b> None. (the director is CPI trained in the event an incident occurs.)
f. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6?	<b>Response:</b> None. If a child feels uncomfortable because of another student, we immediately take action and speak to both parties, including the parents, so it does not escalate. In the instance where this occurred, after a meeting with all parties, there was an amicable resolution.

## Part 4: Policy Development and Forms

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

<b>xx</b>	Records Retention pursuant to RSA 189:29-a
	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.
	Sexual Harassment, as detailed in ED 303.02 (j) and (k).
	Pupil Safety and Violence Protection, pursuant to RSA 193-F
	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.
	Due Process, pursuant to RSA 194-B:8

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

<b>Dates</b>	<b>Forms ED 318.13(b)(6)</b>
	Certificate for Occupancy
	Fire Inspection Certificate
	Building Safety Inspection
	Health Inspection
	Insurance Certificate
	Financial Audit



### Part 5 : SIGNATURES

Please complete the following section:

Name of Head of School	JUDY TILTON
Signature of Head of School	Judith A Tilton
Date	28 FEB 2020
Name of Board Chair	DONNA CHASE
Signature of Chairman of the Board	Donna L Chase
Date	28 FEB 2020

**Submit to:**

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

[Frank.Edelblut@doe.nh.gov](mailto:Frank.Edelblut@doe.nh.gov); and [Jane.Waterhouse@doe.nh.gov](mailto:Jane.Waterhouse@doe.nh.gov)

## List of Attachments

1. School Improvement Action Plan
2. School Strategic Plan
3. Five Year Budget
4. Balance Sheet
5. State Test Score/School Comparables
6. Master Schedule
7. Organizational Chart
8. School Calendars
9. Fire Drill Schedule 2019/2020
10. Proof of Insurance Coverage
11. Certificate of Occupancy
12. School by Laws
13. Annual Accounting Report
14. Audit
15. School Board Minutes
16. Quarterlies
17. Report Card Samples
18. Onsite School Schedule



<b>Part 4: Policy Development and Forms</b>		
<b>P</b>	<b>Policies:</b> Check (P) the policies that have been developed.	<b>Comments</b>
P ✓	Records Retention pursuant to RSA 189:29-a	-
P ✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	-
P ✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	-
P ✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	-
P ✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	-
P ✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	-
P ✓	Due Process, pursuant to RSA 194-B:8	-
P ✓	Suicide Prevention	-
<b>Required Updated Forms</b>		

<https://mail.google.com/mail/u/1?ik=6804f62abb&view=pt&search=all&permthid=thread-f%3A1689431402267576040&siml=msg-f%3A16894314022...> 1/2

1/20/2021

Gmail - Renewal Application

<b>Date</b>	<b>Forms:</b> Provide the dates the following forms were last updated.	<b>Comments</b>
9/20/20	Certificate for Occupancy	-
9/20/20	Fire Inspection Certificate	-
9/20/20	Building Safety Inspection	-
6/20/20	Health Inspection	-
7/20/20	Insurance Certificate	-
12/20/20	Financial Audit	-

**Compass Classical Academy  
2020-2021 School Improvement Action Plan**

<b>Goal</b>	The goal of this plan is reducing the identified academic achievement gap. Compass Classical Academy (CCA) will bring 60% of the student's state test scores to within 15 % of the state average by spring 2022.
<b>Strategy</b>	CCA will invite the students with the largest achievement gaps to summer school.
<b>Objectives</b>	What changes in professional practice are expected as a result of this strategy? Objective: CCA will continue its professional development in the Singapore Mathematics, Foss Science, and Core Knowledge curriculums. Additionally CCA has implemented the Star Reading and Mathematics testing three times per school year to track student growth.
	What changes in student learning are expected as a result of this strategy? How will it help improve student achievement for students who are not yet proficient? Objective:

<b>Proposed Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Monitoring (Implementation)</b>	<b>Monitoring (Effectiveness)</b>
Summer School	CCA faculty, facility, and resources	Ongoing	CCA Director	Ongoing	Pre-test/Post-test
Pre-K Summer School	CCA faculty, facility, and resources	Ongoing	CCA Director	Ongoing	Pre-test/Post-test

*Attachment 1*

*Pg 1/6*

**Compass Classical Academy  
2020-2021 School Improvement Action Plan**

<b>Goal</b>	The goal of this plan is reducing the identified academic achievement gap. Compass Classical Academy (CCA) will bring 60% of the student's state test scores to within 15 % of the state average by spring 2022.
<b>Strategy</b>	CCA will continue to implement our Title 1 program and after school tutoring by teaching staff.
<b>Objectives</b>	What changes in professional practice are expected as a result of this strategy? Objective: Ongoing training for interpreting Star testing results to target student's achievement gaps.
	What changes in student learning are expected as a result of this strategy? How will it help improve student achievement for students who are not yet proficient? Objective: By honing in on student's weaknesses through anecdotal, parent, teacher, and/or Star testing, CCA can provide specific targeted instruction to those students in need without a learning plan.

<b>Proposed Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Monitoring (Implementation)</b>	<b>Monitoring (Effectiveness)</b>
Title 1 Reading	Title 1 Coordinator, elementary and middle school ELA educators	Started late 2019 and ongoing	Director and/or Title 1 Coordinator	Ongoing	Star Reading Test 3 times per year
Title 1 Mathematics	Title 1 Coordinator, elementary and middle school math educators	Started late 2019 and ongoing	Director and/or Title 1 Coordinator	Ongoing	Star Math Test 3 times per year
Mathematics Night	Title 1 Coordinator, elementary and middle school math educators	Spring 2020	Director and/or Title 1 Coordinator	Ongoing	Attendance records

**Compass Classical Academy  
2020-2021 School Improvement Action Plan**

<b>Goal</b>	The goal of this plan is reducing the identified academic achievement gap. Compass Classical Academy (CCA) will bring 60% of the student's state test scores to within 15 % of the state average by spring 2022.
<b>Strategy</b>	CCA will work towards having 30% of our parents involved in school on a regular basis.
<b>Objectives</b>	What changes in professional practice are expected as a result of this strategy? Objective: Increasing staff awareness.
	What changes in student learning are expected as a result of this strategy? How will it help improve student achievement for students who are not yet proficient? Objective: Research indicates that increasing parental involvement in their child's education increases student learning outcomes.

<b>Proposed Activities</b>	<b>Resources</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Monitoring (Implementation)</b>	<b>Monitoring (Effectiveness)</b>
CCA Parent Teacher Organization	Parents, teachers, administrators	Ongoing	CCA Director & PTO President	Ongoing	Attendance records
Monthly Focus Groups	Parents, teachers, administrators	Ongoing	CCA Director	Ongoing	Attendance records
Bingo	Parents, teachers, administrators, community members	Starts 02-29-2020	CCA Director	Ongoing	Attendance records

## School Improvement Action Plan

### Narrative

2020/2021-2022-2023-2024

Goal: The goal of this plan is reducing the identified academic achievement gap. Compass Classical Academy (CCA) will bring 60% of the student's state test scores to within 15 % of the state average by spring 2022, 65% of our students within the state average by spring 2023 and 70% of our students within the state average by spring 2024.

Core Planning Team: School Director, minimum 1 board member, minimum two parents, two students and minimum two teaching staff.

Strategies: We will invite all students to summer school. In our original plan, we said we would invite those with the largest gap, but after review of recent STAR testing, we will invite all students. We found during the last testing period, students whose families chose full remote are not closing the gap. In some instances, it is widening. If this trend were to continue, these students will have a harder time catching up. Frustration often leads to failure. We will continue to try to hire additional Title 1 teachers to implement our Title 1 program. The teaching staff has agreed to after school tutoring to students in need. We will work towards having 30% of our school parents involved on a regular basis, continuing with our monthly parent focus group.

Underlying Concerns: Food insecurity, housing insecurity, lack of parent involvement, school programming, student self-perception

\*What is in the school's control?

\*What can we learn from the student/teacher demographic?

\*What can we learn from the data?

\*How does our current curriculum and assessments affect our students?

Progress Reporting: Every trimester the team will meet to evaluate student data. (report cards, progress notes, teacher input, STAR results). At that time the team will prepare a written progress report to disseminate to the Board of Trustees, school staff, parents. A separate teacher workshop day will be used to discuss the data and keep teacher input. A copy will be kept in the school office with the board minutes, available for public review. We will specify achievement metrics for students not making their targeted progress. Each trimester we will review the program to ensure program fidelity.

\* Are we doing what we say we will do?

\* Are we doing it well?

\* Is it having an impact on student achievement?

Data: STAR testing will be given the first week of school to establish a baseline. There will be the same proctor for every grade to assist in ensuring test fidelity. It will be given at the end of every trimester thereafter to track student achievement. All students enrolling midyear will be given the test within one week of their first day of attendance.

Proposed staff activities toward increased academic proficiency: Continue to keep teachers current on best practices and continue to provide professional development in our curriculum. Provide team building opportunities to obtain a more cohesive team culture. Provide events to show our teachers how important they are to our school and our community.

Strategies for family involvement: Continue monthly focus group. Hold a monthly event for families to have them on campus with their children in a fun environment to help build the school to home connection. In addition, invite the staff and their families to attend. Send out family and student surveys to find out how families want to be involved.

Continuing our in school food pantry Continue to offer inexpensive/free uniforms at the school thrift store.

Expectations:

Performance. Always expect more.

Challenge everyone

Maintain the fidelity of the curriculum.

Families:

Family friendly environment

Offer increased home support when possible.

Concerns:

Economic factors:

Alcohol/Drug use

Frequent moving, leading to home insecurity.

Food insecurity

Program:

Continue benchmark testing.

Continue progress monitoring.

Early intervention for at risk pre-k.

More focus on K-3.

Does our schedule affect scores/learning?

Instruction:

Testing does not reveal true abilities.

Before and after school tutoring

Train all lower grade teachers in Wilson reading.

Title 1

Maintain a strong resource library for staff.

All staff to have Responsive Classroom training to assist with maintaining a positive school environment.

**Compass Classical Academy  
Strategic Plan**

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

**b. Programmatic Goals**

Goal	Criteria	Tools	Persons Responsible for Reporting	Audit Date	Outcome
Increase the quality of the before and after school program	Begin the 21st century grant application process	Annual survey and increase in number of children attending.	Director	Update at monthly board meetings	More students using the before and after school program. This will help build the school community.

Attachment 2

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**Compass Classical Academy  
Strategic Plan**

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

**c. Organizational Goals**

<b>Goal</b>	<b>Criteria</b>	<b>Tools</b>	<b>Persons Responsible for Reporting</b>	<b>Audit Date</b>	<b>Outcome</b>
School Board Training	The School Board will have two meetings per year that involve board training.	NH Center for Non Profits & Board on Track	Board Chair	At annual meeting	
Increase School Board Membership	Increase Board Membership by two people. Preferably persons with legal and strong accounting knowledge	Work with personal relationships	Board Chair and Board Members	Updates at monthly meetings	
Detailed Board minutes	Increase the level of information contained in the school board minutes	Give meeting template to secretary	Board Chair and Secretary	Updates at monthly meetings	

**Compass Classical Academy  
Strategic Plan**

**2. Is the school responsibly using public funds?**

<b>Goal</b>	<b>Criteria</b>	<b>Tools</b>	<b>Persons Responsible for Reporting</b>	<b>Audit Date</b>	<b>Outcome</b>
School Board minutes emailed monthly to DOE	After approval, the School Board minutes will be emailed to DOE	From Secretary's Report	Admin. Asst.	Board to verify at monthly board meeting	
Quarterly reports to be emailed to the DOE	After approval by the School Board, the quarterly financial report will be emailed to the DOE	From Finance Report	Admin. Asst.	Board to verify at monthly meeting	

**Compass Classical Academy  
Strategic Plan**

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

<b>Goal</b>	<b>Criteria</b>	<b>Tools</b>	<b>Persons Responsible for Reporting</b>	<b>Audit Date</b>	<b>Outcome</b>
Increase state test scores	per School Improvement Action Plan	see School Improvement Action Plan	Accountability Team	Ongoing monthly	

**Compass Classical Academy  
Strategic Plan**

**4. Is the school sustainable?**

<b>Goal</b>	<b>Criteria</b>	<b>Tools</b>	<b>Persons Responsible for Reporting</b>	<b>Audit Date</b>	<b>Outcome</b>
Form an Advisory Committee, consisting of 7 people to assist in developing the charter amendment and the new property.	Members will consist of persons from the community with varied backgrounds and expertise in development, business and finance	Approach people that have the skills we need	Director and School Board	Monthly Updates at the School board Meetings	

Compass Classical Academy  
5 Year Budget

				FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
PROJECTED ENROLLMENT				155	165	175	185	195
EXPENDITURE BUDGET								
NOTES				FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
1100		INSTRUCTIONAL SERVICES						
1100	100	Teacher Salaries		424,604	437,342	450,462	463,976	477,895
1100	111	Stipends	HWOT/ Res	2,000	2,200	2,400	2,500	2,600
1100	112	Aides/Tutors Salaries		0	0	0	0	0
1100	113	Administrative Support		0	0	0	0	0
1100	122	Substitutes		1,200	1,200	1,200	1,200	1,200
1100	211	Teacher Benefits		0	0	0	0	0
1100	214	Workers Compensation**		4700	4900	5100	5300	5500
1100	230	Substitute FICA		92	92	92	92	92
1100	230	FICA		32482	33457	34460	35494	36559
1100	240	Staff Development		2500	2,500	2,500	2,500	2,500
1100	260	Unemployment		0	0	0	0	0
1100	550	Printing		3500	3,700	3,800	3,800	3,800
1100	610	Supplies		500	500	500	500	500
1100	641	Books & Printed Matter		16000	17,000	18,000	18,000	18,000
1100	730	Equipment & Furnishings		700	850	1,000	1,150	1,300
1100	734	Computer Equipment		500	500	900	900	900
1100	738	Replacement Computers		1000	1000	1,500	1,500	150
1100	742	Fire and Property Insurance		30500	30700	30,900	4,100	4,300
1110		COMPUTER TECHNOLOGY						
1110	100	Salary		9,105	9,378	9,659	9,949	10,247
1110	111	Stipends		0	0	0	0	0
1110	211	Benefits		0	0	0	0	0
1110	230	FICA		697	717	739	761	784
1110	260	Unemployment		0	0	0	0	0
1110	300	Purchased Services		0	0	0	0	0
1110	610	Supplies		1000	1,000	1,000	1,000	1,000
1110	734	Computer		0	1,000	1,000	1,000	1,000
1110	738	Replacement Computers		0	1,200	1,200	1,200	1,200
1110	741	Software		2,000	2,000	2,000	2,000	2,000



Compass Classical Academy  
5 Year Budget

1200		SPECIAL EDUCATION						
1200	110	Teacher/Liaison, Special Education		129677	133,568	137,575	141,702	145,954
1200	211	Benefits		0	0	0	0	0
1200	230	FICA		9920	10218	10524	10840	11165
1200	260	Unemployment		0	0	0	0	0
1200	300	Purchased Services		3000	3200	3400	3500	3600
1200	610	Supplies		500	500	600	600	600
2100		STUDENT SUPPORT SERVICES						
2100	100	Salary		293612	302,420	311,493	320,838	330,463
2100	200	Benefits		0	0	0	0	0
2100	230	FICA		22461	23135	23829	24544	25280
2100	260	Unemployment		0	0	0	0	0
2120	370	Testing/Assessments		0	0	0	0	0
2120	390	Contracted Services, Guidance/Counselor		0	0	0	0	0
2120	610	Supplies		350	400	450	500	550
2120	641	Books & Printed Matter		0	0	0	0	0
2120	643	Information Access Fee		0	0	0	0	0
2130		HEALTH SERVICES						
2130	110	Nurse Salary		29870	30,766	31,689	32,640	33,619
2130	230	FICA		2285	2354	2424	2497	2572
2130	260	Unemployment		0	0	0	0	0
2130	300	Purchased Services		0	0	0	0	0
2130	610	Supplies		325	350	375	400	425
2222		Bingo						
2222	641	License		1320	1320	1320	1320	1320
2222	641	Paper and Pull Tabs		1200	1400	1600	1800	2000
2222	641	Kitchen	Food	650	700	700	750	750
2222	641	Tickets	Raffle	14	16	18	20	22
2222	641	Raffle Baskets		420	420	420	450	450
2223		AUDIOVISUAL SERVICES						
2223	430	Repair & maintenance		900	900	1000	1000	1000
2223	610	Supplies		600	600	700	700	700

December 31,2019

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Compass Classical Academy  
5 Year Budget

2223	730	Equipment		2,000	2,000	2,000	2,000	2,000
2223	735	Replacement Equipment		1100	1100	1100	1,300	1,300
2400	SCHOOL ADMINISTRATION							
2400	110	Director/School Leaders Salaries		72,100	74,263	76,491	78,786	81,150
2400	125	Administrative Assistant Salary		44,558	45,895	47,272	48,690	50,151
2400	211	Benefits		0	0	0	0	
2400	214	Workers Compensation						
2400	230	FICA		8924	9192	9468	9752	10045
2400	240	Staff Development		1,200	1,200	1,200	1,200	1,200
2400	260	Unemployment						
2400	300	Purchased Services	Rediker	6,000	6,000	6,000	6,000	7,500
2400	449	Copier Lease/maintenance		4,752	4,752	4,752	4,752	4,752
2400	534	Postage		700	800	900	1,000	1,100
2400	550	Paper		1,500	1,700	1,900	2,100	2,300
2400	580	Travel & Conferences		1,600	0	1,800	0	2,000
2400	610	Supplies		500	60	700	8	900
2400	730	Equipment		500	500	500	500	500
2400	735	Replacement equipment		500	950	500	950	500
2400	810	Dues & Fees						
2500	BUSINESS							
2500	110	Business/Operations Manager Salary		0	0	0	0	0
2500	211	Benefits		0	0	0	0	0
2500	214	Workers Compensation		0	0	0	0	0
2500	230	FICA		0	0	0	0	0
2500	260	Unemployment		0	0	0	0	0
2500	300	Accountant		20,000	21,000	22,000	23,000	24,000
2500	300	Legal		0	0	0	0	0
2600	OPERATION AND MAINTENANCE OF FACILITIES							
2610	117	Custodial, contracted		0	0	0	0	0
2620	411	Water and Sewer		0	0	0	0	0
2620	421	Disposal Service		0	0	0	0	0
2620	430	Janitorial Supply		2500	2600	2700	2800	2900
2620	431	Building Readiness/Repairs		0	0	0	0	0

December 31,2019

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Compass Classical Academy  
5 Year Budget

2620	441	Rent/Mortgage		113,124	116,520	120,012	123,612	127,320
2620	520	Property Liability Insurance		19,755	20,000	21,000	22,000	2,300
2620	530	Telephone service	US Cellular	90	90	90	90	90
2620	532	Data Communications	Internet	1,344	1,344	1,344	1,344	1,344
2620	610	Supplies Building and Grounds						
2620	622	Electricity		0	0	0	0	0
2620	624	Heating Oil		0	0	0	0	0
2700		VOCATIONAL/OJT						
2725	519	Transportation Stipend		500	600	700	800	900
2725	520	Thrift Shop		16000	16480	16,974	17,484	18,008
2725	525	FICA		1224	1261	1299	1337	1378
<b>TOTAL ESTIMATED EXPENSES</b>				1,350,655.00	1,391,809.72	1,437,230.94	1,450,528.13	1,475,634.76
<b>REVENUE BUDGET</b>								
<b>FISCAL YEAR</b>				<b>FY 2020-21</b>	<b>FY 2021-22</b>	<b>FY 2022-23</b>	<b>FY 2023-24</b>	<b>FY 2024-25</b>
<b>ESTIMATED STUDENT ENROLLMENT</b>				155	165	175	185	190
District reimbursement				360,000	380,000	380,000	390,000	390,000
State Revenue (per pupil allocation)				1,080,750	1,152,580	1,224,510	1,296,390	1,368,270
After and Before Care				1	2,200	2,500	2,600	270
State Grants				52,805	53,000	52,000	54,000	55000
Parent/School Revenue				1000	1000	1000	1000	1000
Bingo (700 for 50 Weeks)				35000	35000	35000	35000	35000
Thift Store Revenue				24000	24720	25462	26225	27012
<b>TOTAL ESTIMATED REVENUE</b>				1,553,556.00	1,648,500.00	1,720,471.60	1,805,215.45	1,876,552.21
<b>Unallocated Fund Balance</b>				204,900				

**Notes:**

\*\* Denotes all Workers Comp Combined

Per Pupil Based Rate @ \$5333 per Kinder (18 Children per year) and \$7188 For Grades 1-12

December 31,2019

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2:36 PM

02/24/20

Accrual Basis

**Compass Classical Academy**  
**Balance Sheet**  
 As of February 24, 2020

	<u>Jul 31, 19</u>	<u>Aug 31, 19</u>	<u>Sep 30, 19</u>	<u>Oct 31, 19</u>	<u>Nov 30, 19</u>	<u>Dec 31, 19</u>	<u>Jan 31, 20</u>	<u>Feb 24, 20</u>
<b>ASSETS</b>								
<b>Current Assets</b>								
<b>Checking/Savings</b>								
100000 - Grant Account	465,728.07	167,439.07	465,583.57	338,826.36	623,418.36	338,826.36	342,570.94	342,570.94
100001 - Operating Account	246,376.85	548,549.60	412,875.92	558,295.42	441,741.01	618,354.39	548,135.60	513,200.66
<b>Total Checking/Savings</b>	<u>712,104.92</u>	<u>715,988.67</u>	<u>878,459.49</u>	<u>897,121.78</u>	<u>1,065,159.37</u>	<u>957,180.75</u>	<u>890,706.54</u>	<u>855,771.60</u>
<b>Total Current Assets</b>	<u>712,104.92</u>	<u>715,988.67</u>	<u>878,459.49</u>	<u>897,121.78</u>	<u>1,065,159.37</u>	<u>957,180.75</u>	<u>890,706.54</u>	<u>855,771.60</u>
<b>TOTAL ASSETS</b>	<u><u>712,104.92</u></u>	<u><u>715,988.67</u></u>	<u><u>878,459.49</u></u>	<u><u>897,121.78</u></u>	<u><u>1,065,159.37</u></u>	<u><u>957,180.75</u></u>	<u><u>890,706.54</u></u>	<u><u>855,771.60</u></u>
<b>LIABILITIES &amp; EQUITY</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Attachment 4

2017-2018 Compass Classical Academy Other Indicator Performance									
School			Compass Classical Academy		Paul Smith Elementary School		Franklin Middle School		Strong Foundations Charter School
Year			2017-2018		2017-2018		2017-2018		2017-2018
3rd Grade	ELA		36		31				41
	Math		18		47				30
4th Grade	ELA		38				47		27
	Math		38				36		29
5th Grade	ELA		53				49		33
	Math		20				24		28
6th Grade	ELA		0*				45		39
	Math		0*				18		22
8th Grade	ELA						46		<10
	Math						26		17

Attachment 5

2018-2019 Compass Classical Academy Other Indicator Performance									
School			Compass Classical Academy		Paul Smith Elementary School		Franklin Middle School		Strong Foundations Charter School
Year			2018-2019		2018-2019		2018-2019		2018-2019
3rd Grade	ELA		21		25				20
	Math		21		26				39
4th Grade	ELA		55				30		41
	Math		36				28		43
5th Grade	ELA		26				35		14
	Math		11				19		<10
6th Grade	ELA		21				42		28
	Math		28				13		28
8th Grade	ELA		0*				25		<10
	Math		0*				18		11

School	Compass Classical Academy	Franklin Middle School	Strong Foundations Charter
Year	2019	2019	2019
% Classes taught by an experienced educator	50	73	67
% Classes taught by an educator by educators certified in the subject	80	84	97
% Economically Disadvantaged Students	53.14	60.28	22.68
% Students Proficient - ELA	36	34	25
% Students Proficient - Math	26	19	27
% Students with Disability	23.07	19.71	26.77

## State Test Results

### Narrative

While reviewing the state test results, we felt we needed a strong action plan to bring our students grades in line with the rest of the schools in the state.

Some of our areas of concern for our students are:

- Economically disadvantaged
- High alcohol/drug use in the local demographic
- Housing insecurity/ frequent moving
- Single parent homes
- Parent apathy towards education
- Food insecurity
- Teacher apathy towards state testing

We noted an increase in the percentage of economically disadvantaged students. In the 2020/21 school year, our economically disadvantaged students rose to above 58%. Studies show these factors are a predictor of performance.

Although we cannot control some of these concerns, we can assist in diminishing the effect some of the others have on our student body.

**Economically disadvantaged** Our school dress code has our students in uniforms. The uniforms are very basic with khakis and a collared shirt in school colors. Local stores carry these at very affordable prices. We also have a school thrift store where families that need to can have the uniform provided at no cost. We also allow families to get other clothing they need at greatly reduced or no cost. (winter jackets, snow pants etc.)

**Food insecurity** To assist in alleviating food insecurity, in addition to the federal school lunch and fruit program for snacks, we implemented a school food pantry. We provide families with additional food choices for the nights and weekends. We have a few community angels that donate gift cards for local stores for us to give families an extra boost.

**Parent apathy towards education and single parent homes** As noted in our school improvement action plan, we will be hosting an evening event each month to bring families in and get to know each other. As we build a strong sense of community with our parents, they will feel welcome and be more apt to want their children to be in school and part of school.

In addition, parents that get to know each other and the staff will find that they have a caring community and when the school needs to address a behavioral concern, the parent understands it comes from the school wanting the best for their student and not feel it is an attack on them as a parent.

Attachment 5A

1/3

**Teacher apathy towards state testing** In the 2018/2019 school year, we had a fifth grade teacher that told the students to just "Christmas tree the test, so we can get it over with". The obvious result was a very poor academic performance from the students and discussion with them in regard to the importance of these benchmarks. We now have one proctor for all the tests to assist in maintaining the fidelity of the testing.

We have included a chart that tracks a cross section of students that have been with us three consecutive years. Using EasyCBM and STAR testing data, we show that students who are consistent in their attendance year to year, show improvement.

We feel we have a solid plan to address some of our families social, emotional and academic concerns, which in turn translate into better state test scores.

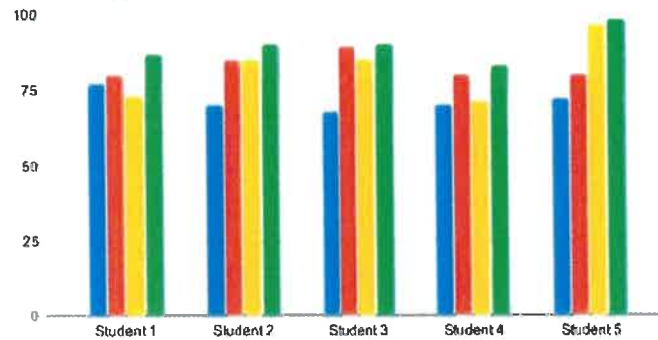
2/3

Student  
Student 1  
Student 2  
Student 3  
Student 4  
Student 5

Fall F

2018-2019 School Year

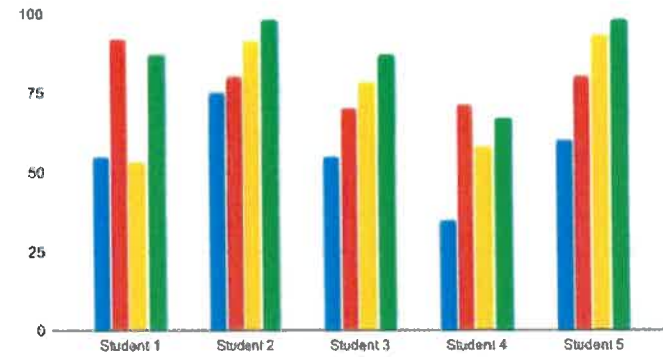
Fall Reading Spring Reading Fall Math Spring Math



Student  
Student 1  
Student 2  
Student 3  
Student 4  
Student 5

Fall F

2017-2018 School Year



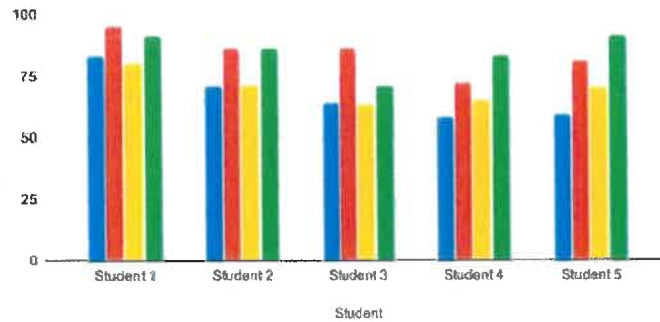
Student  
Student 1  
Student 2  
Student 3  
Student 4  
Student 5

Fall F

2019-2020 School Year

2019-2020 School Year

Fall Reading Spring Reading Fall Math Spring Math



Compass Classical Academy- Master Schedule

Monday

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
7:30am	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off
	7:45-8 Advisory/Breakfast	7:45-8 Advisory/Breakfast	7:45-8:15 Breakfast/ Morning Work	7:45-8:15 Breakfast/ Morning Work	7:45-8:30 Breakfast/ Morning Work/ MM	7:45-8:30 Breakfast/ Journal/ M.M./ Wonder of the Day	7:45-8 Breakfast/ Morning Work	7:45-8 Breakfast/ Homeroom	7:45-8 Breakfast/ Homeroom	7:45-8 Breakfast/ Homeroom
8am	8-8:30 Morning Meeting	8-8:30 Morning Meeting	8:15-8:40 Morning Meeting	8:15-8:45 Morning Meeting	8:30-9 Morning Work Skill Review/ Cursive/ Math HW	8:30-9:15 Math	8:30-9:50 Math	8-9 Study Hall (Fogg)	8-9 ELA	8-9 American Government
8:30am	8:30-9:20 Math	8:30-9:30 Math								
			8:40-9:40 Math							
9am					9-9:45 Art			9-10 Math	9-10 Science	9-10 English
9:30am	9:20-9:40 Snack	9:30-10 Snack/ BR Energizer				9:15-9:45 Snack/ Writing of the Day				
	9:40-11 Language Arts		9:40-10 Snack/ BR	9:45-10 Snack	9:45-10 Snack	9:45-10:30 Art	9:50-10:05 Snack			
10am		10-11:15 Reading	10-10:45 Social Studies	10-11:30 Language Arts-Listen and Learn	10-10:30 Math		10:05-10:30 Language Arts	10-10:15	10-10:15	10-10:15
10:30am					10:30-11 Recess	10:30-11 Recess	10:30-11:15 Art	10:15-11:15 ELA	10:15-11:15 Math	10:15-11:15 Science
11am	11-11:30 Read Aloud A	11:15-11:30 Movement Break	10:45-11:30 Listen and Learn Part 1		11-12:20 Language Arts	11-11:20 Silent Reading				
						11:20-12:20 Language Arts	11:15-12:15 Science	11:15-12:15 World History	11:15-12 Study Hall (Hanson)	11:15-12 Math
11:30a	11:30-11:55	11:30-11:55	11:30-11:55	11:30-						

Attachment 6

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m	Lunch	Lunch	Recess	11:55 Recess							
12pm	11:55-12:15 Recess (in room)	11:55-12:15 Recess	11:55-12:15 Lunch	11:55- 12:15 Lunch					12-12:40 Physical Ed.	12- 12:40 Physical Ed.	12:15- 12:40 Lunch
			12:15-12:25 BR	12:15- 12:30 Quiet Time	12:20-12:40 Lunch						
	12:15-12:35 Quiet Time	12:15-12:45 Quiet Time				12:20- 12:40 Lunch	12:15-1:05 Recess/ Lunch	12:15- 12:40 Lunch			
12:30p m	12:35-1 Social Studies	12:45-1 Read Aloud	12:25-12:40 Quiet Time	12:30-1:30 Language Arts- Skill Strand	12:40-1 Math- Games/ Skill Review Activity						
			12:40-1 Listen and Learn Part 2			12:45-1:30 Physical Ed.		12:40-1:40 Science	12:40- 1:05 Lunch	12:40-1:40	
1pm	1-1:20 Read Aloud-B	1-1:15 Calendar	1-2 Language Arts- Skill Strand		1-1:45 Social Studies		1:05-1:30 Quiet Time		1:05-1:40		
	1:20-2 Science	1:15-1:30									
1:30pm		1:30-2 Social Studies		1:30-1:45 Handwritin g		1:30-2 Social Studies	1:30-2:15 Physical Ed.				
				1:45-2 Snack	1:45-2:30 Science			1:40-2:15 Study Hall	1:40-2:40 US History	1:40-2:40 Study Hall (Fogg)	
2pm	2-2:15 Snack	2-2:15 Snack	2-2:15 Snack/ BR	2-2:30 Science/ Social Studies		2-2:30 Science					
	2:15-2:25 Clean- up/Pack-up	2:15-2:30 Centers	2:15-2:30 Handwritng				2:15-3 History	2:15-3 Physical Ed.			
2:30pm	2:25-2:50 Centers/Choi ce	2:30-2:45 Pack-up	2:30-2:45 Clean-up/ Pack-up	2:30-2:45 Clean-up	2:30-3 Agendas/ HW/ Clean- up/ Pack-up/ Jobs/ Closing Circle	2:30-3 Clean-up/ Agendas/ Pack-up/ Closing Circle				2:40-3 Homeroom	2:40-3 Homeroom
		2:45-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle							
3pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

## Compass Classical Academy- Master Schedule

Tuesday

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
7:30am	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off
	7:45-8 Advisory/Breakfast	7:45-8 Advisory/Breakfast	7:45-8:15 Breakfast/Morning Work	7:45-8:15 Morning Work/Breakfast	7:45-8:30 Breakfast/Morning Work/MM	7:45-8:30 Breakfast/Journal/M.M./Wonder of the Day	7:45-8 Breakfast/Morning Work	7:45-8 Breakfast/Homeroom	7:45-8 Breakfast/Homeroom	7:45-8 Breakfast/Homeroom
8am	8-8:30 Morning Meeting	8-8:30 Morning Meeting	8:15-9- Physical Ed.	8:15-8:45 Morning Meeting	8:30-9 Morning Work Skill Review/Cursive/Math HW	8:30-9:15 Math	8-8:30 Morning Meeting	8-9 Art	8-9 ELA	8-9 American Government
8:30am	8:30-9 Math	8:30-9 Math		8:45-9:30 Math						
9am	9-9:30 Art	9-9:30 Physical Ed.	9-10 Math (Snack)	9:30-10:15 Physical Ed.	9-9:45 Math	9:15-9:45 Snack	9-10 Math	9-10 Science	9-10 English	
9:30am	9:30-9:45 Snack	9:30-10 Art			9:45-10 Snack					
10am	9:45-10:15 Language Arts	10-10:20 Snack	10-10:30 Art	10:15-10:30 Snack	10-10:30 Math	9:45-10:30 Writing of the Day	9:50-10:05 Snack	10-10:15	10-10:15	10-10:15
	10:15-11 Physical Ed.									
10:30am		10:20-11:15 Reading	10:30-11:05 Science	10:30-11 Art	10:30-11 Language Arts	10:30-11 Quiet Time/ Read Aloud	10:05-11:15 Language Arts	10:15-11:15 ELA	10:15-11:15 Math	10:15-11:15 Science
11am	11-11:30 Read Aloud A		11:05-11:55 Listen and Learn Part 1	11-11:55 Language Arts- Listen and Learn	11-11:45 Physical Ed.	11-11:20 Silent Reading				
		11:15-11:30 Movement				11:20-12:20	11:15-12:15	11:15-12:15	11:15-12:15	11:15-12:15 Art

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		Break				Language Arts	Science	World History	Art	
11:30am	11:30-11:50 Lunch	11:30-11:50 Lunch								
	11:55-12:15	11:55-12:15			11:45-12:20					
12pm	Recess (in room)	Recess	11:55-12:15 Lunch	11:55-12:15 Lunch	Language Arts					
	12:15-12:35 Quiet Time	12:15-12:45 Quiet Time	12:15-12:25 BR	12:15-12:30 Quiet Time	12:20-12:40 Lunch	12:20-12:40 Lunch	12:15-1:05 Recess/ Lunch	12:15-12:40 Lunch	12:15-12:40 US History	12:15-12:40 Lunch
12:30pm	12:35-1 Social Studies	12:45-1 Read Aloud	12:25-12:40 Quiet Time	12:30-1:30 Language Arts- Skill Strand	12:40-1 Recess/ Quiet Time					
			12:40-1 Listen and Learn Part 2			12:40-1 Recess		12:40-1:40 Science	12:40-1:05 Lunch	12:40-1:40 Study Hall (Fogg)
1pm	1-1:20 Read Aloud-B	1-1:15 Calendar	1-2 Language Arts- Skill Strand		1-1:45 Social Studies	1-1:50 Social Studies	1:05-1:30 Quiet Time		1:05-1:40 US History	
	1:20-2 Science	1:15-1:30								
1:30pm		1:30-2 Science		1:30-1:45 Handwriting			1:30-2:30 History			
				1:45-2 Snack	1:45-2:30 Science	1:50-2		1:40-2:40 World History	1:40-2:40 Study Hall (Hanson)	1:40-2:40 Math
2pm	2-2:15 Snack	2-2:15 Snack	2-2:15 Snack/ BR	2-2:30 Science/Social Studies		2-2:30 Book Buddies				
	2:15-2:25 Clean-up/Pack-up	2:15-2:30 Centers	2:15-2:30 Book Buddies							
2:30pm	2:25-2:50 Centers/Choice	2:30-2:45 Pack-up	2:30-2:45 Clean-up/ Pack-up	2:30-2:45 Clean-up	2:30-3 Agendas/ HW/ Clean-up/ Pack-up/ Closing Circle	2:30-3 Clean-up/ Agendas/ Pack-up/ Closing Circle	2:30-3 Study Hall			
	2:50-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle				2:40-3 Homeroom	2:40-3 Homeroom	2:40-3 Homeroom
3pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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## Compass Classical Academy- Master Schedule

## Wednesday

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
7:30am	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off
	7:45-8 Advisory/Breakfast	7:45-8 Advisory/Breakfast	7:45-8:15 Breakfast/ Morning Work	7:45-8:15 Breakfast/ Morning Work	7:45-8:30 Breakfast/ Morning Work/ MM	7:45-8:30 Breakfast/ Journal/ M.M./ Wonder of the Day	7:45-8 Breakfast/ Morning Work	7:45-8 Breakfast/ Homeroom	7:45-8 Breakfast/ Homeroom	7:45-8 Breakfast/ Homeroom
8am	8-8:30 Morning Meeting	8-8:30 Morning Meeting	8:15-8:40 Morning Meeting	8:15-8:45 Morning Meeting	8:30-9 Morning Work Skill Review/ Cursive/ Math HW	8:30-9:15 Math	8:30-9:50 Math	8-9 Study Hall (Fogg)	8-9 ELA	8-9 Study Hall (Hanson)
8:30am	8:30-9:20 Math	8:30-9:30 Math								
9am	9:20-9:40	9:30-10 Snack/ BR Energizer	9:40-10 Snack/ BR	9:45-10 Snack	9:45-10 Snack	9:45-10:30 Writing of the Day	9:50-10:05 Snack	9-10 Math	9-10 Science	9-10 English
9:30am	Snack									
	9:40-11 Language Arts									
10am		10-11:15 Reading	10-10:45 Social Studies	10-11:30 Language Arts-Listen and Learn	10-10:30 Math	10:30-11 Recess	10:30-11 Recess	10-10:15 Language Arts	10-10:15 ELA	10-10:15 Math
10:30am										
11am	11-11:30 Read Aloud A	11:15-11:30 Movement Break	10:45-11:30 Listen and Learn Part 1	11-12:20 Language Arts	11-11:20 Silent Reading	11-12:20 Language Arts	11-12:20 Language Arts	11:15-12:15 World History	11:15-12:15 Study Hall (Hanson)	11:15-12:15 Math
11:30a	11:30-11:55	11:30-11:55	11:30-11:55	11:30-						

m	Lunch	Lunch	Recess	11:55 Recess						
12pm	11:55-12:15 Recess (in room)	11:55-12:15 Recess	11:55-12:15 Lunch	11:55-12:15 Lunch	12:20-12:40 Lunch				12:15-12:40 Study Hall (Hanson)	12:15-12:40 Lunch
	12:15-12:35 Quiet Time	12:15-12:45 Quiet Time	12:15-12:25 BR	12:15-12:30 Quiet Time		12:20-12:40 Lunch	12:15-1:05 Recess/ Lunch	12:15-12:40 Lunch		
12:30pm	12:35-1 Social Studies	12:45-1 Read Aloud	12:25-12:40 Quiet Time	12:30-1:30 Language Arts- Skill Strand	12:40-1 Silent Reading/ Quiet Time					
			12:40-1 Listen and Learn Part 2			12:40-1 Quiet Time/ Read Aloud		12:40-1:40 Science	12:40-1:05 Lunch	12:40-1:40 American Government
1pm	1-1:20 Read Aloud-B	1-1:15 Calendar	1-2 Language Arts- Skill Strand		1-1:45 Social Studies	1-1:15	1:05-1:30 Quiet Time		1:05-1:40 Study Hall (Hanson)	
	1:20-2 Science	1:15-1:30				1:15-2 Music				
1:30pm		1:30-2 Social Studies		1:30-1:45 Handwriting			1:30-2:05 History			
				1:45-2 Snack	1:45-2:30 Science			1:40-2:40 Study Hall (Hanson)	1:40-2:40 Study Hall (Fogg)	1:40-2:40 American Government
2pm	2-2:15 Snack	2-2:15 Snack	2-2:15 Snack/ BR	2-2:30 Science/ Social Studies		2-2:30 Social Studies	2:05-2:50 Music History			
	2:15-2:25 Clean-up/Pack-up	2:15-2:30 Centers	2:15-2:30 Handwriting							
2:30pm	2:25-2:50 Centers/Choice	2:30-2:45 Pack-up	2:30-2:45 Clean-up/ Pack-up	2:30-2:45 Clean-up	2:30-3 Agendas/ HW/ Clean-up/ Pack-up/ Closing Circle	2:30-3 Clean-up/ Agendas/ Pack-up/ Closing Circle				
	2:50-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle			2:50-3 Study Hall	2:40-3 Homeroom	2:40-3 Homeroom	2:40-3 Homeroom
3pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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## Compass Classical Academy- Master Schedule

Thursday

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
7:30am	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off
	7:45-8 Advisory/Breakfast	7:45-8 Advisory/Breakfast	7:45-8:15 Breakfast/ Morning Work	7:45-8:15 Morning Work/ Breakfast	7:45-8:30 Breakfast/ Morning Work/ MM	7:45-8:30 Breakfast/ Journal/ M.M./ Wonder of the Day	7:45-8 Breakfast/ Morning Work	7:45-8 Breakfast/ Homeroom	7:45-8 Breakfast/ Homeroom	7:45-8 Breakfast/ Homeroom
8am	8-8:30 Morning Meeting	8-8:30 Morning Meeting	8:15-9 Physical Ed.	8:15-8:45 Morning Meeting	8:30-9 Morning Work Skill Review/ Cursive/ Math HW	8:30-9:15 Math	8-8:30 Morning Meeting	8-9 Art	8-9 ELA	8-9 American Government
8:30am	8:30-9 Math	8:30-9 Math		8:45-9:30 Math						
9am	9-9:30 Art	9-9:30 Physical Ed.	9-10 Math (Snack)	9:30-10:15 Physical Ed.	9-9:45 Math	9:15-9:45 Snack	9-10 Math	9-10 Science	9-10 English	9-10 English
9:30am	9:30-9:45 Snack	9:30-10 Art			9:45-10 Snack					
10am	9:45-10:15 Language Arts	10-10:20 Snack	10-10:30 Art	10:15-10:30 Snack	10-10:30 Math	9:45-10:30 Writing of the Day	9:50-10:05 Snack	10-10:15	10-10:15	10-10:15
	10:15-11 Physical Ed.									
10:30am	11-11:30 Read Aloud A	10:20-11:15 Reading	10:30-11:05 Science	10:30-11 Art	10:30-11 Language Arts	10:30-11 Quiet Time/ Read Aloud	10:05-11:15 Language Arts	10:15-11:15 ELA	10:15-11:15 Math	10:15-11:15 Science
11am			11:05-11:50 Listen and Learn 1	11-11:55 Language Arts- Listen and Learn	11-11:45 Physical Ed.	11-11:20 Silent Reading				
		11:15-11:30 Movement				11:20-12:20	11:15-12:15	11:15-12:15	11:15-12:15	11:15-12:15 Art

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		Break				Language Arts	Science	World History	Art	
11:30am	11:30-11:50 Lunch	11:30-11:50 Lunch								
	11:55-12:15	11:55-12:15			11:45-12:20					
12pm	Recess (in room)	Recess	11:55-12:15 Lunch	11:55-12:15 Lunch	Language Arts					
	12:15-12:35 Quiet Time	12:15-12:45 Quiet Time	12:15-12:25 BR	12:15-12:30 Quiet Time	12:20-12:40 Lunch	12:20-12:40 Lunch	12:15-12:45 Art	12:15-12:40 Lunch	12:15-12:40 US History	12:15-12:40 Lunch
12:30pm	12:35-1 Social Studies	12:45-1 Read Aloud	12:25-12:40 Quiet Time	12:30-1:30 Language Arts- Skill Strand	12:40-1 Recess/ Quiet Time					
			12:40-1 Listen and Learn Part2			12:40-1 Recess	12:45-1:05 Lunch	12:40-1:40 Science	12:40-1:05 Lunch	12:40-1:40 Study Hall (Fogg)
1pm	1-1:20 Read Aloud-B	1-1:15 Calendar	1-2 Language Arts- Skill Strand		1-1:45 Social Studies	1-1:50 Science	1:05-1:25 Recess		1:05-1:40 US History	
	1:20-2 Science	1:15-1:30								
1:30pm		1:30-2 Science		1:30-1:45 Handwriting			1:25-1:50 Quiet Time			
				1:45-2 Snack	1:45-2:30 Science	1:50-2	1:50-3 History	1:40-2:40 World History	1:40-2:40 Study Hall (Hanson)	1:40-2:40 Math
2pm	2-2:15 Snack	2-2:15 Snack	2-2:15 Book Buddies/ Snack/ BR	2-2:30 Science/Social Studies		2-2:30 Book Buddies				
	2:15-2:25 Clean-up/Pack-up	2:15-2:30 Centers								
2:30pm	2:25-2:50 Centers/Choice	2:30-2:45 Pack-up	2:30-2:45 Pack-up/ Clean-up	2:30-2:45 Clean-up	2:30-3 Agendas/ HW/ Clean-up/ Pack-up/ Jobs/ Closing Circle	2:30-3 Clean-up/ Agendas/ Pack-up/ Closing Circle				
	2:50-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle				2:40-3 Homeroom	2:40-3 Homeroom	2:40-3 Homeroom
3pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

## Compass Classical Academy- Master Schedule

Friday

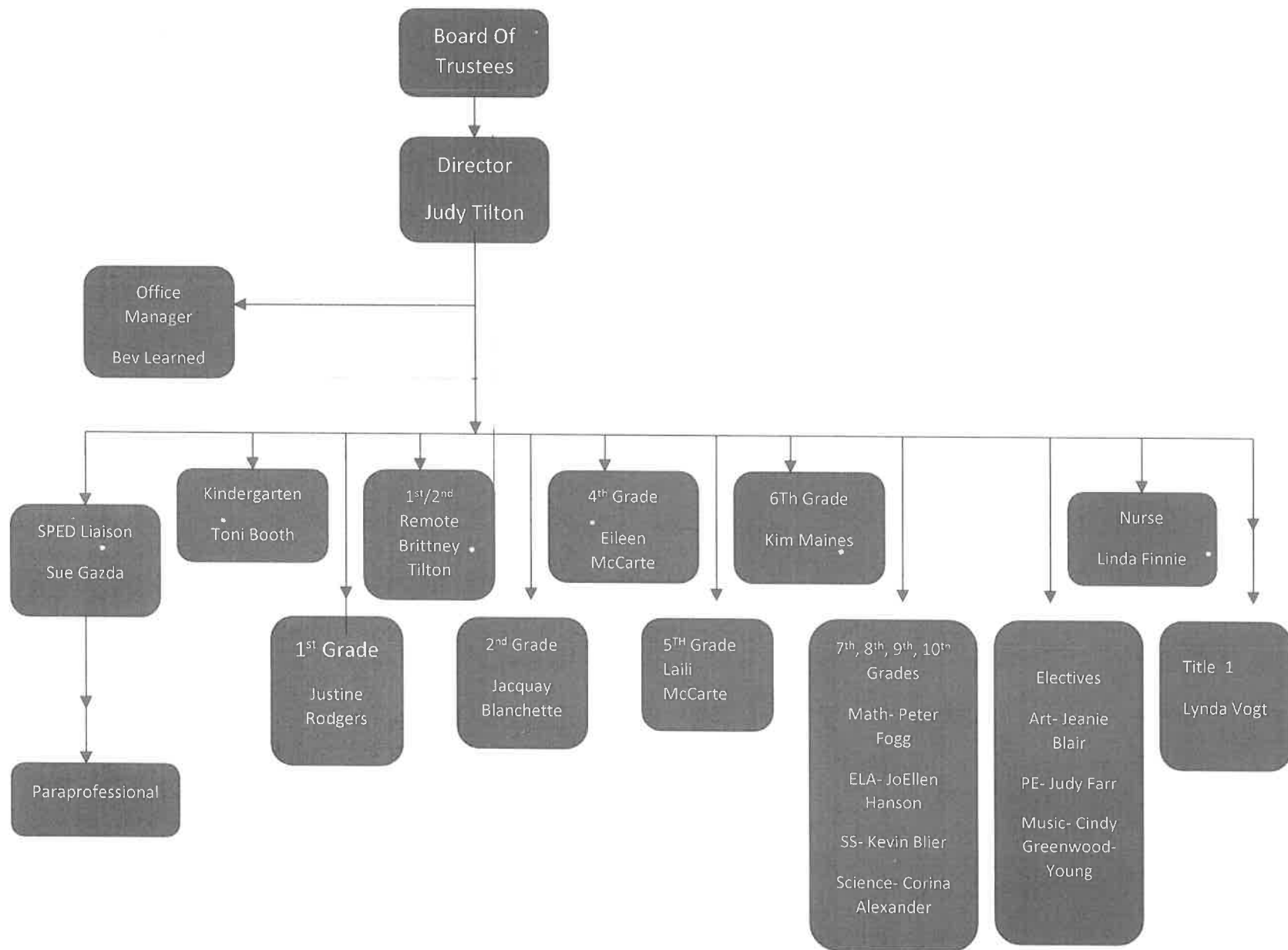
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
7:30am	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off	7:30-7:45 Arrival/Drop-off
	7:45-8 Advisory/Breakfast	7:45-8 Advisory/Breakfast	7:45-8:15 Breakfast/ Morning Work	7:45-8:15 Morning Work/ Breakfast	7:45-8:30 Breakfast/ Morning Work/ MM	7:45-8:30 Breakfast/ Journal/ M.M./ Wonder of the Day	7:45-8 Breakfast/ Morning Work	7:45-8 Breakfast/ Homeroom	7:45-8 Breakfast/ Homeroom	7:45-8 Breakfast/ Homeroom
8am	8-8:30 Morning Meeting	8-8:30 Morning Meeting	8:15-8:40 Morning Meeting	8:15-8:45 Morning Meeting	8:30-9 Morning Work Skill Review/ Cursive/ Math HW	8:30-9:15 Math	8-8:30 Morning Meeting	8-9 Study Hall (Fogg)	8-9 ELA	8-9 American Government
8:30am	8:30-9 Math	8:30-9 Math		8:45-9:45 Math						
9am	9-9:30 Music	9:30-10 Music	9:40-10 Snack/ BR	9:45-10 Snack	9:45-10 Snack	9:45-10:30 Writing of the Day	9:50-10:05 Snack	9-10 Math	9-10 Science	9-10 English
9:30am	9:30-9:45 Snack									
	9:45-11 Language Arts									
10am		10-10:20 Snack	10-10:30 Music	10-10:30 Language Arts-Listen and Learn	10-10:30 Math	10:30-11 Recess	10:05-11:15 Language Arts	10-10:15	10-10:15	10-10:15
		10:20-11:15 Reading								
10:30am				10:30-11:30 Listen and Learn Part 1	10:30-11 Music					
11am	11-11:30 Read Aloud A	11-11:30 Read Aloud A	11:30-11:55 Recess	11-11:30 Spelling Test, Silent Reading	11-11:45 Music	11-11:20 Silent Reading	11:15-12:15 Science	11:15-12:15 World History	11:15-12:15 Study Hall (Hanson)	11:15-12:15 Math
		11:15-11:30 Movement Break				11:20-12:20 Language Arts (grammar				
11:30am		11:30-11:50 Lunch								

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12pm	11:55-12:15 Recess (in room)	11:55-12:15 Recess	11:55-12:15 Lunch	Recess 11:55-12:15 Lunch	11:45-12:20 Language Arts (Spelling/ Vocab Test)	Test)					
	12:15-12:35 Quiet Time	12:15-12:45 Quiet Time	12:15-12:25 BR	12:15-12:30 Quiet Time	12:20-12:40 Lunch	12:20-12:40 Lunch	12:15-1:05 Recess/ Lunch	12:15-12:40 Lunch	12:15-12:40 Music	12:15-12:40 Lunch	
12:30pm	12:35-1 Social Studies	12:45-1 Read Aloud	12:25-12:40 Quiet Time	12:30-1:30 Language Arts- Skill Strand	12:40-1 Language Arts- Centers/ Skill Review Activity	12:40-1 Quiet Time		12:40-1:40 Science	12:40-1:05 Lunch	12:40-1:40 Music	12:40-1:40 Music
			12:40-1 Listen and Learn Part 2		1-1:45 Social Studies		1-1:50 Social Studies		1:05-1:30 Quiet Time		
1pm	1-1:20 Read Aloud-B	1-1:15 Calendar	1-2 Language Arts- Skill Strand	1:30-1:45 Handwriting	1-1:45 Social Studies	1-1:50 Social Studies	1:05-1:30 Quiet Time	1:30-2:30 History	1:40-2:40 Music	1:40-2:40 US History	1:40-2:40 Study Hall (Fogg)
	1:20-2 Science	1:15-1:30									
1:30pm		1:30-2 Science		1:45-2 Snack	1:45-2:30 Science	1:50-2	1:30-2:30 History	1:40-2:40 Music	1:40-2:40 US History	1:40-2:40 Study Hall (Fogg)	
2pm	2-2:15 Snack	2-2:15 Snack	2-2:15 Snack/ BR	2-2:30 Science/Social Studies		2-2:30 STEM					
	2:15-2:25 Clean-up/Pack-up	2:15-2:30 Centers	2:15-2:30 Handwriting								
2:30pm	2:25-2:50 Centers/Choice	2:30-2:45 Pack-up	2:30-2:45 Clean-up/ Pack-up	2:30-2:45 Clean-up	2:30-3 Agendas/ HW/ Clean-up/ Pack-up/ Jobs/ Closing Circle	2:30-3 Clean-up/ Agendas/ Pack-up/ Closing Circle	2:30-3 Study Hall	2:40-3 Homeroom	2:40-3 Homeroom	2:40-3 Homeroom	
	2:50-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle	2:45-3 Closing Circle						
3pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

10/10



*Attachment 7*

# Compass Classical Academy, a Public Charter School 2015-2016 Calendar

September 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## Notes & Holidays

Parent Night Open House	Aug 11, 2015
Teacher Workshops	Aug 12, 2015-Aug 14, 2015
Teacher Workshops	Aug 20, 2015-Aug 21, 2015
Teacher Workshops	Sep 1, 2015-Sep 4, 2015
Labor Day	Sep 7, 2015
First Day of School	Sep 8, 2015
Parent Visits 4:00PM-7:00 PM	Sep 17, 2015
No School - Teacher Workshops	Oct 9, 2015
Columbus Day	Oct 12, 2015
Election Day	Nov 3, 2015
Veterans Day	Nov 11, 2015
Thanksgiving Break	Nov 25, 2015-Nov 29, 2015
Christmas Break	Dec 24, 2015-Jan 3, 2016
Martin Luther King	Jan 18, 2016
Parent Visits 4:00PM-7:00 PM	Jan 28, 2016
½ Day - Teacher Workshop	Feb 15, 2016
Winter Break	Feb 20, 2016-Feb 28, 2016
No School - Teacher Workshops	Mar 18, 2016
Spring Break	Apr 23, 2016-May 1, 2016
Memorial Day	May 30, 2016
Last Day of School	Jun 17, 2016

No school days are shaded  
Student ½ days are shaded  
Parent Nights are shaded  
Teacher Workshops pattern



1st Quarter -	Sep 8, 2015-Nov 13, 2015
2nd Quarter -	Nov 16, 2015-Jan 29, 2016
3rd Quarter -	Feb 1, 2016-Apr 8, 2016
4th Quarter -	Sep 8, 2015-Nov 6, 2018

Created with WinCalendar

<http://www.wincalendar.com/School-Calendar-Excel>

Attachment 8

1/5

# Compass Classical Academy | 2016-2017 CALENDAR

19 Days

Aug 29 Teachers start  
Sep 6 Students start

AUGUST/SEPTEMBER 2016						
S	M	T	W	TH	F	S
28	29	30	31	1	X	3
4	X	5	6	7	8	9
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2017

S	M	T	W	TH	F	S
			X	X	X	4
5	6	7	8	9	10	11
12	13	14	15	16	X	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

19 Days

Mar 17 No School for students  
(Teachers PD Day)  
March 16 Report Cards

20 Days

Oct 10 Columbus Day  
October 14 Progress Reports

OCTOBER 2016						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	X	10	11	12	13	14
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2017

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	X	X	X	X	X	29
30						

15 Days

April 24-28 Spring Break  
April 21 Progress Reports

19 Days

Nov 10 Half Day for  
students/parent  
conferences (1-7pm)  
Nov 11 Veterans Day  
Nov 23 Half day  
24/25 Thanksgiving Break

NOVEMBER 2016						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	X	12
13	14	15	16	17	18	19
20	21	22	23	X	X	26
27	28	29	30			

MAY 2017

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	X	27
28	X	30	31			

21 Days

May 3 Half Day for students  
/parent conferences (1-7)  
May 25 Half Day (Prof. Dev.)  
May 26 No School  
May 29 Memorial Day

16 Days

Dec 2 Report Cards  
December 20 Holiday  
Evening with the Arts (7pm)  
December 23 - January 2  
Holiday Break

DECEMBER 2016						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	X	24
25	X	X	X	X	X	31

JUNE 2017

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12 Days

Jun 14 Evening with the Arts  
Jun 16 Last Day for students  
(half day)  
Jun 16 Report Cards  
Jun 22 Last day for teachers

20 Days

Jan 16 Martin Luther King Day

JANUARY 2017						
S	M	T	W	TH	F	S
1	X	3	4	5	6	7
8	9	10	11	12	13	14
15	X	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Please note the half days.  
Half-Day Dismissal times:  
12:15-12:45  
(Students will have lunch.)  
May 25  
Nov. 10  
Nov. 23  
June 16

X No School Days  
X Faculty Meetings  
X First and last day of school  
last day is a half day

18 Days

Feb 27-Mar 3 Winter Break

FEBRUARY 2017						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	X	X				

Approved

Calendar Template by [calendarlabs.com](http://calendarlabs.com)

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# Compass Classical Academy 2017-2018 Calendar

SEPTEMBER '17						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 4 Labor Day
- 5 First Day of School

FEBRUARY '18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 26-March 2 Winter Break

OCTOBER '17						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 4 HALF Day of School Teacher Workshop
- 9 Columbus Day No School
- 20 Progress Reports

MARCH '18						
S	M	T	W	Th	F	S
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 7 HALF Day of School Teacher Workshop
- 15 Report Cards
- 16 Staff Development No School
- 20-21 Parent Conferences

NOVEMBER '17						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 10 Veterans Day Observance No School
- 15 HALF Day of School Teacher Workshop I
- 22-24 Thanksgiving Break

APRIL '18						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 18 HALF Day of School Teacher Workshop
- 23-27 Spring Break

DECEMBER '17						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 7 Report Cards
- 12-13 Parent Conferences
- 19 Holiday Concert
- 21 Concert Snow Day
- 25-Jan 1 Holiday Break

MAY '18						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 11 Progress Reports
- 28 Memorial Day No School
- 30 HALF Day of School Teacher Workshop

JANUARY '18						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 15 ML King Day
- 17 HALF Day of School Teacher Workshop
- 26 Progress Reports

JUNE '18						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 5 School Concert
- 7 Last Day of School
- Check the Compass Website for Summer Camp Dates

Note to Staff: In addition to the Teacher Workshop days indicated above, the following dates are reserved for required after-school Staff Meetings, each beginning at 3:30 PM: 9/13, 10/25, 12/6, 2/7, 3/28, and 5/9.

# Compass Classical Academy| 2018-2019 CALENDAR

August 27<sup>th</sup> Teachers Report

AUGUST '18						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24						

February 25<sup>th</sup>-March 1<sup>st</sup>.  
Winter Break

September 4<sup>th</sup>. First Day of  
School for Students

SEPTEMBER '18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH '19						
S	M	T	W	Th	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 6<sup>th</sup> ½ day Teacher  
Workshop

March 14<sup>th</sup> Report Cards

March 18-19 Parent  
Conferences  
March 15<sup>th</sup> No school  
Teacher Workshop

September 13<sup>th</sup> School  
Pictures

October 3<sup>rd</sup> ½ day Teacher  
Workshop

OCTOBER '18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL '19						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 17<sup>th</sup> ½ day Teacher  
Workshop

April 22<sup>nd</sup>-26<sup>th</sup> Spring Break

October 8<sup>th</sup> Columbus Day  
No School

October 19<sup>th</sup> Progress  
Reports

November 14<sup>th</sup> ½ day  
Teacher Workshop

NOVEMBER '18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '19						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 3<sup>rd</sup> Progress Reports

May 22<sup>nd</sup> School Concert

May 27<sup>th</sup> Memorial Day  
No School

November 12<sup>th</sup> Veterans  
Day No School

November 21<sup>st</sup>-23<sup>rd</sup>  
Thanksgiving Break Nov 21<sup>st</sup>  
is a half day.

December 7<sup>th</sup> Report Cards

DECEMBER '18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE '19						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Last Day of School June 6<sup>th</sup>  
½ day

December 10-11 Parent  
Conferences  
December 19<sup>th</sup> School  
Concert (snow day the 20<sup>th</sup>)

December 24<sup>th</sup>-January 2<sup>nd</sup>  
Christmas Break

January 16<sup>th</sup> Half day  
Teacher Workshop

JANUARY '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JULY '18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 21<sup>st</sup> ML King Day

January 25<sup>th</sup> Progress  
Reports

Early Release is at 12:30. There is no aftercare. The Franklin Rec is open.  
Afterschool faculty meetings are at 3:30 on 9/12, 10/24, 12/5, 2/13, 4/3, 5/15

4/5

# Compass Classical Academy

## 2019 - 2020 School Calendar

August '19						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '19						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '19						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '19						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '19						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '20						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '20						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- School Closed/ Holidays
- Progress Reports
- Report Cards
- \*\* Primary Election TBD no school (Feb)
- First and Last Day of School
- No School Teacher Workshop

Progress Reports 10/18, 1/24, 4/24 Reports Cards 12/6, 3/13, 6/4 Last day is 12:30 dismissal  
Calendar Revised 8/7/2019

#### **Fire Drill Schedule 2019/2020**

**9/13 Evacuation**

**9/18 Clear Halls**

**9/25 Lockdown**

**10/16 Shelter in place**

**11/13 Clear Halls**

**11/15 Evacuation**

**2/6 Evacuation**

**3/11 Lockdown**

**4/9 Evacuation**

**5/14 Evacuation**

*Attachment 9*

*4/1*





Policy Change # 1 Effective 09/08/2019

This supersedes any previous declarations bearing the same policy number for this policy period

**Massachusetts Bay Insurance Company (A Stock Company)**  
**440 Lincoln Street, Worcester, MA 01653-0002**  
**Commercial Line Policy**  
**Common Declarations**

CM

Policy Number	Policy Period		Coverage is Provided in the:	Agency Code
	From	To		
ZDV A726307 04	09/08/2019	09/08/2020	Massachusetts Bay Insurance Company	2800681

Named Insured and Address :

Agent :

COMPASS CLASSICAL ACADEMY  
CHARTER SCHOOL  
570 W MAIN STREET  
TILTON NH 03276

CROSS INSURANCE-MANCHESTER  
1100 ELM ST STE 100  
MANCHESTER NH 03101

Branch : New Hampshire Branch Office  
Policy Period : From 09/08/2019 To 09/08/2020  
12:01 A.M. Standard Time at Your Mailing Address Shown Above.  
Business Description : Educational Institution  
Legal Entity : Other

In Consideration of the premium, insurance is provided the Name Insured with respect to those premises described in the attached schedule(s) for which a specific limit of insurance is shown. This is subject to all terms of this policy including Common Policy Conditions. Coverage Parts, Forms and Endorsements may be subject to adjustment and/or a policy minimum premium.

Commercial Property Coverage	\$1,666.00
Commercial General Liability Coverage	\$2,497.00
Professional Liability Coverage	\$4,025.00
Commercial Inland Marine Coverage	\$611.00
Commercial Crime Coverage	Not Covered
Commercial Auto Coverage	\$247.00
Total Surcharge Premium	N/A
Additional Premium For Policy Minimum	N/A
<b>** Total</b>	<b>\$9,046.00</b>

Additional/Return Premium for Endorsement : \$97.00

**\*\*INCLUDES PREMIUM, IF ANY, FOR TERRORISM; REFER TO DISCLOSURE NOTICE**

Countersigned *Michael Smith* By \_\_\_\_\_

Full Pay

Group Number ZSX

401-0154

Page 1

Issued 08/15/2019

Original Insured

*Attachment 10*

*1/3*



001107



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WORKERS COMPENSATION AND EMPLOYER'S LIABILITY INSURANCE POLICY  
WORKERS COMPENSATION RENEWAL INFORMATION PAGE  
RENEWAL OF WHV-A726440-03

CARRIER CODE NO. 13633

Policy Number	From	Policy Period To	Coverage is Provided in the	Agency Code
WHV-A726440-04	09/08/2019	09/08/2020	THE HANOVER INSURANCE COMPANY	2800681
ITEM 1. Named Insured and Address			Agent	Telephone: 603-669-3218
COMPASS CLASSICAL ACADEMY			CROSS INSURANCE-MANCHESTER	
570 W MAIN STREET			1100 ELM ST STE 100	
TILTON, NH 03276			MANCHESTER, NH 03101	

Federal ID No. 473217456

SEE ATTACHED SCHEDULE OF ADDITIONAL LOCATIONS FOR OTHER  
WORKPLACES NOT SHOWN ABOVE.  
IF APPLICABLE SEE CONTINUATION OF NAMED INSURED SCHEDULE.  
ENTITY OF INSURED - OTHER

ITEM 2. POLICY PERIOD- 09/08/19 TO 09/08/20 12:01 AM STANDARD TIME AT  
THE ADDRESS OF THE INSURED AS STATED HEREIN.

ITEM 3A. PART ONE OF THIS POLICY APPLIES TO THE WORKERS' COMPENSATION LAW AND  
ANY OCCUPATIONAL DISEASE LAW OF EACH OF THE FOLLOWING STATES-  
NH.

B. PART TWO OF THIS POLICY APPLIES TO EMPLOYERS' LIABILITY INSURANCE FOR  
WORK IN EACH STATE LISTED IN ITEM 3A:  
BODILY INJURY BY ACCIDENT \$500,000 EACH ACCIDENT  
BODILY INJURY BY DISEASE \$500,000 EACH EMPLOYEE  
BODILY INJURY BY DISEASE \$500,000 POLICY LIMIT

C. PART THREE OF THIS POLICY APPLIES TO OTHER STATES INSURANCE FOR THE FOL-  
LOWING STATES- ALL STATES EXCEPT ND, OH, WA, WY,  
AND THOSE STATES SPECIFICALLY NAMED IN ITEM 3A.

D. SEE ATTACHED SCHEDULE FOR LIST OF ENDORSEMENTS AND SCHEDULES FORMING  
PART OF THIS POLICY.

ITEM 4. THE PREMIUM FOR THIS POLICY WILL BE DETERMINED BY OUR MANUALS OF RULES,  
CLASSIFICATIONS, RATES, AND RATING PLANS. ALL INFORMATION REQUIRED BELOW  
IS SUBJECT TO VERIFICATION AND CHANGE BY AUDIT.  
ADJUSTMENT OF PREMIUM SHALL BE MADE ANNUALLY.

CLASSIFICATION OF OPERATIONS			EST ANNUAL PREMIUM
SEE ATTACHED SCHEDULE OF OPERATIONS			4,191
MINIMUM PREMIUM	\$701	EXPENSE CONSTANT	160
		PREMIUM FOR TERRORISM	\$54
		PREMIUM FOR CATASTROPHE	\$134
		TOTAL ESTIMATED ANNUAL PREMIUM	\$4,539
		DEPOSIT PREMIUM	\$4,539

COUNTERSIGNED THIS DAY OF , AUTHORIZED REPRESENTATIVE  
BRANCH OFFICE: TEN CORPORATE DRIVE SUITE 201 BEDFORD NH 03110  
IF THE BILL FOR YOUR POLICY IS NOT ENCLOSED, IT WILL BE SENT TO YOU SEPARATELY.

2/3

WC000001B

Form 331-0226 (9-03)  
Date Issued: 07/18/2019 ORIGINAL/INSURED  
GROUP NAME: Charter Schools

Payment Type: DIRECT BILL

GROUP NUMBER: ZSX  
WCDEC1



**National Union Fire Insurance Company of Pittsburgh, Pa. ®**

A capital stock company

**Specialty Risk Protector®**

**POLICY NUMBER:** 13470018

**REPLACEMENT OF POLICY NUMBER:** 036056702

**NOTICES**

THIS POLICY CONTAINS ONE OR MORE COVERAGE SECTIONS. CERTAIN COVERAGE SECTIONS ARE LIMITED TO LIABILITY FOR CLAIMS THAT ARE FIRST MADE AGAINST THE INSURED DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER AS REQUIRED BY THE TERMS OF THE POLICY. DEFENSE COSTS SHALL REDUCE THE APPLICABLE LIMITS OF LIABILITY AND SUBLIMITS OF LIABILITY AND ARE SUBJECT TO APPLICABLE RETENTIONS.

PLEASE READ THIS POLICY CAREFULLY AND REVIEW IT WITH YOUR INSURANCE AGENT OR BROKER.

**DECLARATIONS**

**ITEMS**

<b>1</b>	<b>NAMED ENTITY</b>	<b>Named Entity</b>	Compass Classical Academy, a public Charter School		
		<b>Mailing Address</b>	570 West Main Street Tilton, NH 03276		
<b>2</b>	<b>POLICY PERIOD</b>	<b>Inception Date</b>	09/08/2019	<b>Expiration Date</b>	09/08/2020
		12:01 A.M. at the address stated in Item 1			
<b>3</b>	<b>PREMIUM</b>	\$2,974.00			
	<b>TAXES AND SURCHARGES:</b>	Not Applicable			
<b>4</b>	<b>NAME AND ADDRESS OF INSURER</b>				
	National Union Fire Insurance Company of Pittsburgh, Pa. ® 175 Water Street New York, NY 10038				
	This Policy is issued only by the insurance company indicated in this Item 4.				
<b>5</b>	<b>LIMIT OF LIABILITY</b>	\$1,000,000			
<b>6</b>	<b>COVERAGE SUMMARY</b>				
	<b>COVERAGE SECTION</b>	<b>SUBLIMIT OF LIABILITY</b>	<b>RETENTION</b>	<b>RETROACTIVE DATE</b>	<b>CONTINUITY DATE</b>
	MC Media Content Insurance (Claims Made)	\$1,000,000	\$5,000	09/08/2015	09/08/2015



Certificate Issue Date: 10 December 2019

## CITY OF FRANKLIN

# TEMPORARY CERTIFICATE OF OCCUPANCY

PERMIT NUMBER: CO 19-48

### OWNER'S INFORMATION:

NAME: Roman Catholic Bishop % St. Paul's Parish, PO Box 490, Franklin, NH 03235  
TENANTS: Compass School, 15 Elkins Street, Franklin, NH 03235, Attn: Judy Tilton

### LOCATION INFORMATION:

BUILDING PERMIT #: Request for an inspection  
TAX MAP/LOT #: 117-080-00; 15 Elkins Street, Franklin, NH 03235; R-3 Zone

INTENDED USE: Charter School

### CONDITIONS OF APPROVAL:

- 1) Retention of Crowd Manager Program with up-to-date training, as required for certification.
- 2) Installation of Emergency Windows by 2021, as per agreement.
- 3) Replacement or repair of all identified non-code doors by April 15, 2020.
- 4) Limitation of classroom decorations and wall coverings to no more than 20%, as required for a building without a sprinkler system.
- 5) Maintenance of current flame-retardant combustible materials, with all newly introduced items treated and maintained per manufacturer's specifications.
- 6) Limitations on the amounts of combustible materials in storage and stage areas. These areas to be maintained in an orderly fashion, with aisles kept clear.
- 7) Regular Emergency Evacuation Training from the Nurse's Office, via the approved & installed alternative method, to be conducted.

This occupancy permit is granted under the authority of the City of Franklin Zoning Ordinance (Chapter 305-31, C), through the Planning and Zoning Office, in conjunction with the Fire Department's Code & Inspection Division. Any use of the property described above, other than that listed under "Intended Use" immediately renders this permit null and void.

Richard Lewis, P/Z Director

Date of Approval:

12/10/19

Attachment 11

#### **Article I, NAME**

The name of this nonpartisan, nonprofit shall be Compass Classical Academy Board of Trustees, hereinafter to be referred to as CCA BOT.

#### **Article II, PURPOSE**

The purpose of the Board of Trustees is to carry out the mission of the School by establishing policy and overseeing the operation of Compass Classical Academy. Within that framework, policy is implemented by the CCA BOT together with other administrators, faculty and staff.

#### **Article III, MEMBERS**

A candidate for membership agrees to advance the purpose of the organization and shall be sponsored by a current CCA BOT member. Membership is granted by a two-thirds majority vote of the CCA BOT.

#### **Article IV, OFFICERS AND DUTIES**

The CCA BOT shall consist of the following:

Officers:

President

Vice-President

Secretary

Treasurer

(Members at Large)

Each Board member shall serve a term of 2 years (subject to Article VII). Board members may serve a partial term followed by a full term if an office has been unexpectedly vacated.

#### **The Duties of the President shall be as follows:**

- Preside over meetings of the CCA BOT. Meetings shall be conducted based on Roberts Rules of Order Revised.
- Publish meeting agendas, subject to approval and amend at the start of the meeting. Every member has the right to have an agenda item included within a reasonable time.
- Act as CCA BOT's primary spokesperson and contact at meetings.
- Fulfill responsibilities and conduct business in accordance with these bylaws.

*Attachment 12*

*1/5*

**The Duties of the Vice-President shall be as follows:**

- Act for the President in his/her absence or disability.
- Assume such other duties as may be assigned by the President or the CCA BOT.

**The President and the Vice-President shall work together for the smooth transaction of all business.**

**The Duties of the Secretary shall be as follows:**

- Record and disseminate the minutes of all CCA BOT meetings promptly (within 7 days of the meeting).
- Maintain an archive of important records including bylaws, meeting minutes, committee reports, government filings, and other files.
- Assist the President in correspondence as needed.
- Maintain an active membership list including contact information.
- Submit an annual report of membership.
- Submit all non-financial filings to all governmental agencies within regulatory deadlines and receive all others from the Treasurer.
- Provide Prompt notification to the membership of all meetings.

**The Duties of the Treasurer shall be as follows:**

- Maintain an accurate and complete record of any monetary transactions the CCA BOT expends.
- To aid in the preparation of a 5-year projected budget annually with the financial office. Aid in the presentation of the projected budget that shall be presented for approval at the December CCA BOT meeting (January if December is unavailable).

**The Duties of the CCA BOT shall be as follows:**

- Approve membership.
- Conduct the ordinary affairs of the CCA BOT in accordance with the bylaws and articles of this agreement.
- Hold meetings at least 9 times a year, one of which must be the CCA BOT meeting where the budget is approved.
- Recommend fiduciary actions to be taken subject to approval of the membership and in keeping with the voted budget.
- Review policy, aid in the responsible adoption or change of new policy.

**A. Notice and Frequency**

The CCA BOT shall meet regularly (monthly) and a minimum of 9 times yearly. Board business may be conducted only with a quorum of the CCA BOT. Electronic participation shall be permitted.

Notice of a change of meeting time or date can be conducted electronically, as soon as possible before the meeting date.

If a vote of the general membership is required, notice of this may be made electronically.

#### **B. Voting**

CCA BOT member participation in deliberations shall be confined to limited comment periods and voting will be confined to CCA BOT.

Each Member shall be entitled to one vote, regardless of the number of seats they hold, and must be present to vote except as allowed elsewhere.

Voting may only occur in the presence of a quorum.

Determination of any and all matters before the CCA BOT shall require a majority vote and shall be reported in the minutes.

#### **C. General Meetings**

General meetings (scheduled for the first Tuesday of the month at 5:30pm) shall be held to deliberate and vote upon substantive business of the organization including but not limited to:

- Goals and direction for Compass Classical Academy
- Budget
- Fundraising
- By-laws
- Policy
- Discipline
- School Culture
- Curriculum
- Accountability
- Legislative Affairs
- Communication and Outreach

#### **D. Quorum**

A quorum is a majority of active members.

#### **E. Emergency Meetings**

The President is required to call an emergency meeting of the CCA BOT at the request of 3 CCA BOT members, or the Director of Compass Classical Academy. In cases of genuine emergency, required notice shall be no less than 16 hours, but a best effort shall be made to give as much time as possible for out-of-cycle meetings.

#### **Article VI: FISCAL YEAR**

The Fiscal year of Compass Classical Academy shall commence on July 1<sup>st</sup> of each year.

## **Article VII: ELECTIONS**

After the initial election for all CCA BOT members, terms shall be staggered. President and Secretary shall be voted on in even years. Vice President and Treasurer shall be voted on in odd years. It is not recommended that any 1 person occupy more than 2 positions. CCA BOT shall be a 7-member board.

After the very first election of CCA BOT members will be elected by majority vote of the membership in attendance at the June meeting.

## **Article VIII: RESIGNATIONS, REMOVAL FROM OFFICE AND VACANCIES**

Any CCA BOT member may resign effective upon giving notice to the CCA BOT. If the resignation is effective at a later date, a successor may be elected by the members of CCA BOT to take office when the resignation becomes effective.

Acceptance of a resignation shall not be necessary to make it effective.

Any CCA BOT member may be removed from office with cause only on a 2/3rds majority from the CCA BOT. The CCA BOT member to be removed must be given both electronic and written notification. Members of the CCA BOT must be notified of the intention to remove a CCA BOT member prior to the meeting. The CCA BOT member to be removed must be given the opportunity to be heard at the meeting prior to voting on the action.

CCA BOT vacancies shall be filled by the CCA BOT after notification to the public (and in the case of a parent opening, the school at large), letters of interest and resumes are encouraged. Individuals seeking a seat on the CCA BOT shall meet with the CCA BOT individually for interviews.

## **Article IX: COMMITTEES**

Committees may be formed or dissolved at any meeting by a quorum vote.

Committees shall meet bi-monthly.

CCA BOT shall approve all members of all committees.

Each standing committee shall be chaired by a CCA BOT member. Committee's may include non-CCA BOT members.

Committee's shall report on activities at each meeting.

Committees are but not limited to:

- Budget and Finance
- Accountability
- Curriculum and Assessment



- Community Outreach

#### **Article XI: VISITORS AND GENERAL PUBLIC**

CCA BOT meetings are open to the public. Members of the public are invited to voice opinions.

#### **Article XII: CONFLICT OF INTEREST**

Any CCA BOT member having a conflict of interest shall disclose to the other members and shall recuse themselves from discussion and abstain from voting on the article of business to which they have a conflict.

#### **Article XIII: FINANCIAL DECISIONS**

CCA BOT is expected to respect the approved total budget while undertaking to manage unforeseen increases, expenses or revenue fluctuations. Variations from operating line items are to be expected, however any items exceeding \$1,000 shall be brought to a majority vote of a quorum.

#### **Article XIV: TAX STATUS**

Compass Classical Academy and therefore CCA BOT are a recognized non-profit entity under the laws of New Hampshire and the IRS.

#### **Article XV: AMENDING THE BY-LAWS:**

By-laws may be amended at any meeting by a majority vote of the CCA BOT providing that such amendments have been presented in writing to the CCA BOT at a previous meeting and are published in the agenda of the meeting at which the by-laws are to be voted.

#### **Article XVII: Dissolution:**

The provisions for the disposition of the corporate assets in the event of dissolution of the corporation including the prioritization of rights of the shareholders and members to corporate assets are:

Upon dissolution of the corporation, assets shall be distributed to the Compass Classical Academy, another public charter school or for one or more exempt purposes within the meaning of section 504© (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Adopted February 4, 2020

# 2018/2019 Chartered Public Schools Annual Accountability Report

**Due Date: August 31, 2019**

School Information			
School Name	Compass Classical Academy1		
School Address	5 Elkins St, Franklin, NH 03235		
Date	8/30/19	Year School Opened	2015-2016
People Involved in Creating Report	Judy Tilton, Scott Maltzie, Beverly Learned		
Grade Levels	K-8		
2017/18 Student Enrollment <small>(Ed 318.16(12))</small>	122	Pupil Attendance Rate as Reflected in the ADM <small>(Ed 318.16(5))</small>	93.15%
2018/19 Student Enrollment <small>(Ed 318.16(12))</small>	155	Pupil Attendance Rate as Reflected in the AD <small>(Ed 318.16(5))</small>	93.29%
SBE Approved Charter Modifications	Added 8 <sup>th</sup> grade		
Mission Statement	<p>A) Educational Mission</p> <p>The Compass Classical Academy – A Charter Public School (Hereafter referred to as CCA) believes that all students — regardless of socio-economic background or academic competence — benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and information and are challenged by high expectations.</p> <p>Children learn by building on what they already know. Therefore it is important for them to begin building foundations of knowledge in the early grades. By specifying the knowledge that all children should share, one can achieve equal access to that knowledge. Thus all students, including those considered at-risk, are exposed to a coherent core of challenging, interesting, interwoven knowledge when taught a content-based curriculum. Unique to our approach is the combining of the classical, liberal arts tradition with cutting-edge, researched-based programs, each of which involves an organized and sequential continuum of learning.</p> <p>Our philosophy of education aligns with that of America's Founders in that the object of education is "to instruct... our citizens in... their rights, interests and duties, as men and citizens" (Jefferson, August 1818). We also agree with Aristotle that one becomes virtuous only by practicing the virtues. We further</p>		

believe that young people will recognize and emulate virtuous behavior of the timeless heroes and heroines of literature and history when they spend time considering their lives and actions.  
With these convictions, CCA will provide students a rigorous classical, liberal arts education that includes a strong emphasis on civics and good character to equip students to understand and uphold America's founding principles.

Having these foundational beliefs the founders of CCA have established the following mission:

- To provide a safe learning environment designed to instill integrity, good citizenship, compassion and confidence in each child.
- To promote a caring community of students, highly trained educators and administrators, along with involved parents.
- To provide a high-quality education that is thought-provoking, coherent, meaningful and engaging.

### Questions to Answer

Please respond by providing evidence to each of the following questions. If questions are not applicable to your program, please write N/A.

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

Appendix 1  
Question 1a

Once complete, please submit the report to: [Frank.Edelbut@doe.nh.gov](mailto:Frank.Edelbut@doe.nh.gov), and  
[Jane.Waterhouse@doe.nh.gov](mailto:Jane.Waterhouse@doe.nh.gov)

References: Ed 318.16; RSA 194-B:8; RSA 194-B:10:I; RSA 194-B:10:II

**1. Is the school making progress toward achieving the goals of its Mission Statement? (Ed 318.16(1)); RSA 194-B:10:II**

- a. What progress has the school made toward its academic goals? (Measurable Goals) RSA 194-B:3:II(g) Please include student performance data and analysis to support your response.

Response: Our academic goals listed in our charter are:

1. 80% of all students will meet or exceed the average performance on state-required assessments.
2. Promotion and graduation requirements will meet or exceed New Hampshire State requirements.
3. Students will make at least one year's academic growth, on an annual basis, as measured by assessment and data collection.
4. Students will be assessed in leadership qualities and after four years in the program, at least 90% of students will demonstrate characteristics and skills of leadership, as measured by a rubric.
5. At least 80% of students will be college or career ready by the time they graduate from CCA, as measured by college acceptance rates, a survey plus interview instrument for certifying career-ready skills, and follow-up studies of progress in college or career.

Some of our academic goals, as listed in our charter, have not been achieved due to the fact that we are not a K-12 school as yet (e.g. goals 2 and 5), others because we are just now reaching our fifth year and the evaluation won't have occurred as yet (e.g. goal 4).

Our promotion and graduation requirements meet and exceed the New Hampshire state requirements. Students not meeting appropriate learning achievement are required to attend Summer School before being promoted to the next grade upon successful completion of the Summer program.

Our test score goals were, in retrospect, a bit overly ambitious. Nevertheless, we continue to remain competitive with local school districts in this regard. While we still have work to do to improve test scores and meet academic achievement levels, we believe we are working toward that goal.

- b. What progress has the school made toward its programmatic goals? (Measurable Goals) RSA 194-B:3:II(g)

Response: Compass Classical Academy (CCA) has several programmatic goals:

1. Provide a rigorous, content-rich, educational program that develops academic potential and personal character.
2. Teach our students foundational skills and information and challenge them with high expectations.
3. Develop core knowledge in the early grades
4. Provide our students a rigorous classical, liberal arts education that includes a strong emphasis on civics and good character to equip students to understand and uphold America's founding principles.

We believe that we have largely met these goals. Our school test scores have improved each of the four years we have been open. Our curriculum includes: Core Knowledge, Responsive Classroom, Singapore Math and Foss Science. Each is rigorous in its grade-level expectations of students. Additionally, we have become one of the first schools to implement the full Law Enforcement Against Drugs (LEAD) curriculum in our school. This program promotes positive, pro-social attitudes and behaviors, while fostering healthy relationships, resistance to substance abuse and conflict, and resistance to negative peer pressure and influence.

- c. What progress has the school made toward its organizational goals? (Measurable Goals) RSA 194-B:3:II(g)

Response: Our organizational goals include those items necessary to help any business survive. We focused on the following organizational goals over the past four years:

1. Become and remain financially solvent – the school has a positive net worth, no debt, and sufficient student enrollment to meet our financial obligations.
2. Become fully subscribed with students – while we are not currently fully subscribed, we have an overload in kindergarten and full classes in the lower grades. Our middle school and 9<sup>th</sup> grade classes are smaller, but this was not unexpected as students and parents are reluctant to change schools later in a student's academic career.
3. Low faculty/staff turnover – Compass has been fortunate to have a number of teachers who have been with the school from the beginning four years ago. Nevertheless, lower salaries and lack of the ability to provide benefits has led to some normal turnover. Additionally two teachers were let go due to lack of adequate performance.
4. Safe and secure building – The Franklin Fire and Police departments have toured and provided guidance for improving the safety and security of our facility. Additionally, the Director has developed a comprehensive safety and emergency plan for our students, faculty, and staff in cooperation with the Franklin Fire and Police departments.

- d. Describe any advances that been made to the school's innovative approach to education and learning?

Response: As noted in part b, we have engaged a rigorous, classical education framework that continues to provide the core of our learning model. In addition, we continue to look at ways we can implement innovative curriculum ideas that meet our core values and learning goals. For example, we have recently opened a thrift store in town which will be used to provide hands-on business learning experiences for our students. We have implemented a coffee program for our special needs students to help them learn valuable math and social skills as they deliver coffee and pastries ordered by faculty and staff members. As mentioned earlier, the LEAD program provides a tremendous opportunity for our students to learn valuable leadership skills.

## 2. Is the charter school responsibly using public funds?

- a. Has the school submitted quarterly financial reports that comply with accepted standards of public school accounting? RSA 194-B:3:II(q)

Response: No, we had difficulties with bookkeepers that have now been cleared up using the services of an outside CPA and our finance person.

- b. Has the school submitted an external annual financial audit with no material defects? If not, please comment on the status of this audit and when you expect to submit it. (RSA 194-B:3:II(g)); (193-B:10:II), (Ed 318.16(14))

Response: Yes. No material defects were reported.



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

Response: Yes. The Treasurer reviews all invoices submitted for payment prior to signing checks. Large purchases are reviewed and approved by the Board of Trustees.

- d. Do the school's quarterly financial reports demonstrate reasonable and prudent planning?

Response: Yes. The school has implemented a budget that will guide our financial decision-making during the 2019-2020 school year. Regular financial reports will be provided to, and reviewed by, the Treasure and Board of Trustees.

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

Response: Yes. See 2.d.

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

Response: See attached

- g. Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process? (193-B:10:V)

Response: Yes

- h. Please describe the transportation services currently available. (Ed 318.16(13))

Response: N/A

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

- a. Are students meeting proficiency standards as measured by state assessments? Please include data.

Response:

- b. Are students making progress toward meeting state proficiency standards? Please include data.

Response:

- c. Does the school curriculum identify the expected knowledge and skills to be attained in each academic and non-academic course?

Response: Yes. Student learning outcomes for each grade level and course of study have been developed.

d. What changes have been made to the curriculum over the past year?

Response: None

e. Describe students' progress toward any non-academic goals established within the Charter?

Response: See 1.b.

f. Describe students' progress towards meeting or exceeding personally established goals set by the students? How are these measured and recorded? Please include data.

Response: At the beginning of the year, the students write down and share their hopes and dreams. Throughout the year, they revisit and see if they are on track with their goals, or if their goals have changed.

g. Describe Academic enrichment activities for students.

Response: 4-H, Chess Club, Robotics, Cribbage Club, LARP (Live Action Role Play)  
This we are partnering with Civil Air Patrol

h. Describe the community services available on the school site. (Ed 318.16(10))

Response: We have an internal food pantry and a cabinet for personal use items. We participate in the federal fruit program. We provide an area for parents to use a computer and printer to apply for services that they may need. We host the local TOPS group (Taking Off Pounds Sensibly)

i. Explain how the school fulfilling legal responsibilities for students with IEPs and 504 plans?

Response: We have a SPED liaison to work with the sending districts. This gives checks and balances for both the charter school and the district.

j. Explain how the school is protecting the legal rights of all students?

Response: We follow all state and federal RSAs. The school regularly reviews its procedures to insure that the students legal rights are being protected. Individual issues are reviewed on a case-by-case basis.

#### 4. Is the school sustainable?

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

Response: Yes

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

Response: Yes. Our systems and policies are living works that are changed as needed to accommodate the students and staff.

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

Response: Teachers give their lesson plans to the admin 2 weeks in advance, throughout the day admin walks the building to ensure plans are being met.

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

Response: Our sped liaison works with the districts to make sure students needs are being met.

e. Has the school established an appropriate relationship with the local school district(s) to facilitate sharing of resources, including extracurricular activities?

Response: Students participate in local district sports. This summer when Winnisquam Middle School gym was being worked on, we hosted the volleyball teams' practices. The school is always looking for new ways to partner with community members and local school districts to provide more opportunities for student extracurricular opportunities.

f. Has the school established a process for providing professional development opportunities to faculty? A PD master plan?

Response: We bring in professional development in school specific areas. (Singapore Math, Core Knowledge, Foss Science, first aid, ALICE etc.).

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

Response: The local health officer inspects the facility.

h. Is the school emotionally safe for children and adults, free from bullying?  
If there have been incidents of bullying, please provide details.

Response: Using the LEAD program, we give the students the tools they need to advocate for themselves. Any potential bullying incidents are taken seriously. When there are potential bullying cases involving CCA students, the students and parents are interviewed, and the police involved as necessary. Appropriate discipline is instituted, and other preventive countermeasures implemented as necessary.

i. Is the school in a strong financial position going into the next school year?

Response: Yes, the school went from borrowing \$60k in year one to stay open, to now having close to \$700K in the bank.

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

Response: N/A



- k. Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth? Please include the projected 2019/20 school year enrollment by grade level.

Response: K-20 1-18 2-18, 3-18, 4-18, 5-12, 6-20, 7-20, 8-15, 9-8

- l. Does the school employ teachers who meet state requirements for experience and/or certification? Please provide the numbers of certified teachers, teachers with 3 or more years of experience, and paraprofessionals. Please also provide the percentage of certified teachers and teachers with 3 or more years of experience.

Response: Out of 10 full time teachers, one has to finish her Praxis to achieve certification, the other nine have between 5 and 35 years-experience. We have 11 paraprofessionals. Two are teachers on alt 4 programs, 1 is a para 2. Five have 3-6 years-experience. Three are first year paras being trained.

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

Response: Until last week all staff were returning. The two that left, left for higher pay and medical benefits.

- n. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication? Please describe parent involvement in the school.

Response: Parents are expected to be involved in their child's education. We consider parents an important part of their student's success. The Director holds a parent focus meeting once a month to update parents and get their input.

- o. Describe the work the school has done over the past year in the dissemination of best or promising practices, and what the school intends to do to ensure it remains active in best practices dissemination?

Response: We participate in local charter school associations. In addition, the Director and Office Manager attended the National Charter School Conference this past summer where ideas were exchanged with participants. The school is hoping that several faculty members will be able to attend this coming year.

## 5. Current Status of the Board of Trustees

- a. Has the school submitted the meeting minutes from the Board of Trustees? If the minutes are kept on the school's website, please provide a link.

Response: Minutes are kept in the front office, until Jane came on board, we did not realize we needed to submit them. We are in the process of collecting them from the current and previous Board Secretary and will submit them as soon as possible.

- b. Have there been any changes in the membership of the board of trustees? (Ed 318.16(2))

Response: In December our Secretary resigned, and a new member took her place.

- c. Have there been any changes in the board of trustees' methods of operation or amendments to the by-laws? (Ed 318.16(2))

Response: There have been no changes to the bylaws. The board has become more active in the past year and is looking to review and modify the bylaws as necessary.

- d. Have there been any recusals made by board of trustees' members? (Ed 318.16(3))

Response: Yes. Since two members of the board are a faculty member and the director, a closed session has been imposed on several occasions to discuss salary issues.

- e. Is financial and governance training provided to members of the Board of Trustees?

Response: This is not something we have participated in previously, but something we will continue to look at going forward. Our board members have extensive expertise in government, education, business, and nonprofit management.

## 6. Student Data

- a. What is the percentage of students who were promoted to the next grade level?

Response: One 7<sup>th</sup> grade student was retained.

What is the percentage of students who graduated from high school? (Ed 318.16(9))

Response: N/A

- b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership? (Ed 318.16(5))

Response: 93.29%

- c. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement? (Ed 318.16(6))

Response: One

- d. What is the number of incident reports prepared under RSA 126-U:7. Child restraints notice and record keeping requirements? (Ed 318.16(7))

Response: No child restraints. Staff is CPI knowledgeable.

- e. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6? (Ed 318.16(8))

Response: None.

## 7. How the School is Implementing Requirements of RSA 194-B:8? (ED 318.16)

*Please write N/A if not applicable.*

I. Ed 31A chartered public school shall not discriminate nor violate individual civil rights in any manner prohibited by law. A chartered public school shall not discriminate against any child with a disability as defined in RSA 186-C. A chartered public school shall provide due process in accordance with state and federal laws and rules.

Response: All students are accepted in the school unless they are on a wait list due to oversubscription for a particular grade level.

II. A chartered public school shall comply with all applicable state and federal health and safety laws, rules, and regulations.

Response: We are inspected by the local health department and the Franklin Fire and Police Departments.

III. 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.

Response: We had 166 days in session. With 6.375 hours of instruction per day, we are well over the 945 required for grade school and the 990 required for middle/high school.

IV. A chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level.

Response: N/A

V. At least annually and near the end of each school year, a chartered public school shall evaluate the educational progress of each pupil, as specified in RSA 194-B:3, II(h). Such evaluation shall include, but not be limited to, the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state.

Response: In addition to the state testing we do quarterly testing using EZ CBM for benchmarks

VI. A chartered public school may be located in part of an existing public school building, in space provided on a private work site, in a public building, or any other suitable location. A chartered public school may own, lease, or rent its own space, or utilize space based on other innovative arrangements.

Response: We lease a former Catholic school.

VII. (a) A chartered public school may contract for services with any private or public entity including, but not limited to, private and public schools or districts, except for teaching services which may not be obtained from a nonpublic school.

Response: We contract with a speech pathologist

(b) All contracted services shall be defined by purchase order or written contract in advance of such service being provided.

Response: Written contract is on file.

(c) Any contractor shall provide proof of adequate professional liability insurance.

Response: Liability policy is on file.

(d) Subcontracts for teaching services with nonpublic schools are prohibited.

Response: None are in place,



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

x	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.
x	Sexual Harassment, as detailed in ED 303.02 (j) and (k).
x	Pupil Safety and Violence Protection, pursuant to RSA 193-F
x	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
x	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310, RSA 189:11-a, V-VI.

### 9. Required Updated Forms (Please provide dates the following forms were last updated. Write N/A if not applicable)

Dates	Forms
Fall 2018	Certificate for Occupancy (New Schools and Lease Renewal)
Fall 2018	Fire Inspection Certificate – annually
Fall 2018	Building Safety Inspection – annually
Fall 2018	Health Inspection – annually
9/2018	Insurance Certificate - annually
3/2019	Lead Testing (by July 1, 2019)
n/a	Asbestos Inspection Report (new schools and every 5 years if requested)

### 10. Signatures: Please complete the following section:

Name of Head of School	Judy Tilton
Signature of Head of School	
Date	8/31/19
Name of Board Chair	Donna Chase
Signature of Chairman of the Board	
Date	8/31/19

### 11. Attachments

1. School Calendar, including hours of operation (Ed 318.16(11)) School hours are 8-3 with a 20 min. lunch



- |  |
|--|
| 2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and comparative to State Averages |
| 3. Budget for 2020 (Ed 318.16 (15))  |

11:23 AM  
08/30/19  
Accrual Basis

Compass Classical Academy  
**Balance Sheet**  
As of August 30, 2019  
Aug 30, 19

APPENDIX 1  
QUESTION  
2f

**ASSETS**

**Current Assets**

**Checking/Savings**

Foundation	8,593.53
100000 · Grant Account	465,728.07
100001 · Operating Account	204,474.69
100100 · Transfer	-207,706.57

**Total Checking/Savings** 471,089.72

**Accounts Receivable**

100250 · State Aid Receivable	-297,234.83
11000 · Accounts Receivable	95.00

**Total Accounts Receivable** -297,139.83

**Other Current Assets**

12000 · Undeposited Funds	180.00
---------------------------	--------

**Total Other Current Assets** 180.00

**Total Current Assets** 174,129.89

**Other Assets**

101000 · Equipment	31,061.06
--------------------	-----------

**Total Other Assets** 31,061.06

**TOTAL ASSETS** 205,190.95

**LIABILITIES & EQUITY**

**Liabilities**

**Current Liabilities**

**Accounts Payable**

200000 · Accounts Payable	24,735.84
---------------------------	-----------

**Total Accounts Payable** 24,735.84

**Total Current Liabilities** 24,735.84

**Total Liabilities** 24,735.84

**Equity**

300000 · Opening Balance Equity	25.00
---------------------------------	-------

32000 · Unrestricted Net Assets	218,319.14
---------------------------------	------------

Net Income	-37,889.03
------------	------------

**Total Equity** 180,455.11

**TOTAL LIABILITIES & EQUITY** 205,190.95

COMPASS CLASSICAL ACADEMY CHARTER SCHOOL  
AND FOUNDATION

FINANCIAL REPORT

JUNE 30, 2019

*Attachment 14*

*1/23*

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2/23





**NATHAN WECHSLER & COMPANY**  
PROFESSIONAL ASSOCIATION  
CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

**INDEPENDENT AUDITOR'S REPORT**

Board of Directors  
Compass Classical Academy Charter School and  
Foundation  
Franklin, New Hampshire 03235

***Report on the Financial Statements***

We have audited the accompanying consolidated financial statements of the governmental activities of Compass Classical Academy Charter School and Foundation, as of and for the year ended June 30, 2019, and the related notes to the consolidated financial statements, which collectively comprise Compass Classical Academy Charter School and Foundation's basic consolidated financial statements as listed in the table of contents.

***Management's Responsibility for the Financial Statements***

Compass Classical Academy Charter School and Foundation's management are responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

***Auditor's Responsibility***

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Page 1

70 Commercial Street, 4th Floor  
Concord, NH 03301

v: 603-224-5357  
f: 603-224-3792

59 Emerald Street  
Keene, NH 03431

v: 603-357-7665  
f: 603-224-3792

44 School Street  
Lebanon, NH 03766

v: 603-448-2650  
f: 603-448-2475

3/23

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion

### *Opinion*

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated fund net position of governmental activities of Compass Classical Academy Charter School and Foundation, as of June 30, 2019, and the changes in consolidated fund net position and the consolidated results of cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### *Other Matter*

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-5 and budgetary comparison information on page 14 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.

#### *Other Reporting Required by Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 3, 2019 on our consideration of Compass Classical Academy Charter School and Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters on pages 15-18. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Compass Classical Academy Charter School and Foundation's internal control over financial reporting and compliance.

*Nathan Wechsler & Company*

Concord, New Hampshire  
December 3, 2019

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**

# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## MANAGEMENT'S DISCUSSION AND ANALYSIS

---

### INTRODUCTION

Our discussion and analysis of the financial position of Compass Classical Academy Charter School ("the School") and Foundation ("the Foundation") provides an overview of the activities for the fiscal year ended June 30, 2019. This Management's Discussion and Analysis is unaudited and is intended to offer a summary of significant current year activities, resulting changes, and currently known economic conditions and facts.

### FINANCIAL HIGHLIGHTS

- Fiscal year 2019 (July 1, 2018 through June 30, 2019) was the fourth year of operations for the School and Foundation.
- The School received \$7,047 per grade school student and \$5,229 per kindergartener in per pupil aid for each attending student directly from the State of New Hampshire. They also received \$132,194 in differentiated aid.
- The student population for this academic year was 137 students. The School's current charter allows up to 240 students.
- The School was reimbursed \$197,011 by local school districts for special education support provided to students.

### OVERVIEW OF THE FINANCIAL STATEMENTS

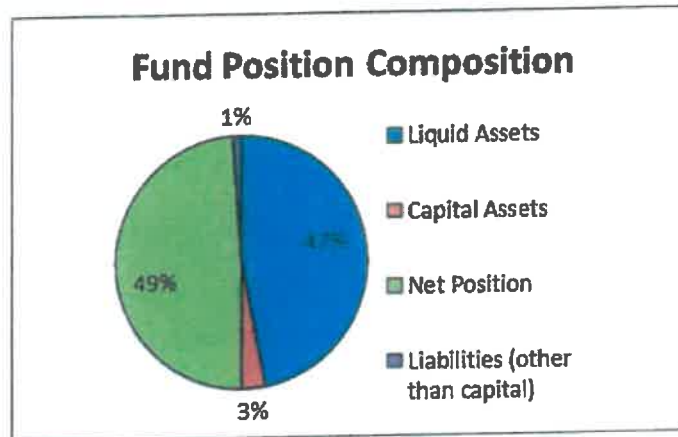
The School and Foundation herewith present their consolidated basic financial statements for fiscal year 2019. The School and the Foundation share common members of their Boards and are, therefore, under common control and are collectively referred to as "the Organization". The basic financial statements have been prepared in accordance with the standards of the Governmental Accounting Standards Board which establishes generally accepted accounting principles for state and local governments. The Organization's basic financial statements are comprised of two components: 1) comprehensive consolidated financial statements and 2) notes to the consolidated financial statements. The comprehensive consolidated financial statements presented are the Consolidating Statement of Fund Net Position, the Consolidating Statement of Activities and Changes in Fund Net Position and Consolidating Statement of Cash Flows. The notes provide additional information and disclosures that are essential to a complete understanding of the data provided in the financial statements.

# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## MANAGEMENT'S DISCUSSION AND ANALYSIS

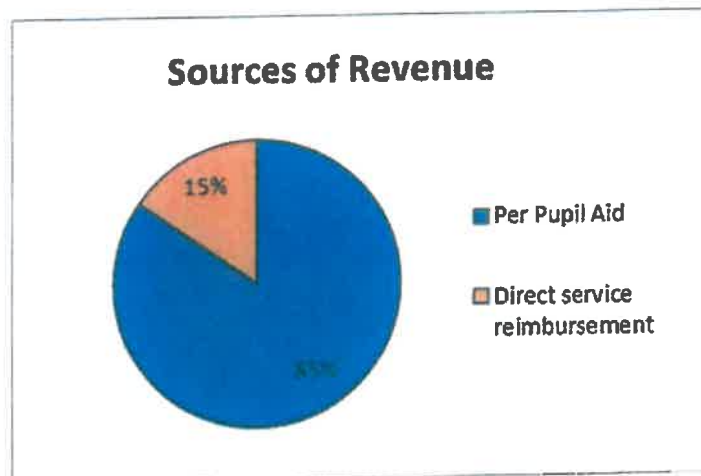
### *Consolidating Statement of Fund Net Position*

The Consolidating Statement of Fund Net Position reflects all the Organization's assets and liabilities using the accrual basis of accounting and represents the financial position as of the conclusion of the fiscal year. Fund net position is the difference between the Organization's total assets and total liabilities. Measuring fund net position is one way to gauge the Organization's financial condition.



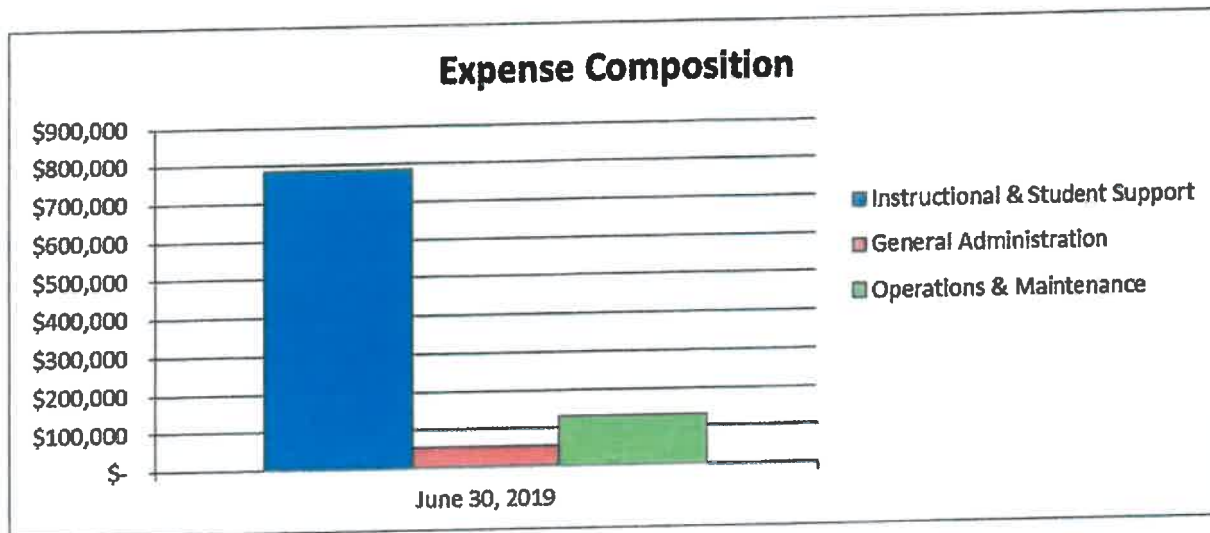
### *Consolidating Statement of Activities and Changes in Fund Net Position*

The Consolidating Statement of Activities and Changes in Fund Net Position identifies all the Organization's revenues and expenses and measures the results of its operations during the fiscal year. All revenues and expenses are included when earned or incurred, regardless of when cash is received or paid. Revenues are separated into functional operating categories.



# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## MANAGEMENT'S DISCUSSION AND ANALYSIS



### *Fiscal Year 2019 Overview*

Cash amounts to approximately 77% of the current assets. Current assets grew to \$921,249 in the fourth year of operations from \$571,108 at June 30, 2018. Liabilities at year-end decreased to \$21,529 from \$26,812 at June 30, 2018. The total per-pupil aid received from the state for fiscal year 2019 amounted to approximately \$1,081,659 for 137 students. The number of students enrolled was based on the maximum allowed under the Charter, 240 in 2019, but demand was less than predicted. During July 2018 and the prior years, the school received reimbursements from the Federal Start-Up Grant. Fiscal year 2018 was the last year of the Start-Up Grant funding and therefore current year grant revenue is much less than previous years. The School continues to look for ways to strengthen fundraising efforts through expanded fundraising activities but has had positive operating results despite minimal revenue from these activities.

### **NEXT YEAR'S OPERATIONS**

The School will enroll students for the fifth time in September 2019 and is expected to have similar enrollment to the prior year. The maximum allowed under the charter for the 2019-2020 school year is 260 students. Per pupil state aid is expected to increase for the fiscal year ending June 30, 2019 to \$7,188 per grade school student and \$5,334 per kindergartener.

### **REQUEST FOR INFORMATION**

This financial report is designed to present the user with a general overview of the Organization's finances and to demonstrate the Organization's accountability. Questions concerning any of the information provided in this report or requests for additional information should be addressed to Compass Classical Academy, 15 Elkins St., Franklin, NH 03235.

**BASIC CONSOLIDATED FINANCIAL STATEMENTS**

9/23



# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## CONSOLIDATING STATEMENT OF FUND NET POSITION

June 30, 2019

ASSETS				
	Compass Classical Academy	Compass Classical Academy Foundation	Eliminations	Consolidated
<b>ASSETS</b>				
Cash	\$ 704,560	\$ 5,911	\$ -	\$ 710,471
Due from State of New Hampshire	199,194	-	-	199,194
Prepaid expenses	11,584	-	-	11,584
Due from related party	7,500	-	(7,500)	-
Capital assets:				
Furniture and equipment	119,151	-	-	119,151
Less accumulated depreciation	(58,773)	-	-	(58,773)
<i>Total capital assets, net</i>	<u>60,378</u>	<u>-</u>	<u>-</u>	<u>60,378</u>
<b>Total assets</b>	<u>\$ 983,216</u>	<u>\$ 5,911</u>	<u>\$ (7,500)</u>	<u>\$ 981,627</u>

## LIABILITIES AND FUND NET POSITION

	Compass Classical Academy	Compass Classical Academy Foundation	Eliminations	Consolidated
<b>LIABILITIES</b>				
Accounts payable	\$ 17,500	\$ -	\$ -	17,500
Accounts payable, related party	-	7,500	(7,500)	-
Accrued expenses	4,029	-	-	4,029
<i>Total liabilities</i>	<u>21,529</u>	<u>7,500</u>	<u>(7,500)</u>	<u>21,529</u>

## COMMITMENTS (See Notes)

## FUND NET POSITION

Net investment in capital assets	60,378	-	-	60,378
Unrestricted	901,309	(1,589)	-	899,720
<i>Total fund net position</i>	<u>961,687</u>	<u>(1,589)</u>	<u>-</u>	<u>960,098</u>
<b>Total liabilities and fund net position</b>	<u>\$ 983,216</u>	<u>\$ 5,911</u>	<u>\$ (7,500)</u>	<u>\$ 981,627</u>



# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN FUND NET POSITION Year Ended June 30, 2019

	Compass Classical Academy	Compass Classical Academy Foundation	Eliminations	Consolidated
<b>UNRESTRICTED:</b>				
<b>REVENUES AND SUPPORT</b>				
State per pupil aid	\$ 1,081,659	\$ -	\$ -	\$ 1,081,659
Government grants	2,654	-	-	2,654
Special education reimbursement	197,011	-	-	197,011
Contributions	711	3,177	-	3,888
In-kind contributions	6,900	-	-	6,900
After school care	3,472	-	-	3,472
Thrift store revenue	-	8,963	-	8,963
<i>Total unrestricted revenue and support</i>	1,292,407	12,140	-	1,304,547
<b>EXPENSES</b>				
Instructional	789,115	-	-	789,115
Administrative	56,027	-	-	56,027
Operations and maintenance	120,604	10,481	-	131,085
<i>Total expenses</i>	965,746	10,481	-	976,227
<i>Total increase in unrestricted fund net position</i>	326,661	1,659	-	328,320
Fund net position, beginning of year, as restated (Note 6)	635,026	(3,248)	-	631,778
<i>Fund net position, end of year</i>	\$ 961,687	\$ (1,589)	\$ -	\$ 960,098

# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## CONSOLIDATING STATEMENT OF CASH FLOWS

Year Ended June 30, 2019

	Compass Classical Academy	Compass Classical Academy Foundation	Eliminations	Consolidated
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
Cash received for tuition	\$ 1,072,655	\$ -	\$ -	\$ 1,072,655
Cash received for contributions and grants	3,365	3,177	-	6,542
Cash received for direct service reimbursement	197,011	-	-	197,011
Cash received for after school care	3,472	-	-	3,472
Cash received for other income	-	8,963	-	8,963
Cash paid to suppliers and independent contractors	(956,742)	(6,481)	-	(963,223)
<i>Net cash provided by operating activities</i>	<b>319,761</b>	<b>5,659</b>	<b>-</b>	<b>325,420</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
Purchases of capital assets	(5,239)	-	-	(5,239)
<i>Net increase in cash</i>	<b>314,522</b>	<b>5,659</b>	<b>-</b>	<b>320,181</b>
Cash, beginning of year, as restated (Note 6)	390,038	252	-	390,290
<i>Cash, end of year</i>	<b>\$ 704,560</b>	<b>\$ 5,911</b>	<b>\$ -</b>	<b>\$ 710,471</b>
<b>RECONCILIATION OF CHANGE IN FUND NET POSITION TO NET CASH PROVIDED BY OPERATING ACTIVITIES</b>				
Increase in fund net position	\$ 326,661	\$ 1,659	\$ -	\$ 328,320
Adjustments to reconcile increase in fund net position to net cash provided by operating activities:				
Depreciation	19,001	-	-	19,001
Changes in assets and liabilities:				
Increase in due from State of New Hampshire	(19,600)	-	-	(19,600)
Decrease in grant receivable	10,596	-	-	10,596
Increase (decrease) in accounts receivable (payable), related party	(4,000)	4,000	-	-
Increase in prepaid expenses	(7,614)	-	-	(7,614)
Decrease in accounts payable and accrued expenses	(5,283)	-	-	(5,283)
<i>Net cash provided by operating activities</i>	<b>\$ 319,761</b>	<b>\$ 5,659</b>	<b>\$ -</b>	<b>\$ 325,420</b>

# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

---

### *Note 1. Nature of Organization*

The Compass Classical Academy Charter School ("the School") was established in October, 2014 after receiving its charter from the State of New Hampshire Department of Education under Chapter 194-B Charter Schools and Open Enrollment Act of the State of New Hampshire's Revised Statutes. The initial charter is for a five-year period and is subject to renewal at the discretion of the State of New Hampshire Department of Education. The School has all the rights and privileges of other public schools and operates as a public school.

The School's vision is: *To provide the parents and students of the Lakes Region of New Hampshire with a Kindergarten through 12<sup>th</sup> grade school that applies traditional educational philosophies and a challenging curriculum.*

The School hopes that its graduates will develop integrity, good citizenship, care for others and a true sense of self confidence that is built on a solid foundation of excellence in academics and character.

Compass Classical Academy Foundation ("the Foundation") is a voluntary not-for-profit corporation, incorporated under the laws of the State of New Hampshire. It is not classified as a private foundation by the Internal Revenue Service. The Foundation was organized for the purpose of establishing the new charter school and to raise funds as the parent-teacher organization for the School. During the year ended June 30, 2019 the Foundation opened a thrift store to raise funds for the School.

### *Note 2. Significant Accounting Policies*

The accounting policies of the School conform to accounting principles generally accepted in the United States as applicable to governmental units. The following is a summary of the School's significant accounting policies.

**Principles of consolidation:** The consolidating financial statements include the accounts of the School and the Foundation, collectively referred to as "the Organization". The School and the Foundation share a majority of common members on their Boards of Directors and are, therefore, under common control. All material inter-organizational transactions have been eliminated in the consolidation.

**Financial statement presentation:** The School, in accordance with *Governmental Accounting Standards Board (GASB) Basic Financial Statement – and Management's Discussion and Analysis – for State and Local Governments*, is considered a special purpose governmental entity (Cod. Sec. SP20.105) that engages in only governmental type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared using the accrual basis of accounting and all of the activity is recorded in the governmental fund.

Criteria for determining if other entities are potential component units which should be reported within the School's financial statements are identified and described in the GASB's *Codification of Government Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provide for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

---

The Foundation accounts for contributions received in accordance with the FASB Accounting Standards Codification topic for revenue recognition (FASB ASC 958-605) and contributions made in accordance with FASB ASC 958-720-25 and FASB ASC 958-310. In accordance with FASB ASC 958-605-25, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence or nature of any donor restrictions. In addition, FASB ASC 958-310 requires that unconditional promises to give be recorded as receivables and recognized as revenues.

The Foundation adheres to the Presentation of Financial Statements for Not-for-Profit Organizations topic of the FASB Accounting Standards Codification (FASB ASC 958-205). Under FASB ASC 958-205, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

***Net position:*** Net position in the government-wide financial statements are classified as net investment in capital assets, restricted, and unrestricted. Restricted net position represents constraints on resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or imposed by law through State statute.

The School's restricted funds are composed of amounts for various student activities programs.

***Fund balance:*** The School adheres to GASB Statement 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. Under GASB 54, the School is required to report information regarding its financial position and activities in a hierarchy based primarily on the extent to which the School is bound to observe constraints imposed upon the use of the resources reported in the funds.

**Basis of accounting:** The accrual method of accounting is used for all governmental entities that operate as business type entities. Accordingly, revenue is recognized when they are earned and become measurable, without regard to availability; capital assets and expenditures are recorded when received and incurred, respectively. Grants and contributions are recognized when all eligible requirements are met.

**Tax status:** The School was established under a charter granted by the State of New Hampshire Department of Education and operates as part of the State of New Hampshire and is therefore generally exempt from income taxes under Section 115. The School and Foundation are exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and are required to file Form 990 annually.

The School has adopted the provisions of FASB ASC 740, Accounting for Uncertainty in Income Taxes. Accordingly, management has evaluated the School's tax positions and concluded the School had maintained its tax-exempt status, does not have any significant unrelated business income and had taken no uncertain tax positions that require adjustment or disclosure in the financial statements. With few exceptions, the School is no longer subject to income tax examinations by the U.S. Federal or State tax authorities for tax years before 2016.

**Estimates and assumptions:** The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.



# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

**Accounts receivable:** Accounts receivable are presented net of an allowance for doubtful accounts. Accounts receivable are written off when deemed uncollectible. At June 30, 2019, no allowance for doubtful accounts was deemed necessary, as management believes all such receivables will be collected.

**Capital assets:** Capital assets are recorded at cost if purchased or at fair value at the date of donation. Equipment, furniture and vehicles purchased with a cost or value greater than \$1,000 are capitalized. Building leasehold improvements with a cost or value greater than \$25,000 are capitalized. Depreciation is computed on the straight-line basis using the estimated useful lives of 5-7 years for equipment, furniture and fixtures.

Capital asset activity for the year ended June 30, 2019 was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Capital assets:				
Furniture and equipment	\$ 113,912	\$ 5,239	\$ -	\$ 119,151
<i>Total capital assets</i>	<u>113,912</u>	<u>5,239</u>	<u>-</u>	<u>119,151</u>
Less accumulated depreciation for:				
Furniture and equipment	39,772	19,001	-	58,773
<i>Total accumulated depreciation</i>	<u>39,772</u>	<u>19,001</u>	<u>-</u>	<u>58,773</u>
Total capital assets, net	<u>\$ 74,140</u>	<u>\$ (13,762)</u>	<u>\$ -</u>	<u>\$ 60,378</u>

Depreciation expense for the year ended June 30, 2019 amounted to \$19,001 and was charged to operations and maintenance on the accompanying consolidating statement of activities and changes in fund net position.

**Gifts, contributions and grants:** The School accounts for contributions received in accordance with the GASB Statement 33, Accounting and Financial Reporting for Nonexchange Transactions. In accordance with GASB 33, contributions received are recorded as restricted or unrestricted depending on the existence or nature of any donor restrictions.

The School has adopted the policy of reporting contributions restricted by the donor as increases in unrestricted funds if the restrictions expire in the reporting period in which the revenue is recognized.

Included in contributions are gifts in-kind. The Organization records various types of in-kind contributions. Contributed services are recognized at fair value if services received (a) create or enhance long-lived assets or (b) require specialized skills, are provided by individuals possessing those skills, and typically need to be purchased if not provided by donation. Contributions of tangible assets are recognized at fair value when received. The amounts reflected in the accompanying financial statements as contributions are offset by like amounts included in expenses or additions to capital assets.

Grants awarded for operations are considered contributions and are recognized as unrestricted revenue when received unless the grant contains restrictions in which case the revenue is recognized as an increase in restricted net assets and released to unrestricted net assets when restrictions are met. Grants whose restrictions are met within the same year as received are reported as unrestricted revenue in the accompanying financial statements.

# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

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**Functional allocation of expenses:** The costs of providing the various programs and other activities have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

**Recent accounting pronouncements:** In June 2017, GASB issued Statement 87, *Leases*, which will be effective for the School on July 1, 2020, with early adoption permitted. Under GASB 87, at the commencement of a long-term lease, lessees will recognize a liability equivalent to the discounted payments due under the lease agreement, as well as an offsetting right-of-use asset. Lessees (for capital and operating leases) must apply a modified retrospective transition approach for leases existing at, or entered into after, the beginning of the earliest comparative period presented in the financial statements. The modified retrospective approach would not require any transition accounting for leases that expired before the earliest comparative period presented. Lessees may not apply a full retrospective transition approach. Management is currently evaluating the impact GASB 87 will have on the School's financial statements.

### *Note 3. Concentration of Credit Risk*

The School maintains cash accounts with a local financial institution. At times during the year ended June 30, 2019, the School maintained cash balances in excess of federally insured limits. At June 30, 2019 amounts on deposit in excess of FDIC limits amounted to approximately \$455,000.

### *Note 4. Operating Leases*

The School has entered into a building lease agreement with the Roman Catholic Bishop of Manchester (the "Parish") who owns the St. Gabriel Parish Center in Franklin, NH. The lease term expires June 30, 2020 and requires monthly payments of \$8,250 for fiscal year 2019 and \$9,150 for fiscal year 2020, for the ten months of the year the School is open for operations. Under the lease, utilities are paid for by the Parish. At June 30, 2019, the future minimum lease payments required under operating leases is \$91,500 for fiscal year 2020 if the School fully utilizes all available classrooms.

The Foundation leased space on a month to month basis beginning October 1, 2018 from an unrelated third party for \$800 a month to operate the thrift store.

Total rent expense for the year ended June 30, 2019 amounted to \$91,500.

### *Note 5. Concentrations*

During the year ended June 30, 2019, approximately \$1,084,313 or 84% of the School's revenues were provided by the State of New Hampshire.

# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL AND FOUNDATION

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

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### *Note 6. Prior Period Adjustment*

During the current year audit procedures, it was determined that the cash balance at June 30, 2018 was understated by \$13,343. These financial statements include a prior period adjustment to correct this balance which included an increase in beginning cash, and an increase in fund net position amounting to \$13,343.

### *Note 7. Subsequent Events*

The School has evaluated subsequent events through December 3, 2019 the date which the financial statements were issued, and have not evaluated subsequent events after that date. No subsequent events were identified that would require disclosure in the financial statements for the year ended June 30, 2019.

**REQUIRED SUPPLEMENTAL INFORMATION**

18/23



# COMPASS CLASSICAL ACADEMY CHARTER SCHOOL

## STATEMENT OF BUDGETARY COMPARISON Year Ended June 30, 2019

	Budgeted (Original and Final)	Actual Amounts	Variance Favorable (Unfavorable)
<b>REVENUES:</b>			
State per pupil aid	\$ 1,317,600	\$ 1,081,659	\$ (235,941) (1)
Grants	2,000	2,654	654
Special education reimbursement	50,000	197,011	147,011 (2)
Contributions	65,000	7,611	(57,389) (3)
Student activities	-	3,472	3,472
Other miscellaneous income	16,500	-	(16,500)
<i>Total income</i>	<u>1,451,100</u>	<u>1,292,407</u>	<u>(158,693)</u>
<b>EXPENDITURES:</b>			
Salaries, benefits and independent contractors	904,650	719,599	185,051 (4)
Payroll taxes	77,118	51,440	25,678 (4)
Rent and related expenses	88,925	82,700	6,225
Supplies and textbooks	61,280	19,328	41,952 (5)
Equipment, computers, software	32,000	426	31,574 (6)
Professional development	12,500	2,964	9,536
Professional fees	12,000	20,000	(8,000)
Insurance	7,000	18,930	(11,930)
Outside services	72,500	2,547	69,953 (7)
Depreciation expense	-	19,001	(19,001) (8)
Other	21,990	28,811	(6,821)
<i>Total expenditures</i>	<u>1,289,963</u>	<u>965,746</u>	<u>324,217</u>
<i>Change in fund net position</i>	<u>\$ 161,137</u>	<u>\$ 326,661</u>	<u>\$ 165,524</u>

### Explanation of variances:

- (1) The per pupil aid budget was based on enrollment of 240 students. Actual enrollment was 137.
- (2) More students requiring direct services than anticipated.
- (3) The School was not able to focus on fundraising as they were getting operations stabilized with limited staffing.
- (4) Budgeted salaries were based on full enrollment of 240 under the charter, because the enrollment was lower, fewer teachers were hired.
- (5) Budgeted supplies were based on full enrollment of 240 under the charter, because the enrollment was lower, less supplies and textbooks were needed. Also, close cost controls were implemented.
- (6) The reoccurring cost of supplies and materials after initial start-up was less than was estimated and expected. Also, slower than anticipated growth of enrollment required less supplies and materials.
- (7) A few support positions such as IT, nurse, custodian were budgeted as contract positions but were either filled with employees or left vacant.
- (8) Depreciation related to the School's capitalized assets was not considered in the budget.

Note: There was no established budget for the Foundation in the current year and accordingly the Foundation has not been included in this schedule.



**NATHAN WECHSLER & COMPANY**  
PROFESSIONAL ASSOCIATION  
CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS ADVISORS

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH GOVERNMENT AUDITING STANDARDS**

*Independent Auditor's Report*

Board of Directors  
Compass Classical Academy Charter School and  
Foundation  
Franklin, New Hampshire 03235

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of the governmental activities of Compass Classical Academy Charter School and Foundation ("the Organization") as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Organization's basic consolidated financial statements, and have issued our report thereon dated December 3, 2019.

**Internal Control over Financial Reporting**

In planning and performing our audit of the consolidated financial statements, we considered the Organization's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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70 Commercial Street, 4th Floor  
Concord, NH 03301

v: 603-224-5357  
f: 603-224-3792

59 Emerald Street  
Keene, NH 03431

v: 603-357-7665  
f: 603-224-3792

44 School Street  
Lebanon, NH 03766

v: 603-448-2650  
f: 603-448-2476

20/23

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify certain deficiencies in internal control that we consider to be material weaknesses.

We consider the following deficiencies in internal control to be material weaknesses:

**1) Financial Statement Preparation**

The School's management does not currently have the resources to review the financial statements. The School's management has demonstrated an understanding of the footnote disclosures that are already included in the financial statements. However, we believe that management does not have the ability to adequately review the completeness of footnote disclosures in full compliance with generally accepted accounting principles, resulting in a deficiency which would potentially increase the likelihood of material misstatement in the financial statements.

*Management's response: Due to the complexities and constantly changing reporting standards with respect to audited financial reports, management and the Board have chosen to engage a qualified CPA firm to advise us on the proper format for our annual reports rather than devote scarce staff resources toward maintaining our knowledge of the most current standards. We expect that our auditors will keep us informed of changes that may require us to modify our internal procedures. This has been viewed as an appropriate use of limited personnel resources in light of the minimal risks involved for this organization.*

**2) Segregation of Duties**

Due to the limited number of people working in the office, many critical duties are combined and assigned to the available employees. While we understand that a complete segregation of duties is impractical in a small office with limited personnel, we believe that some relatively minor changes could be made which would significantly improve controls. To the extent possible, duties should be segregated to serve as a check and balance and to maintain the best control system possible. We suggest that the segregation of duties be reviewed and adjusted where possible to strengthen the system of internal control.

**3) Timely and Accurate Financial Recording and Reporting**

We noted that the accounting and reporting processes are significantly delayed. Lack of timely and current financial information can significantly impact management's ability to effectively guide an organization. Critical areas such as financial analysis, budgetary control, and cash flow can all be negatively impacted. We suggest the Organization take steps to ensure that accounting records are current and accurate. Once up-to-date, the accounting staff must consistently provide management with accurate financial reports and information necessary to effectively manage the Organization's operations.

#### 4) Record Storage and Retrieval

During our audit we noticed that some accounting records could not be located easily when needed. However, efforts during the audit process to find documentation were successful but in some cases could not be found within the Organization. Supporting documentation for items recorded in the books of account should be readily available within the organization. We strongly recommend that a better system of document retention and file maintenance be implemented. This type of file maintenance is a basic element of a strong system accounting procedures and related controls. An improved filing system would provide the way for improved efficiencies and greatly aid the Organization.

We recommend that the following steps be taken:

- Decide on a systematic manner of filing documents, e.g., pre-numbered sales invoices and receiving reports filed consecutively by number, vendor bills alphabetically by vendor name, journal entries by month, etc.
- Describe the system in the accounting manual or post a description on the filing cabinets or storage room so employees will know how to find and re-file documents.
- Institute use of "sign-out" cards to be filled out when a document is removed, showing who took the record. The card should be placed in the file in place of the removed document.
- Establish a policy specifying which records should be retained permanently, which records should be kept only for a given period before being destroyed, and how long the period of time should be for the various documents termination.
- Decide on when records should be moved to other storage areas to create room for necessary current records. For example, some companies keep the current and prior year records in the accounting department or in storage rooms on the premises and store older records in off-premises warehouses, or some files may be stored electronically.
- Assign personnel the responsibility to periodically clean out the files in accordance with the established policy.

#### 5) Supervisory Review and Board Monitoring

While conducting our audit, we noted that there is no supervisory review of accounting transactions and month end reconciliations performed. This situation has allowed errors to exist within the books of account for some time and they will continue to grow in magnitude without subsequent correction. We suggest that this situation should be corrected as soon as possible with the establishment of a regular supervisory review of accounting transactions and reconciliations. In addition, it was noted during our audit that the School Board does not receive complete and timely financial statements to review throughout the year. In order to monitor the Organization, the board should be receiving financial information periodically throughout the year, quarterly at a minimum.

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

### Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Nathan Wechsler & Company*

Nathan Wechsler & Company  
Professional Association



# MINUTES

## CCA Board of Trustees

January 7, 2019 / 4:30 pm | Meeting called to order by Judy Tilton

### In Attendance

Judy Tilton, Donna Chase, Scott Maltize, Peter Fogg, Heidi Pope, Cindy Reinartz

### Approval of Minutes

The minutes from the December were approved.

### Board of Trustees (BOT)

New member Cindy Reinartz was nominated by Judy Tilton. Cindy brings years of experience being the Tilton Tow Tax Collector. Heidi Pope seconded nomination. All Board Members present voted in favor and approved Cindy's nomination. Secretary of The Board, Stacey Marsland, stepped down from board immediately. Heidi Pope motioned to approved, Scott Maltize seconded. All Board members present approved. Judy Tilton nominated Heidi Pope for Secretary. Scott Maltize seconded nomination. Heidi Pope accepted nomination. All Board members present voted in favor and approved nomination.

### Advisory Committee

There are a number of openings on the BOT, parent and specific skilled openings. There are a couple of known interested parents in joining the BOT.

### Budget

Bank statements for the operating expense account and the CCA Grant account were presented. It was brought to light that the Grant account was being audited by the state's audit team.

### Director's Report

#### Director

#### New Business

- Review of Bylaws
  - Director Judy Tilton handed out BOT Bylaws. Several members noted changes that need to be made. Scott Maltize offered to convert bylaws into editable form and board agreed to enter edits prior to next month's meeting. Approval of updated Bylaws to occur at February Board meeting.
- Valentines Event
  - Event date 2/9/19
  - Tickets to sell handed out to Board
  - Tickets \$30 per person
  - 8 people to a table

Attachment 15

1/19

- Judy had list of items to be auctioned. Judy has team that will solicit additional items over the next few weeks.

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## Committee Reports

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- Judy reviewed bank statements

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## Announcements

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- CCA Vintage & Thrift Shop
  - Ribbon cutting ceremony date will be determined after work schedules are completed
  - Eighth graders will spend time working in the store in March
  - Cindy suggested inquiring at Senior Centers for volunteers to help during store hours of operation

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## Next Meeting

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Date | time, Location

Motion to adjourn was made at 7:35 unanimously accepted.

**Compass Classical Academy**

**Board Meeting Minutes**

**February 4, 2019**

**Members Present:** Donna Chase, Scott Maltzie, Judy Tilton, Peter Fogg, Cindy Reinartz

**Members Absent:** Jeannie Forrester

Minutes from January meeting were approved.

Bank Statements were reviewed and discussed.

**Directors Report**

**Valentines Event:**

Auction Items still needed vs. what we have

The role of the BOT at this event

Update on tickets sold

**CCA Vintage and Thrift:**

Update on Donations

Racks needed to finish setting up (we have a line out on a few more places)

All set for the Grand Opening on February 19, 2019

**Next Meeting:** March 11, 2019

Motion to adjourn was made by Donna Chase and seconded by Cindy Reinartz at 7:52pm.

3/19



# MINUTES

## CCA Board of Trustees

March 11, 2019 /5:30 pm | Meeting called to order by Judy Tilton

### In Attendance

Judy Tilton, Donna Chase, Scott Maltize, Peter Fogg, Heidi Pope

### Board of Trustees (BOT)

Reviewed amended draft of school Bylaws. Scott Maltize motioned to approve Bylaws. Donna Chase approved. Heidi Pope second. All in favor.

Annual teacher contracts will be reviewed at next meeting.

### Budget

Foundation: \$3,293.53

Operating: \$392,867.22

Grant: \$473,505.15

\$98k in outstanding bills

### Director's Report

#### Director

#### New Business

- CCA is now licensed to display movies
  - Annual licensing expense is \$400
  - PTO hasn't been holding movie night events
  - It needs to be decided if the license will be renewed and used
- Partnered with Twin Rivers Food Pantry
  - We are trading peanut butter for other snacks
- Current student count is 139
- Fire Marshall visited
  - Gave Judy a list of items to fix, replace, repair including the upstairs windows and some of the doors in classrooms, hallways, and the gym
  - Judy is making arrangements to fix the necessities in phases
- Farmer's Market
  - Will be held at a church in Tilton
  - CCA will participate
- The Thrift Store made just over \$1,100 in February

### Next Meeting

4/19

Motion to adjourn was made at 6:15, unanimously accepted.

**Compass Classical Academy**

**Board Meeting Minutes**

**April 2, 2019**

**Members Present:** Donna Chase, Scott Maltzie, Cindy Reinartz, Judy Tilton, Peter Fogg

**Members Absent:** Heidi Pope, Jeannie Forrester

**Called to order at 5:40pm**

**Motion to approve minutes from March Cindy Reinartz seconded by Scott Maltzie.**

**Directors Update**

**Vintage and Thrift is starting to gain traction. Better donations and sales. Looking for permanent employees.**

**Financial report was given.**

**Bev has started the in-depth audit of all the bank accounts.**

**Field Day prep has begun, in need of parent volunteers.**

**No new business.**

**Motion to adjourn was made by Scott Maltzie and seconded by Peter Fogg, all in favor at 6:31pm**

6/19

Compass Classical Academy

Board Meeting Minutes

May 7, 2019

Members Present: Donna Chase, Judy Tilton, Cindy Reinartz, Peter Fogg

Members Absent: Heidi Pope, Scott Maltzie, Jeannie Forrester

Decision was made to postpone meeting as there were too many voting members not present.

Respectfully Submitted,

7/19

6/4/19

Scott Maltzie, Donna, Judy, Cindy, Peter

Meeting called to order at 5:35

Lakes Region Community College has chairs to give away

3<sup>rd</sup> grade teacher interview last week, only candidate to apply

#### Grants

10k to use for student mental health, posted PT counselor position

Nurse Ms. Finney is returning next year

Not sure of art teacher status

Received agreement for next year sewer audit

Starting with Aug meeting Judy would like to look into other audit firms that are more timely

#### Account balances

\$465.37k in grant account

\$194.96k in operating acct, one more major period

Cindy will investigate other investment/

#### Summer school

Title 1 7/8-8/8

7<sup>th</sup> and 8<sup>th</sup> grade have credit recovery and if they didn't pass current grade will be required to attend summer school

Ms. McCarte teaching 6<sup>th</sup> grade next year

#### Marketing opportunities

Donna feels Students should march in Class Day Parade

8/19

Enrollment at 134

Look up White Mtn Regional high School lip dub great marketing opportunity for enrollment

Old Home / Community Days

Need to schedule open house dates

5-7pm

9/4

Family cookout 8/19 4:30 – 8:00

Motion to place add in paper, radio announcement, Garneau electronic board

Donna second, all agreed

A man wants to rent the gym 2 nights a week to teach tai kwan do

Board agrees ok as long as school is recouping rent and his schedule doesn't impact school functions.

More investigation needs to occur before agreeing with business owner.

Morning drop off changes next year, 7:30-7:45 7:45-8:00 advisory time

Need parent help with picking up free food from Manchester food bank

Can we work on outlining opportunities for communication, i.e. Wed folders, teacher pages, blast emails

Meeting adjourned 7:15 pm

9/19

7/8/19

Judy  
Donna  
Peter  
Scott  
Heidi

Meeting called to order at 5:40pm  
Next year starting flag team  
One team will put flag out in am and another team will take down in pm  
Fire department will put rope on pole

Buying copier for upstairs for next year \$700-\$800

Summer school started today  
22 students in total

National Charter School Conference went well  
In Orlando next year, would like to have more staff attend

Next week woman here to view school's recertification

Diocese said no to new fire doors  
Need to investigate other options, Judy will look into grant options  
Estimated expense for doors without windows \$350-\$400 for each door 14 doors needed, not sure of hardware expense

Church is installing fire egress window for nurse's office

Website updates  
Have received training packets

Need to start getting photos of students and staff to be used for yearbooks, pamphlets, advertising, website  
Need to explain to parents better why we want to take photos so they agree to have them taken

Title 1 grant awarded to CCA \$78k

Board approved Goodwill gift to Miss Booth to help in her time of need  
Trying to organize benefit concert

Performance evaluation conducted on Miss Tilton  
Scott will email to all to review  
Next month board will review salary

Question posed if we should be looking at real estate opportunities  
We need to increase enrollment which will allot us more opportunities for state/federal funding

10/19

CCA continues to struggle with current accounting firm and discrepancies with accounts that they've uncovered during audits

Board agrees that we should interview other firms

Motion to pay for Rediker training for teachers, second, approved

Meeting adjourned at 6:45

Next meeting 8/6/19

11/19



August Meeting

08/06/19

Meeting was cancelled.

12/19

September Meeting

09/03/19

Attendance:

Donna Chase

Scott Maltzie

Peter Fogg

Cindy Reinartz

Judy Tilton

Meeting called to order 5:40 pm.

School began today. Went as expected.

Waiting on audit report from Nathan Wechsler. It was noted that the auditors are asking for the same documentation that has gone out to them at least twice.

6:15 Meeting went into non-public for "Dismissal, promotion, compensation, disciplining, investigation or hiring of a public employee"

Motion, Scott Maltzie

Seconded, Cindy Reinartz, all in favor

Sealed Nonpublic, voted and accepted

7:01 Meeting Adjourned, all in favor.

13/19

October Meeting  
10/1/19

Attendance  
Scott Maltzie  
Donna Chase  
Heidi Pope  
Judy Tilton  
Peter Fogg

Meeting called to order 5:41pm

Meetings will occur the first Tuesday of each month  
11/5  
12/3  
1/7/20  
2/4  
3/3  
4/7  
5/5  
6/2

State will be here 3/17/20 for recert  
12/13/19 state health inspection

Still waiting on audit report. They're requesting information that has already been submitted. Judy will start process of requesting submittals for new audit companies to investigate and interview.

Enrollment was 144 on first day of school. 6 have departed. Enrollment is up this year vs. last year, 10 students. We should investigate conducting press releases more frequently.

Teacher list will be updated on website

Upcoming class trips  
6<sup>th</sup> Boston Museum of Science  
7<sup>th</sup> Plimouth Plantation  
8<sup>th</sup> 3-day trip to Boston  
9<sup>th</sup> Washington DC 2<sup>nd</sup> week of June 2020

Robotics team started 3 weeks. Conducted their first mission last week.

Chess team had small signup, so quiet time during the day will be used for students to participate.

Meeting moved into non-public at 6:15pm

Meeting adjourned at 7:00pm

14/19

11/5/19 CCA Board Meeting  
Meeting called to order at 5:38PM

Attendance

Peter Fogg  
Scott Maltzie  
Cindy Rienartz  
Judy Tilton  
Heidi Pope  
Absent  
Donna Chase

Financial Report

\$388492.85 operating  
\$6000.57 foundation  
\$465583.57 grant

DOE 25

Received back from state with audit errors. Judy sent back to auditors. Audit staff would like to present findings to board. They will be told to be prepared to present at the next scheduled School Board meeting.

Lease Aid

We'll be reimbursed 30% of LY rent

RLIS

Approved for \$2200 TY  
Had Title 1 teacher express interest today

Church Angel Fair held in school gym last weekend

Disruption to school – proposing NY to schedule school closure during this time

Donation

Judy will research options for CCA to make donation to Wildes Family in support of Trisha Wildes' diagnosis with Cancer  
Discuss Dinner Train with Chris Wildes – would they be interested in receiving help via this route?

Food Pantry

Haven't been ordering consistently, this will cause us to loose status which means we need to order more consistently.

Robotics

Week from this Saturday 11/16 is first Robotics Competition at Gilford School

Chess Club

Only 2 children interested in different grades, trying to figure out how to schedule during school hours

6:45 Meeting moved into non-public

Sealed non-public

7:16 Meeting adjourned

15/119

December Meeting

12/03/2019

Attendance

Donna Chase

Scott Maltzie

Peter Fogg

Cindy Reinartz

Judy Tilton

Meeting called to order, 5:32pm

Nathan Wechsler presented the board with Audit, and audit findings.

Motion To Approve, Scott Maltzie

Seconded, Cindy Reinartz, all in favor

Meeting was adjourned, 8:38 all in favor

16/19

**January Meeting**

**1/7/2020**

**Attendance**

**Donna Chase**

**Scott Maltzie**

**Peter Fogg**

**Cindy Reinartz**

**Heidi Pope**

Meeting called to order, 5:30 pm

5 year budget has been produced

Vote to accept, Scott Maltzie

Seconded Peter Fogg

All in favor

0 opposed

Bingo is moving forward; tentative start date is 2/22/2020

Nathan Wechsler has continued to request material from the school, even though the audit was presented and approved by the Board last month. Judy is continuing investigation into other firms that may provide the school with a more appropriate audit, in a timelier manner.

Enrollment is down after the Holiday break.

Fundraising efforts for the PTO and individuals to go on the 3 big trips are under way and are looking promising.

Reminder that the State will be in for an onsite visit on 3/17/20, for the recertification.

Meeting moved to nonpublic at 7:03, "Matters that would likely adversely affect the reputation of any non-board member".

Motion, Cindy Reinartz

Seconded, Scot Maltzie, all in favor

Sealed nonpublic, all in favor

Meeting adjourned at 8:00pm, all in favor

17/19

February Meeting

02/04/2020

Attendance

Donna Chase

Peter Fogg

Scott Maltzie

Cindy Reinartz

Judy Tilton

Meeting Called to Order, 5:31pm

Reminder that the state will be in on 03/17/20 for recertification

The acquisition of a new Bingo Board and console was presented and discussed.

Cindy Reinartz voted to purchase the new equipment, seconded by Donna Chase. All in favor. Motion passes.

Bingo will be moved to 02/29/2020, as the church has a conflict.

Teacher and Student handbooks were reviewed, updated and voted unanimously to approve

Review of new board policies

Vote to approve, unanimous

Review of RSA 91-A and its appropriate use by Peter Fogg.

Meeting adjourned, 7:05 pm, all in favor

18/19

Special Meeting

2/22/2020

Attendance

Donna Chase

Scott Maltzie

Heidi Pope

Peter Fogg

Judy Tilton

Cindy Reinartz (phone)

Meeting called to order 9:04 am

Vote to go to nonpublic citing, "The buying, selling or leasing real or personal property if public discussion would give someone an unfair advantage over the municipality".

Roll Call Vote

Donna Chase YES

Peter Fogg YES

Heidi Pope YES

Scott Maltzie YES

Cindy Reinartz YES

Motion Carries

Minutes are sealed until such time as transaction has been completed.

Motion to adjourn, Scott Maltzie, seconded Donna Chase, all in favor.

Adjourned 10:08

Cx cde

19/19



Form **941 for 2019: Employer's QUARTERLY Federal Tax Return**  
 (Rev. January 2019) Department of the Treasury - Internal Revenue Service

OMB No. 1545-0029

Employer identification number (EIN) **4 7 - 3 2 1 7 4 5 6**

Name (not your trade name) **COMPASS CLASSICAL ACADEMY**

Trade name (if any) \_\_\_\_\_

Address **570 W MAIN ST**  
 Number Street  
**TILTON** **NH** **03276**  
 City State ZIP code  
 Foreign country name Foreign province/county Foreign postal code

Report for this Quarter of 2019  
 (Check one.)

- ☒ 1: January, February, March  
☐ 2: April, May, June  
☐ 3: July, August, September  
☐ 4: October, November, December

Go to [www.irs.gov/Form941](http://www.irs.gov/Form941) for instructions and the latest information.

Read the separate instructions before you complete Form 941. Type or print within the boxes.

**Part 1: Answer these questions for this quarter.**

1	Number of employees who received wages, tips, or other compensation for the pay period including: Mar. 12 (Quarter 1), June 12 (Quarter 2), Sept. 12 (Quarter 3), or Dec. 12 (Quarter 4)	1	<b>28</b>
2	Wages, tips, and other compensation	2	<b>185,811.61</b>
3	Federal income tax withheld from wages, tips, and other compensation	3	<b>15,415.33</b>
4	If no wages, tips, and other compensation are subject to social security or Medicare tax	<input type="checkbox"/> Check and go to line 6.	

	Column 1		Column 2
5a	Taxable social security wages	<b>185,811.61</b> × 0.124 =	<b>23,040.64</b>
5b	Taxable social security tips	× 0.124 =	
5c	Taxable Medicare wages & tips	<b>185,811.61</b> × 0.029 =	<b>5,388.54</b>
5d	Taxable wages & tips subject to Additional Medicare Tax withholding	× 0.009 =	
5e	Add Column 2 from lines 5a, 5b, 5c, and 5d	5e	<b>28,429.18</b>
5f	Section 3121(q) Notice and Demand —Tax due on unreported tips (see instructions)	5f	
6	Total taxes before adjustments. Add lines 3, 5e, and 5f	6	<b>43,844.51</b>
7	Current quarter's adjustment for fractions of cents	7	<b>.18</b>
8	Current quarter's adjustment for sick pay	8	
9	Current quarter's adjustments for tips and group-term life insurance	9	
10	Total taxes after adjustments. Combine lines 6 through 9	10	<b>43,844.69</b>
11	Qualified small business payroll tax credit for increasing research activities. Attach Form 8974	11	
12	Total taxes after adjustments and credits. Subtract line 11 from line 10	12	<b>43,844.69</b>
13	Total deposits for this quarter, including overpayment applied from a prior quarter and overpayments applied from Form 941-X, 941-X (PR), 944-X, or 944-X (SP) filed in the current quarter	13	<b>43,844.69</b>
14	Balance due. If line 12 is more than line 13, enter the difference and see instructions	14	
15	Overpayment. If line 13 is more than line 12, enter the difference	15	

Check one: ☐ Apply to next return. ☐ Send a refund.

Next →

▶ You MUST complete both pages of Form 941 and SIGN it.

For Privacy Act and Paperwork Reduction Act Notice, see the back of the Payment Voucher.

Form **941** (Rev. 1-2019)

Attachment 16

1/12

Name (not your trade name)

COMPASS CLASSICAL ACADEMY

Employer identification number (EIN)

47-3217456

**Part 2: Tell us about your deposit schedule and tax liability for this quarter.**

If you are unsure about whether you are a monthly schedule depositor or a semiweekly schedule depositor, see section 11 of Pub. 15.

- 16 Check one: ☐ Line 12 on this return is less than \$2,500 or line 12 on the return for the prior quarter was less than \$2,500, and you didn't incur a \$100,000 next-day deposit obligation during the current quarter. If line 12 for the prior quarter was less than \$2,500 but line 12 on this return is \$100,000 or more, you must provide a record of your federal tax liability. If you are a monthly schedule depositor, complete the deposit schedule below; if you are a semiweekly schedule depositor, attach Schedule B (Form 941). Go to Part 3.
- ☐ You were a monthly schedule depositor for the entire quarter. Enter your tax liability for each month and total liability for the quarter, then go to Part 3.

Tax liability: Month 1

Month 2

Month 3

Total liability for quarter

Total must equal line 12.

- ☒ You were a semiweekly schedule depositor for any part of this quarter. Complete Schedule B (Form 941), Report of Tax Liability for Semiweekly Schedule Depositors, and attach it to Form 941.

**Part 3: Tell us about your business. If a question does NOT apply to your business, leave it blank.**

- 17 If your business has closed or you stopped paying wages . . . . . ☐ Check here, and enter the final date you paid wages .

- 18 If you are a seasonal employer and you don't have to file a return for every quarter of the year . . . ☐ Check here.

**Part 4: May we speak with your third-party designee?**

Do you want to allow an employee, a paid tax preparer, or another person to discuss this return with the IRS? See the instructions for details.

- ☐ Yes. Designee's name and phone number

Select a 5-digit Personal Identification Number (PIN) to use when talking to the IRS.

- ☒ No.

**Part 5: Sign here. You MUST complete both pages of Form 941 and SIGN it.**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

**X**

Sign your name here

REFERENCE COPY PREPARED BY PAYCHEX

Print your name here

Print your title here

Date

Best daytime phone

**Paid Preparer Use Only**Check if you are self-employed ☐

Preparer's name

Preparer's signature

Firm's name (or yours if self-employed)

Address

City

State

PTIN

Date

EIN

Phone

ZIP code

2/12

**Schedule B (Form 941):****Report of Tax Liability for Semiweekly Schedule Depositors**

(Rev. January 2017)

Department of the Treasury - Internal Revenue Service

OMB No. 1545-0029

Employer identification number  
(EIN)

4 7 - 3 2 1 7 4 5 6

Name (not your trade name)

COMPASS CLASSICAL ACADEMY

Calendar year

2 0 1 9

(Also check quarter)

Report for this Quarter ...  
(Check one.)

- ☒ 1: January, February, March
- ☐ 2: April, May, June
- ☐ 3: July, August, September
- ☐ 4: October, November, December

Use this schedule to show your TAX LIABILITY for the quarter; don't use it to show your deposits. When you file this form with Form 941 or Form 941-SS, don't change your tax liability by adjustments reported on any Forms 941-X or 944-X. You must fill out this form and attach it to Form 941 or Form 941-SS if you're a semiweekly schedule depositor or became one because your accumulated tax liability on any day was \$100,000 or more. Write your daily tax liability on the numbered space that corresponds to the date wages were paid. See Section 11 in Pub. 15 for details.

**Month 1**

1		9		17		25	7,503.72
2		10		18		26	
3		11	6,429.91	19		27	
4		12		20		28	
5		13		21		29	
6		14		22		30	
7		15		23		31	
8		16		24			

Tax liability for Month 1

13,933.63

**Month 2**

1		9		17		25	
2		10		18		26	
3		11		19		27	
4		12		20		28	
5		13		21		29	
6		14		22	7,879.86	30	
7		15		23		31	
8	7,339.80	16		24			

Tax liability for Month 2

15,219.66

**Month 3**

1		9		17		25	
2		10		18		26	
3		11		19		27	
4		12		20		28	
5		13		21		29	
6		14		22	7,491.97	30	
7		15		23		31	
8	7,199.43	16		24			

Tax liability for Month 3

14,691.40

Fill in your total liability for the quarter (Month 1 + Month 2 + Month 3) ▶

Total must equal line 12 on Form 941 or Form 941-SS.

Total liability for the quarter

43,844.69

3/12

Form **941 for 2019: Employer's QUARTERLY Federal Tax Return**  
(Rev. January 2019) Department of the Treasury - Internal Revenue Service

OMB No. 1545-0029

Employer identification number (EIN) **4 7 - 3 2 1 7 4 5 6**

Name (not your trade name) **COMPASS CLASSICAL ACADEMY**

Trade name (if any) \_\_\_\_\_

Address **570 W MAIN ST**  
Number Street Suite or room number  
**TILTON** **NH** **03276**  
City State ZIP code  
Foreign country name Foreign province/county Foreign postal code

Report for this Quarter of 2019  
(Check one.)

- ☐ 1: January, February, March  
☒ 2: April, May, June  
☐ 3: July, August, September  
☐ 4: October, November, December

Go to [www.irs.gov/Form941](http://www.irs.gov/Form941) for instructions and the latest information.

Read the separate instructions before you complete Form 941. Type or print within the boxes.

Part 1: Answer these questions for this quarter.

1	Number of employees who received wages, tips, or other compensation for the pay period including: Mar. 12 (Quarter 1), June 12 (Quarter 2), Sept. 12 (Quarter 3), or Dec. 12 (Quarter 4)	1	<b>13</b>
2	Wages, tips, and other compensation	2	<b>197,459.77</b>
3	Federal income tax withheld from wages, tips, and other compensation	3	<b>16,517.52</b>
4	If no wages, tips, and other compensation are subject to social security or Medicare tax	<input type="checkbox"/> Check and go to line 6.	

	Column 1		Column 2
5a	Taxable social security wages	<b>197,459.77</b> × 0.124 =	<b>24,485.01</b>
5b	Taxable social security tips	× 0.124 =	
5c	Taxable Medicare wages & tips	<b>197,459.77</b> × 0.029 =	<b>5,726.33</b>
5d	Taxable wages & tips subject to Additional Medicare Tax withholding	× 0.009 =	
5e	Add Column 2 from lines 5a, 5b, 5c, and 5d	5e	<b>30,211.34</b>
5f	Section 3121(q) Notice and Demand—Tax due on unreported tips (see instructions)	5f	
6	Total taxes before adjustments. Add lines 3, 5e, and 5f	6	<b>46,728.86</b>
7	Current quarter's adjustment for fractions of cents	7	<b>.12</b>
8	Current quarter's adjustment for sick pay	8	
9	Current quarter's adjustments for tips and group-term life insurance	9	
10	Total taxes after adjustments. Combine lines 6 through 9	10	<b>46,728.98</b>
11	Qualified small business payroll tax credit for increasing research activities. Attach Form 8974	11	
12	Total taxes after adjustments and credits. Subtract line 11 from line 10	12	<b>46,728.98</b>
13	Total deposits for this quarter, including overpayment applied from a prior quarter and overpayments applied from Form 941-X, 941-X (PR), 944-X, or 944-X (SP) filed in the current quarter	13	<b>46,728.98</b>
14	Balance due. If line 12 is more than line 13, enter the difference and see instructions	14	
15	Overpayment. If line 13 is more than line 12, enter the difference	15	

Check one: ☐ Apply to next return. ☐ Send a refund.

Next →

► You MUST complete both pages of Form 941 and SIGN it.

For Privacy Act and Paperwork Reduction Act Notice, see the back of the Payment Voucher.

Form 941 (Rev. 1-2019)

4/12



Name (not your trade name)

COMPASS CLASSICAL ACADEMY

Employer identification number (EIN)

47-3217456

**Part 2: Tell us about your deposit schedule and tax liability for this quarter.**

If you are unsure about whether you are a monthly schedule depositor or a semiweekly schedule depositor, see section 11 of Pub. 15.

- 16 Check one:** ☐ Line 12 on this return is less than \$2,500 or line 12 on the return for the prior quarter was less than \$2,500, and you didn't incur a \$100,000 next-day deposit obligation during the current quarter. If line 12 for the prior quarter was less than \$2,500 but line 12 on this return is \$100,000 or more, you must provide a record of your federal tax liability. If you are a monthly schedule depositor, complete the deposit schedule below; if you are a semiweekly schedule depositor, attach Schedule B (Form 941). Go to Part 3.

- ☐ You were a monthly schedule depositor for the entire quarter. Enter your tax liability for each month and total liability for the quarter, then go to Part 3.

Tax liability: Month 1

Month 2

Month 3

Total liability for quarter

Total must equal line 12.

- ☒ You were a semiweekly schedule depositor for any part of this quarter. Complete Schedule B (Form 941), Report of Tax Liability for Semiweekly Schedule Depositors, and attach it to Form 941.

**Part 3: Tell us about your business. If a question does NOT apply to your business, leave it blank.**

- 17** If your business has closed or you stopped paying wages . . . . . ☐ Check here, and enter the final date you paid wages

- 18** If you are a seasonal employer and you don't have to file a return for every quarter of the year . . . ☐ Check here.

**Part 4: May we speak with your third-party designee?**

Do you want to allow an employee, a paid tax preparer, or another person to discuss this return with the IRS? See the instructions for details.

- ☐ Yes. Designee's name and phone number

Select a 5-digit Personal Identification Number (PIN) to use when talking to the IRS.

- ☒ No.

**Part 5: Sign here. You MUST complete both pages of Form 941 and SIGN it.**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

**X**

Sign your name here

REFERENCE COPY PREPARED BY PAYCHEX

Print your name here

Print your title here

Date

Best daytime phone

**Paid Preparer Use Only**Check if you are self-employed ☐

Preparer's name

Preparer's signature

Firm's name (or yours if self-employed)

Address

City

State

PTIN

Date

EIN

Phone

ZIP code

5/12

**Schedule B (Form 941):****Report of Tax Liability for Semiweekly Schedule Depositors**

(Rev. January 2017)

Department of the Treasury — Internal Revenue Service

OMB No. 1545-0029

Employer identification number  
(EIN)

4 7 - 3 2 1 7 4 5 6

Name (not your trade name)

COMPASS CLASSICAL ACADEMY

Calendar year

2 0 1 9

(Also check quarter)

Report for this Quarter ...  
(Check one.)

- ☐ 1: January, February, March
- ☒ 2: April, May, June
- ☐ 3: July, August, September
- ☐ 4: October, November, December

Use this schedule to show your TAX LIABILITY for the quarter; don't use it to show your deposits. When you file this form with Form 941 or Form 941-SS, don't change your tax liability by adjustments reported on any Forms 941-X or 944-X. You must fill out this form and attach it to Form 941 or Form 941-SS if you're a semiweekly schedule depositor or became one because your accumulated tax liability on any day was \$100,000 or more. Write your daily tax liability on the numbered space that corresponds to the date wages were paid. See Section 11 in Pub. 15 for details.

**Month 1**

1		9		17		25	
2		10		18		26	
3		11		19	7,501.70	27	
4		12		20		28	
5	7,206.71	13		21		29	
6		14		22		30	
7		15		23		31	
8		16		24			

Tax liability for Month 1

14,708.41

**Month 2**

1		9		17	7,467.87	25	
2		10		18		26	
3	7,024.25	11		19		27	
4		12		20		28	
5		13		21		29	
6		14		22		30	
7		15		23		31	8,168.59
8		16		24			

Tax liability for Month 2

22,660.71

**Month 3**

1		9		17		25	
2		10		18		26	
3		11		19		27	
4		12		20		28	1,716.78
5		13		21		29	
6		14	7,643.08	22		30	
7		15		23		31	
8		16		24			

Tax liability for Month 3

9,359.86

Fill in your total liability for the quarter (Month 1 + Month 2 + Month 3) ▶

Total must equal line 12 on Form 941 or Form 941-SS.

Total liability for the quarter

46,728.98

6/12

Form **941 for 2019: Employer's QUARTERLY Federal Tax Return**  
(Rev. January 2019) Department of the Treasury — Internal Revenue Service

OMB No. 1545-0029

Employer Identification number (EIN) **4 7 - 3 2 1 7 4 5 6**

Name (not your trade name) **COMPASS CLASSICAL ACADEMY**

Trade name (if any) \_\_\_\_\_

Address **570 W MAIN ST**  
Number Street Suite or room number

**TILTON** **NH** **03276**  
City State ZIP code

Foreign country name Foreign province/county Foreign postal code

Report for this Quarter of 2019  
(Check one.)

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Part 1: Answer these questions for this quarter.

1	Number of employees who received wages, tips, or other compensation for the pay period including: Mar. 12 (Quarter 1), June 12 (Quarter 2), Sept. 12 (Quarter 3), or Dec. 12 (Quarter 4)	1	<b>33</b>
2	Wages, tips, and other compensation	2	<b>121,929.32</b>
3	Federal income tax withheld from wages, tips, and other compensation	3	<b>12,529.98</b>
4	If no wages, tips, and other compensation are subject to social security or Medicare tax	<input type="checkbox"/> Check and go to line 6.	

	Column 1		Column 2
5a	Taxable social security wages	<b>121,929.32</b> × 0.124 =	<b>15,119.24</b>
5b	Taxable social security tips	× 0.124 =	
5c	Taxable Medicare wages & tips	<b>121,929.32</b> × 0.029 =	<b>3,535.95</b>
5d	Taxable wages & tips subject to Additional Medicare Tax withholding	× 0.009 =	
5e	Add Column 2 from lines 5a, 5b, 5c, and 5d	5e	<b>18,655.19</b>
5f	Section 3121(q) Notice and Demand —Tax due on unreported tips (see instructions)	5f	
6	Total taxes before adjustments. Add lines 3, 5e, and 5f	6	<b>31,185.17</b>
7	Current quarter's adjustment for fractions of cents	7	<b>.08</b>
8	Current quarter's adjustment for sick pay	8	
9	Current quarter's adjustments for tips and group-term life insurance	9	
10	Total taxes after adjustments. Combine lines 6 through 9	10	<b>31,185.25</b>
11	Qualified small business payroll tax credit for increasing research activities. Attach Form 8974	11	
12	Total taxes after adjustments and credits. Subtract line 11 from line 10	12	<b>31,185.25</b>
13	Total deposits for this quarter, including overpayment applied from a prior quarter and overpayments applied from Form 941-X, 941-X (PR), 944-X, or 944-X (SP) filed in the current quarter	13	<b>31,185.25</b>
14	Balance due. If line 12 is more than line 13, enter the difference and see instructions	14	
15	Overpayment. If line 13 is more than line 12, enter the difference	15	

Check one: ☐ Apply to next return. ☐ Send a refund.

Next →

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Form 941 (Rev. 1-2019)

7/12

Name (not your trade name)

COMPASS CLASSICAL ACADEMY

Employer identification number (EIN)

47-3217456

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- 16 Check one: ☐ Line 12 on this return is less than \$2,500 or line 12 on the return for the prior quarter was less than \$2,500, and you didn't incur a \$100,000 next-day deposit obligation during the current quarter. If line 12 for the prior quarter was less than \$2,500 but line 12 on this return is \$100,000 or more, you must provide a record of your federal tax liability. If you are a monthly schedule depositor, complete the deposit schedule below; if you are a semiweekly schedule depositor, attach Schedule B (Form 941). Go to Part 3.

- ☐ You were a monthly schedule depositor for the entire quarter. Enter your tax liability for each month and total liability for the quarter, then go to Part 3.

Tax liability: Month 1

Month 2

Month 3

Total liability for quarter

Total must equal line 12.

- ☒ You were a semiweekly schedule depositor for any part of this quarter. Complete Schedule B (Form 941), Report of Tax Liability for Semiweekly Schedule Depositors, and attach it to Form 941.

**Part 3: Tell us about your business. If a question does NOT apply to your business, leave it blank.**

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Do you want to allow an employee, a paid tax preparer, or another person to discuss this return with the IRS? See the instructions for details.

- ☐ Yes. Designee's name and phone number

Select a 5-digit Personal Identification Number (PIN) to use when talking to the IRS.

- ☒ No.

**Part 5: Sign here. You MUST complete both pages of Form 941 and SIGN it.**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

**X**

Sign your name here

REFERENCE COPY PREPARED BY PAYCHEX

Print your name here

Print your title here

Date

Best daytime phone

**Paid Preparer Use Only**Check if you are self-employed ☐

Preparer's name

PTIN

Preparer's signature

Date

Firm's name (or yours if self-employed)

EIN

Address

Phone

City

State

ZIP code

8/12



**Schedule B (Form 941):****Report of Tax Liability for Semiweekly Schedule Depositors**

(Rev. January 2017)

Department of the Treasury — Internal Revenue Service

OMB No. 1545-0029

Employer identification number  
(EIN)

4 7 - 3 2 1 7 4 5 6

Name (not your trade name)

COMPASS CLASSICAL ACADEMY

Calendar year

2 0 1 9

(Also check quarter)

Report for this Quarter ...  
(Check one.)

- ☐ 1: January, February, March
- ☐ 2: April, May, June
- ☒ 3: July, August, September
- ☐ 4: October, November, December

Use this schedule to show your TAX LIABILITY for the quarter; don't use it to show your deposits. When you file this form with Form 941 or Form 941-SS, don't change your tax liability by adjustments reported on any Forms 941-X or 944-X. You must fill out this form and attach it to Form 941 or Form 941-SS if you're a semiweekly schedule depositor or became one because your accumulated tax liability on any day was \$100,000 or more. Write your daily tax liability on the numbered space that corresponds to the date wages were paid. See Section 11 in Pub. 15 for details.

**Month 1**

1		9		17		25	
2		10		18		26	2,467.60
3		11		19		27	
4		12	1,762.52	20		28	
5		13		21		29	
6		14		22		30	
7		15		23		31	
8		16		24			

Tax liability for Month 1

4,230.12

**Month 2**

1		9	2,247.39	17		25	
2		10		18		26	
3		11		19		27	
4		12		20		28	
5		13		21		29	
6		14		22		30	
7		15		23	1,819.73	31	
8		16		24			

Tax liability for Month 2

4,067.12

**Month 3**

1		9		17		25	
2		10		18		26	
3		11		19		27	
4		12		20	9,995.13	28	
5		13		21		29	
6	12,892.88	14		22		30	
7		15		23		31	
8		16		24			

Tax liability for Month 3

22,888.01

Fill in your total liability for the quarter (Month 1 + Month 2 + Month 3) ►

Total must equal line 12 on Form 941 or Form 941-SS.

Total liability for the quarter

31,185.25

9/12

Form **941 for 2019: Employer's QUARTERLY Federal Tax Return**  
(Rev. January 2019) Department of the Treasury - Internal Revenue Service

OMB No. 1545-0029

Employer Identification number (EIN) **4 7 - 3 2 1 7 4 5 6**

Name (not your trade name) **COMPASS CLASSICAL ACADEMY**

Trade name (if any) \_\_\_\_\_

Address **570 W MAIN ST**  
Number Street Suite or room number  
**TILTON** **NH** **03276**  
City State ZIP code  
Foreign country name Foreign province/county Foreign postal code

Report for this Quarter of 2019  
(Check one.)

- ☐ 1: January, February, March  
☐ 2: April, May, June  
☐ 3: July, August, September  
☒ 4: October, November, December

Go to [www.irs.gov/Form941](http://www.irs.gov/Form941) for instructions and the latest information.

Read the separate instructions before you complete Form 941. Type or print within the boxes.

**Part 1: Answer these questions for this quarter.**

1	Number of employees who received wages, tips, or other compensation for the pay period including: Mar. 12 (Quarter 1), June 12 (Quarter 2), Sept. 12 (Quarter 3), or Dec. 12 (Quarter 4)	1	<b>34</b>
2	Wages, tips, and other compensation	2	<b>280,882.49</b>
3	Federal income tax withheld from wages, tips, and other compensation	3	<b>25,525.14</b>
4	If no wages, tips, and other compensation are subject to social security or Medicare tax	<input type="checkbox"/> Check and go to line 6.	

	Column 1	Column 2
5a	Taxable social security wages <b>280,882.49</b> × 0.124 =	<b>34,829.43</b>
5b	Taxable social security tips _____ × 0.124 =	_____
5c	Taxable Medicare wages & tips <b>280,882.49</b> × 0.029 =	<b>8,145.59</b>
5d	Taxable wages & tips subject to Additional Medicare Tax withholding _____ × 0.009 =	_____
5e	Add Column 2 from lines 5a, 5b, 5c, and 5d	<b>42,975.02</b>
5f	Section 3121(q) Notice and Demand — Tax due on unreported tips (see instructions)	_____
6	Total taxes before adjustments. Add lines 3, 5e, and 5f	<b>68,500.16</b>
7	Current quarter's adjustment for fractions of cents	<b>.19</b>
8	Current quarter's adjustment for sick pay	_____
9	Current quarter's adjustments for tips and group-term life insurance	_____
10	Total taxes after adjustments. Combine lines 6 through 9	<b>68,500.35</b>
11	Qualified small business payroll tax credit for increasing research activities. Attach Form 8974	_____
12	Total taxes after adjustments and credits. Subtract line 11 from line 10	<b>68,500.35</b>
13	Total deposits for this quarter, including overpayment applied from a prior quarter and overpayments applied from Form 941-X, 941-X (PR), 944-X, or 944-X (SP) filed in the current quarter	<b>68,500.35</b>
14	Balance due. If line 12 is more than line 13, enter the difference and see instructions	_____
15	Overpayment. If line 13 is more than line 12, enter the difference _____	Check one: <input type="checkbox"/> Apply to next return. <input type="checkbox"/> Send a refund.

▶ You MUST complete both pages of Form 941 and SIGN it.

For Privacy Act and Paperwork Reduction Act Notice, see the back of the Payment Voucher.

Form **941** (Rev. 1-2019)

Next →

10/12

Name (not your trade name) <b>COMPASS CLASSICAL ACADEMY</b>	Employer identification number (EIN) <b>47-3217456</b>
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**Part 2: Tell us about your deposit schedule and tax liability for this quarter.**

If you are unsure about whether you are a monthly schedule depositor or a semiweekly schedule depositor, see section 11 of Pub. 15.

- 16 Check one:** ☐ Line 12 on this return is less than \$2,500 or line 12 on the return for the prior quarter was less than \$2,500, and you didn't incur a \$100,000 next-day deposit obligation during the current quarter. If line 12 for the prior quarter was less than \$2,500 but line 12 on this return is \$100,000 or more, you must provide a record of your federal tax liability. If you are a monthly schedule depositor, complete the deposit schedule below; if you are a semiweekly schedule depositor, attach Schedule B (Form 941). Go to Part 3.

- ☐ You were a monthly schedule depositor for the entire quarter. Enter your tax liability for each month and total liability for the quarter, then go to Part 3.

Tax liability: Month 1

Month 2

Month 3

Total liability for quarter  Total must equal line 12.

- ☒ You were a semiweekly schedule depositor for any part of this quarter. Complete Schedule B (Form 941), Report of Tax Liability for Semiweekly Schedule Depositors, and attach it to Form 941.

**Part 3: Tell us about your business. If a question does NOT apply to your business, leave it blank.**

- 17** If your business has closed or you stopped paying wages . . . . . ☐ Check here, and enter the final date you paid wages

- 18** If you are a seasonal employer and you don't have to file a return for every quarter of the year . . . ☐ Check here.

**Part 4: May we speak with your third-party designee?**

Do you want to allow an employee, a paid tax preparer, or another person to discuss this return with the IRS? See the instructions for details.

- ☐ Yes. Designee's name and phone number

Select a 5-digit Personal Identification Number (PIN) to use when talking to the IRS.

- ☒ No.

**Part 5: Sign here. You MUST complete both pages of Form 941 and SIGN it.**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

**X**

Sign your name here

REFERENCE COPY PREPARED BY PAYCHEX

Print your name here

Print your title here

Date

Best daytime phone

**Paid Preparer Use Only**

Check if you are self-employed ☐

Preparer's name

PTIN

Preparer's signature

Date

Firm's name (or yours if self-employed)

EIN

Address

Phone

City

State

ZIP code

11/12

**Schedule B (Form 941):****Report of Tax Liability for Semiweekly Schedule Depositors**

(Rev. January 2017)

Department of the Treasury - Internal Revenue Service

OMB No. 1545-0029

Employer identification number (EIN)

4 7 - 3 2 1 7 4 5 6

Name (not your trade name)

COMPASS CLASSICAL ACADEMY

Calendar year

2 0 1 9

(Also check quarter)

Report for this Quarter  
(Check one.)

- ☐ 1: January, February, March
- ☐ 2: April, May, June
- ☐ 3: July, August, September
- ☒ 4: October, November, December

Use this schedule to show your TAX LIABILITY for the quarter; don't use it to show your deposits. When you file this form with Form 941 or Form 941-SS, don't change your tax liability by adjustments reported on any Forms 941-X or 944-X. You must fill out this form and attach it to Form 941 or Form 941-SS if you're a semiweekly schedule depositor or became one because your accumulated tax liability on any day was \$100,000 or more. Write your daily tax liability on the numbered space that corresponds to the date wages were paid. See Section 11 in Pub. 15 for details.

**Month 1**

1		9		17		25	
2		10		18	10,035.52	26	
3		11		19		27	
4	9,906.12	12		20		28	
5		13		21		29	
6		14		22		30	
7		15		23		31	
8		16		24			

Tax liability for Month 1

19,941.64

**Month 2**

1	9,554.69	9		17		25	
2		10		18		26	
3		11		19		27	
4		12		20		28	
5		13		21		29	9,771.66
6		14		22		30	
7		15	10,050.51	23		31	
8		16		24			

Tax liability for Month 2

29,376.86

**Month 3**

1		9		17		25	
2		10		18		26	
3		11		19		27	10,494.30
4		12		20		28	
5		13	8,687.55	21		29	
6		14		22		30	
7		15		23		31	
8		16		24			

Tax liability for Month 3

19,181.85

Fill in your total liability for the quarter (Month 1 + Month 2 + Month 3) ▶

Total must equal line 12 on Form 941 or Form 941-SS.

Total liability for the quarter

68,500.35

12/17



09007

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

Atten

Absent
Tardy

## Progress Key

NP= Non-Participation-Student did not participate in required activity.  
 B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality.  
 P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.  
 A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

### Personal Development & Social Respons.

#### Personal & Social Development

- Interacts respectfully with other
- Works effectively in groups
- Makes an effort to solve social problems
- Participates appropriately
- Follows directions
- Uses educational materials and equipment appropriately
- Works independently
- Organizes materials
- Completes high quality daily work
- Asks for help when needed
- Uses class time productively

1st

2nd

3rd

9th L.A.

n

9th Science

9th S.S.

9th Art

9th Music

Special Observations

*enjoying music class! Music Appreciation has been the focus of our lessons this marking period. He is sharpening his music listening skills and is able to recognize music story lines, instrumentation, style & composers. inues to be a pleasure to have in class.*

9th P.E.

Geometry

Attachment #17

1/24

08007

Teacher: I

2019-20

# COMPASS CLASSICAL ACADEMY

Atten

Absent
Tardy

## Progress Key

NP= Non-Participation-Student did not participate in required activity.  
 B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality.  
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 A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

Personal Development & Social Respons.	1st	2nd	3rd
<u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Makes an effort to solve social problems</li> <li>Participates appropriately</li> <li>Follows directions</li> <li>Uses educational materials and equipment appropriately</li> <li>Works independently</li> <li>Organizes materials</li> <li>Completes high quality daily work</li> <li>Asks for help when needed</li> <li>Uses class time productively</li> </ul>			
8th Grade Language Arts			
8th Grade Math			
8th Social Studies			
8th Science			
H			
8th Latin			
8th Art			
8th Music <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> <li>Follows directions</li> </ul> <u>Music</u> <ul style="list-style-type: none"> <li>Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>			
<b>Special Observations</b> <i>has been enjoying music this year! In General Music Class, Music Appreciation has been the focus of our lessons during this marking period. She is developing her music listening skills and is able to recognize instrumentation, style, music story line &amp; composers. continues to participate in our Select Chorus that is now held after school. She is a very talented singer and a leader among her peers. ises to any challenge that is given to her. She is a delight to have in class!</i>			

2/34

08007

Teacher: |

2019-20

# *COMPASS CLASSICAL ACADEMY*

8th Physical Education	1st	2nd	3rd
Algebra 1			

# COMPASS CLASSICAL ACADEMY

Atten

Absent
Tardy

## Progress Key

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 B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality  
 P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.  
 A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

Personal Development & Social Respons.	1st	2nd	3rd
<b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Makes an effort to solve social problems</li> <li>Participates appropriately</li> <li>Follows directions</li> <li>Uses educational materials and equipment appropriately</li> <li>Works independently</li> <li>Organizes materials</li> <li>Completes high quality daily work</li> <li>Asks for help when needed</li> <li>Uses class time productively</li> </ul>			
<b>7th Grade Language Arts</b> <ul style="list-style-type: none"> <li><b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>Draws inferences and conclusion: makes simple predictions and can state cause and effect</li> <li>Understands and identifies components of a story: settings, plot, characters, etc.</li> <li>Demonstrates comprehension through written responses and discussion</li> <li>Responds to literature (oral, written, artistic)</li> <li>Comprehends grade level material</li> <li>Asks and answers questions; who, what, when, where, why</li> <li>Locates information from the text</li> </ul> </li> <li><b>Reading and Literature</b> <ul style="list-style-type: none"> <li>Sustains independent reading</li> <li>Understands basic differences in genre</li> <li>Locates information from text</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Uses complete sentences</li> <li>Writes a paragraph</li> <li>Organizes writing into paragraphs</li> <li>Writes for a variety of purposes (response to literature, math, science, and social studies content)</li> <li>Uses knowledge of grammar and appropriate writing conventions in writing</li> <li>Understands parts of speech, grammar</li> <li>Structures thoughts in an organized manner</li> <li>Explores writing for various purposes in different formats and styles</li> <li>Revises and produces finished product</li> </ul> </li> </ul>			



# COMPASS CLASSICAL ACADEMY

7th Grade Math	1st	2nd	3rd
<p><b><u>Data Analysis, Probability, and Statistics</u></b></p> <ul style="list-style-type: none"> <li>Interprets a given representation of information (tally chart, models, bar graphs, line plots etc.)</li> </ul> <p><b><u>Data Analysis, Probability, and Statistics</u></b></p> <ul style="list-style-type: none"> <li>Predicts outcomes and carries out simple activities to test results</li> <li>Collect, interpret and represent data in simple graphs</li> </ul> <p><b><u>Data Analysis, Probability, and Statistics</u></b></p> <ul style="list-style-type: none"> <li>Uses the statistical landmarks maximum, minimum, median, mode and range</li> </ul> <p><b><u>Functions &amp; Algebra</u></b></p> <ul style="list-style-type: none"> <li>Understands and applies exponential notation</li> </ul> <p><b><u>Functions &amp; Algebra</u></b></p> <ul style="list-style-type: none"> <li>Identifies and describes situations that represent constant rates of change</li> <li>Understands and shows equivalence between two expressions</li> </ul> <p><b><u>Functions &amp; Algebra</u></b></p> <ul style="list-style-type: none"> <li>able to solve multi-step linear equations</li> </ul> <p><b><u>Geometry and Measurement</u></b></p> <ul style="list-style-type: none"> <li>Identifies, classifies, and creates composite figures, angles, and shapes</li> <li>Understands the function and placement of parentheses in number sentences</li> </ul> <p><b><u>Numbers and Operations</u></b></p> <ul style="list-style-type: none"> <li>Understands relationships between operations (eg. multiplication and addition)</li> <li>Converts among frequently used fractions, decimals and percent</li> <li>Finds a common denominator</li> <li>Adds and subtracts fractions with common denominators</li> <li>Adds and subtracts fractions with unlike denominators</li> <li>multiplies and divides fractions</li> <li>Orders and compares fractions</li> </ul>			

# COMPASS CLASSICAL ACADEMY

7th Grade Science	1st	2nd	3rd
<p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>• Make observations and explore materials using their senses</li> <li>• Record observations using language, concrete objects and symbolic representations</li> </ul> <p><b><u>Science Process Skill</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions about objects organisms, and events in their immediate environment</li> <li>• Uses scientific method (asks questions, observes, records, and interpret results)</li> </ul> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge through projects, activities, and discussions</li> <li>• Plans and conducts an investigation to describe and classify different kinds of materials by their observable properties</li> <li>• Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</li> <li>• Follow a simple step-by-step procedure</li> <li>• Show how things are made of parts</li> </ul> <p><b><u>Scientific Process</u></b></p> <ul style="list-style-type: none"> <li>• Explain procedures or concepts in scientific text</li> <li>• Read and comprehend science text</li> <li>• Engage in collaborative discussions</li> <li>• Integrate information from two texts on a topic</li> </ul>			
<p><b>7th Grade Social Studies</b></p> <p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge through projects, activities, and discussion</li> <li>• Read and interpret historical time lines</li> </ul> <p><b><u>Civics and Government</u></b></p> <ul style="list-style-type: none"> <li>• Identifies and applies the ideals/principles of the American system of government to historic and contemporary examples</li> <li>• Understand the basic principles of the formation of the US Constitution</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of geography and map skills</li> <li>• Understand the representation of maps/globes and attribute representations</li> <li>• Read maps and globes using longitude and latitude</li> <li>• Identify physical, political, relief, and special purpose maps</li> </ul> <p><b><u>US and NH History</u></b></p> <ul style="list-style-type: none"> <li>• Knows how life changes throughout history</li> </ul> <p><b><u>World History</u></b></p> <ul style="list-style-type: none"> <li>• Understand the development and origins of ancient civilizations</li> </ul>			

07010

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

	1st	2nd	3rd
<b>7th Grade Art</b>  <u><b>Personal &amp; Social Development</b></u> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Participates appropriately</li> <li>• Follows directions</li> </ul>			
<b>7th Grade Music</b>  <u><b>Personal &amp; Social Development</b></u> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Participates appropriately</li> <li>• Follows directions</li> </ul> <u><b>Music</b></u> <ul style="list-style-type: none"> <li>• Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>			
<b>Special Observations</b> <i>enjoying music class. Music Appreciation is the focus for this marking period. She is developing her music listening skills by recognizing styles of music, instrumentation and composers. . . . . I has dedicated her time and singing skills to our after school Select Chorus. She is a wonderful addition and is looking forward to our December Concert!</i>			
<b>7th Grade Physical Education</b>  <u><b>Personal &amp; Social Development</b></u> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Participates appropriately</li> <li>• Follows directions</li> </ul>			
<b>7th Grade Latin</b>  <u><b>Personal &amp; Social Development</b></u> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Participates appropriately</li> <li>• Follows directions</li> </ul>			

# COMPASS CLASSICAL ACADEMY

Atten

Absent
Tardy

## Progress Key

NP= Non-Participation-Student did not participate in required activity.

B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality.

P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.

A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

6th Grade Social Studies	1st	2nd	3rd
<p><b><u>Civics and Government</u></b></p> <ul style="list-style-type: none"> <li>Identifies and applies the ideals/principles of the American system of government to historic and contemporary examples</li> <li>Compares the importance of rules in the classroom and school to other levels of government</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Understand the representation of maps/globes and attribute representations</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>Actively Listens</li> <li>Expresses ideas clearly</li> </ul> <p><b><u>US and NH History</u></b></p> <ul style="list-style-type: none"> <li>Knows how life changes throughout history</li> </ul> <p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge through projects, activities, and discussion</li> <li>Understands Concepts</li> </ul>			
6th Grade Science			
<p><b><u>Life Science</u></b></p> <ul style="list-style-type: none"> <li>Recognize that living things have a life cycle, during which they are born, grow and die</li> </ul> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>Make observations and explore materials using their senses</li> <li>Show how things are made of parts</li> <li>Record observations using language, concrete objects and symbolic representations</li> </ul> <p><b><u>Science Process Skill</u></b></p> <ul style="list-style-type: none"> <li>Ask questions about objects organisms, and events in their immediate environment</li> <li>Uses scientific method (asks questions, observes, records, and interpret results)</li> </ul> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge through projects, activities, and discussions</li> <li>Plans and conducts an investigation to describe and classify different kinds of materials by their observable properties</li> <li>Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</li> <li>Suggests a plan and describes a sequence of events for conduction an exploration</li> <li>Follow a simple step-by-step procedure</li> </ul>			
6th Grade Art			
<p><b><u>Personal &amp; Social Development</u></b></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			

8/34

# COMPASS CLASSICAL ACADEMY

7th Grade Math	1st	2nd	3rd
<p><b><u>Data Analysis, Probability, and Statistics</u></b></p> <ul style="list-style-type: none"> <li>Interprets a given representation of information (tally chart, models, bar graphs, line plots etc.)</li> </ul> <p><b><u>Data Analysis, Probability and Statistics</u></b></p> <ul style="list-style-type: none"> <li>Predicts outcomes and carries out simple activities to test results</li> <li>Collect, interpret and represent data in simple graphs</li> </ul> <p><b><u>Data Analysis, Probability, and Statistics</u></b></p> <ul style="list-style-type: none"> <li>Uses the statistical landmarks maximum, minimum, median, mode and range</li> </ul> <p><b><u>Functions &amp; Algebra</u></b></p> <ul style="list-style-type: none"> <li>Understands and applies exponential notation</li> </ul> <p><b><u>Functions &amp; Algebra</u></b></p> <ul style="list-style-type: none"> <li>Identifies and describes situations that represent constant rates of change</li> <li>Understands and shows equivalence between two expressions</li> </ul> <p><b><u>Functions &amp; Algebra</u></b></p> <ul style="list-style-type: none"> <li>able to solve multi-step linear equations</li> </ul> <p><b><u>Geometry and Measurement</u></b></p> <ul style="list-style-type: none"> <li>Identifies, classifies, and creates composite figures, angles, and shapes</li> <li>Understands the function and placement of parentheses in number sentences</li> </ul> <p><b><u>Numbers and Operations</u></b></p> <ul style="list-style-type: none"> <li>Understands relationships between operations (eg. multiplication and addition)</li> <li>Converts among frequently used fractions, decimals and percent</li> <li>Finds a common denominator</li> <li>Adds and subtracts fractions with common denominators</li> <li>Adds and subtracts fractions with unlike denominators</li> <li>multiplies and divides fractions</li> <li>Orders and compares fractions</li> </ul>			

9/34

06001

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

6th Grade Music	1st	2nd	3rd
<p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Participates appropriately</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>			
<p><b>Special Observations</b></p> <p><i>is enjoying music class! Music Appreciation and Music Notation has been the focus of this marking period! She is developing her music listening skills by recognizing styles of music, composers, instruments &amp; rhythm notation. I is an active participant in class discussions, activities, and a pleasure to have in class!</i></p>			
<p><b>6th Grade Physical Education</b></p> <p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Participates appropriately</li> </ul>			
<p><b>6th Grade Latin</b></p> <p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Participates appropriately</li> </ul> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Expresses ideas clearly</li> <li>• Actively Listens</li> </ul> <p><b>Reading and Literature</b></p> <ul style="list-style-type: none"> <li>• Masters new vocabulary</li> </ul>			
<p><b>Personal Development &amp; Social Respons.</b></p> <p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Makes an effort to solve social problems</li> <li>• Participates appropriately</li> <li>• Follows directions</li> <li>• Uses educational materials and equipment appropriately</li> <li>• Works independently</li> <li>• Organizes materials</li> <li>• Completes high quality daily work</li> <li>• Asks for help when needed</li> <li>• Uses class time productively</li> </ul>			
<p><b>Special Observations</b></p> <p><i>continues to be a stellar student in 6th grade social studies. I do sense a</i></p>			

10/34

# COMPASS CLASSICAL ACADEMY

*bit of sadness in her this trimester, and I am wondering if she is a bit bored? She is not her bubbly self. Keep up the great work, and I love how she completes some 6th grade L/A assignments!*

7th Grade Language Arts	1st	2nd	3rd
<p><b><u>Reading Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Draws inferences and conclusion: makes simple predictions and can state cause and effect</li> <li>• Understands and identifies components of a story: settings, plot, characters, etc.</li> <li>• Demonstrates comprehension through written responses and discussion</li> <li>• Responds to literature (oral, written, artistic)</li> <li>• Comprehends grade level material</li> <li>• Asks and answers questions; who, what, when, where, why</li> <li>• Locates information from the text</li> </ul> <p><b><u>Reading and Literature</u></b></p> <ul style="list-style-type: none"> <li>• Sustains independent reading</li> <li>• Understands basic differences in genre</li> <li>• Locates information from text</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Uses complete sentences</li> <li>• Writes a paragraph</li> <li>• Organizes writing into paragraphs</li> <li>• Writes for a variety of purposes (response to literature, math, science, and social studies content)</li> <li>• Uses knowledge of grammar and appropriate writing conventions in writing</li> <li>• Understands parts of speech, grammar</li> <li>• Structures thoughts in an organized manner</li> <li>• Explores writing for various purposes in different formats and styles</li> <li>• Revises and produces finished product</li> </ul>			



# COMPASS CLASSICAL ACADEMY

## Atten

Absent
Tardy

## Progress Key

NP= Non-Participation-Student did not participate in required activity.

B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality

P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.

A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

5th Grade Language Arts	1st	2nd	3rd
	94		
<b><u>Reading Comprehension</u></b>			
• Locates information from the text	P		
• Responds to literature (oral, written, artistic)	P		
• Comprehends grade level material	P		
• Understands and Identifies components of a story: settings, plot, characters, etc.	P		
<b><u>Reading and Literature</u></b>			
• Sustains independent reading	P		
• Selects literature at an appropriate level	P		
• Understands basic differences in genre	P		
• Uses reading as a tool for learning in the content areas	P		
• Locates information from text	P		
• Masters new vocabulary	P		
<b><u>Reading &amp; Literature</u></b>			
• Reads aloud fluently	B		
<b><u>Reading and Literature</u></b>			
• Comprehends grade level material	B		
<b><u>Reading &amp; Literature</u></b>			
• Reads aloud with expression	B		
• Studies new vocabulary	B		
<b><u>Writing</u></b>			
• Spells assigned words correctly	P		
• Understands parts of speech, grammar	B		
• Structures thoughts in an organized manner	B		
• Able to write for various purposes, in different formats and styles	B		
• Sustains independent writing	B		
• Uses strong details and language	B		
• Structures writing into organized segments	B		
• Pursues creative responses to assignments	B		
• Revises and produces polished product	P		
• Spells accurately in daily work	B		
• Thoroughly performs weekly spelling study	P		



# COMPASS CLASSICAL ACADEMY

5th Grade Mathematics	1st	2nd	3rd
	0		
<b><u>Data Analysis, Probability and Statistics</u></b>			
• Understands simple graphing activities	N/A		
<b><u>Data Analysis, Probability, and Statistics</u></b>			
• Estimates reasonably	B		
• Interprets a given representation of information (tally chart, models, bar graphs, line plots etc.)	N/A		
<b><u>Data Analysis, Probability and Statistics</u></b>			
• Predicts outcomes and carries out simple activities to test results	P		
• Collect, interpret and represent data in simple graphs	N/A		
• Reads and interprets simple picture graphs, line plots and bar graphs	N/A		
• Creates simple picture graphs, line plots and bar graphs to interpret data	N/A		
<b><u>Data Analysis, Probability, and Statistics</u></b>			
• Uses the statistical landmarks maximum, minimum, median, mode and range	N/A		
<b><u>Functions &amp; Algebra</u></b>			
• Understands and applies exponential notation	B		
<b><u>Functions &amp; Algebra</u></b>			
• Identifies and describes situations that represent constant rates of change	N/A		
• able to solve 1-step linear equations ( $ax=c$ )	N/A		
<b><u>Geometry and Measurement</u></b>			
• Understands the properties of polygons	N/A		
• Understands the function and placement of parentheses in number sentences	P		
• Uses comparative language to describe and compare objects	P		
<b><u>Geometry &amp; Measurement</u></b>			
• Knows properties of polygons	N/A		
• Understands and uses a formula to find the area of rectangles, triangles, and parallelograms	N/A		
• Knows the properties of geometric solids	N/A		
<b><u>Numbers and Operations</u></b>			
• Knows basic multiplication facts	P		
• Finds factors of a number	P		
• Finds equivalent fractions	P		
• Converts among frequently used fractions, decimals and percent	P		
• Finds a common denominator	P		
• Adds and subtracts fractions with common denominators	P		
• Adds and subtracts fractions with unlike denominators	P		
• Orders and compares fractions	P		
<b><u>Numbers &amp; Operations</u></b>			
• Reads and writes numbers up to 10,000,000	P		
• Finds the quotient and remainder of a whole number divided by a 1-digit number up to 81	P		
• Converts between fractions and mixed numbers	P		
• Calculates the sum and difference of multi-digit whole numbers and decimals	P		

05006

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

5th Grade Social Studies	1st	2nd	3rd
<p><b><u>Civics and Government</u></b></p> <ul style="list-style-type: none"> <li>Identifies and applies the ideals/principles of the American system of government to historic and contemporary examples</li> <li>Compares the importance of rules in the classroom and school to other levels of government</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Understand the representation of maps/globes and attribute representations</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>Actively Listens</li> <li>Expresses ideas clearly</li> </ul> <p><b><u>US and NH History</u></b></p> <ul style="list-style-type: none"> <li>Knows how life changes throughout history</li> </ul> <p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge through projects, activities, and discussion</li> <li>Understands Concepts</li> </ul>	<p>0</p> <p>B</p> <p>B</p> <p>B</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p>		
<p><b>5th Grade Science</b></p> <p><b><u>Life Science</u></b></p> <ul style="list-style-type: none"> <li>Recognize that living things have a life cycle, during which they are born, grow and die</li> </ul> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>Make observations and explore materials using their senses</li> <li>Show how things are made of parts</li> <li>Record observations using language, concrete objects and symbolic representations</li> </ul> <p><b><u>Science Process Skill</u></b></p> <ul style="list-style-type: none"> <li>Ask questions about objects organisms, and events in their immediate environment</li> <li>Uses scientific method (asks questions, observes, records, and interpret results)</li> </ul> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge through projects, activities, and discussions</li> <li>Plans and conducts an investigation to describe and classify different kinds of materials by their observable properties</li> <li>Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</li> <li>Suggests a plan and describes a sequence of events for conduction an exploration</li> <li>Follow a simple step-by-step procedure</li> </ul>	<p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>A</p> <p>B</p> <p>B</p> <p>B</p> <p>B</p> <p>P</p>		
<p><b>5th Grade Art</b></p> <p><b><u>Personal &amp; Social Development</u></b></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			

14/34

# COMPASS CLASSICAL ACADEMY

	1st	2nd	3rd
<b>5th Grade Music</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul> <u>Music</u> <ul style="list-style-type: none"> <li>Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>			
<b>Special Observations</b> <i>s enjoying music class! Music Appreciation, Notation and Rhythm has been our focus this marking period. is participating in all our activities and discussions in class. We will continue to work toward our December Song Fest Concert that is an All-School event!</i>			
<b>5th Grade Physical Education</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			
<b>5th Grade Latin</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul> <u>Listening and Speaking</u> <ul style="list-style-type: none"> <li>Expresses ideas clearly</li> <li>Actively Listens</li> </ul> <u>Reading and Literature</u> <ul style="list-style-type: none"> <li>Masters new vocabulary</li> </ul>			
<b>Personal Development &amp; Social Respons.</b> <b>Winter, Stephanie</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Makes an effort to solve social problems</li> <li>Participates appropriately</li> <li>Follows directions</li> <li>Uses educational materials and equipment appropriately</li> <li>Works independently</li> <li>Organizes materials</li> <li>Completes high quality daily work</li> <li>Asks for help when needed</li> <li>Uses class time productively</li> </ul>			
<b>Special Observations</b> <i>s a happy and capable young boy. strong in math and science. We are working on our writing and comprehension skills We are</i>			

05006

Teacher:

2019-20

## COMPASS CLASSICAL ACADEMY

working on keeping . self-esteem up! He can be very hard on himself when he did not  
complete something perfectly. I am looking forward to the second trimester and seeing . row.

16/34

# COMPASS CLASSICAL ACADEMY

## Atten

Absent

Tardy

## Progress Key

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 P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.  
 A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

4th Grade Language Arts	1st	2nd	3rd
<b><u>Reading and Literature</u></b> <ul style="list-style-type: none"> <li>Selects literature at an appropriate level</li> <li>Understands basic differences in genre</li> <li>Uses reading as a tool for learning in the content areas</li> <li>Locates information from text</li> <li>Masters new vocabulary</li> <li>Identifies literary elements: plot, setting, etc.</li> <li>Comprehends grade level material</li> </ul>	P B B B P P B		
<b><u>Reading Comprehension</u></b> <ul style="list-style-type: none"> <li>Draws inferences and conclusion: makes simple predictions and can state cause and effect</li> <li>Locates information from the text</li> <li>Demonstrates comprehension through written responses and discussion</li> </ul>	B  P B		
<b><u>Listening and Speaking</u></b> <ul style="list-style-type: none"> <li>Expresses ideas clearly</li> <li>Actively Listens</li> </ul>	B B		
<b><u>Writing</u></b> <ul style="list-style-type: none"> <li>Writes legibly using proper size and spacing</li> <li>Understands parts of speech, grammar</li> <li>Structures thoughts in an organized manner</li> <li>Explores writing for various purposes in different formats and styles</li> <li>Edits independently</li> <li>Revises and produces finished product</li> <li>Applies writing mechanics consistently (grammar, punctuation and capitalization)</li> <li>Adds details to topic</li> </ul>	P B B B  B P B B		

17/34

04013

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

4th Grade Mathematics	1st	2nd	3rd
<u><b>Numbers and Operations</b></u> <ul style="list-style-type: none"> <li>Computes accurately in daily work</li> <li>Understands place value concepts up to 5 digits</li> <li>Knows basic multiplication facts with products up to 144</li> <li>Understands place value up to 1,000,000</li> <li>Finds the quotient and remainder of a whole number divided by a 1- digit number</li> <li>Finds factors of a number</li> <li>Finds equivalent fractions</li> <li>Converts among frequently used fractions, decimals and percent</li> <li>Finds a common denominator</li> <li>Adds and subtracts fractions with common denominators</li> <li>Adds and subtracts fractions with unlike denominators</li> <li>multiplies and divides fractions</li> <li>Orders and compares fractions</li> </ul>	P P P P B  P N/A N/A  N/A P N/A N/A B		
<u><b>Geometry and Measurement</b></u> <ul style="list-style-type: none"> <li>Understands of uses units of measurement</li> </ul>	B		
<u><b>Data Analysis, Probability, and Statisti</b></u> <ul style="list-style-type: none"> <li>Uses the statistical landmarks maximum, minimum, median, mode and range</li> </ul>	N/A		
<u><b>Data Analysis, Probability and Statistic</b></u> <ul style="list-style-type: none"> <li>Creates simple picture graphs, line plots and bar graphs to interpret data</li> </ul>	N/A		
<ul style="list-style-type: none"> <li>Reads and interprets simple picture graphs, line plots and bar graphs</li> </ul>	N/A		
<u><b>Numbers and Operations</b></u> <ul style="list-style-type: none"> <li>Compare two decimals to hundredths by reasoning about their size</li> <li>Add 3-place decimals</li> <li>Subtract hundredths up to s-decimal places</li> <li>Multiply 1- and 2- place decimals</li> <li>Divide a number of up to 2 decimal places by a 1 digit number</li> <li>Solves word problems involving division and multiplication of decimals</li> </ul>	N/A NP N/A N/A N/A B		
<u><b>Geometry and Measurement</b></u> <ul style="list-style-type: none"> <li>Distinguish and identify points, lines, line segments, rays, and angles</li> <li>Understand the use of degrees for measuring angles</li> <li>Estimate and measure angle greater and less than 180 degrees</li> <li>Recognize and draw perpendicular and parallel lines</li> <li>Identify angle and side properties of isosceles, equilateral, scalene, right, obtuse, and acute triangles</li> <li>Identify and draw figures with line symmetry</li> </ul>	N/A N/A N/A B N/A N/A		
<u><b>Geometry &amp; Measurement</b></u> <ul style="list-style-type: none"> <li>Understands and uses a formula to find the area of rectangles, triangles, and parallelograms</li> </ul>	N/A		
<u><b>Geometry and Measurement</b></u> <ul style="list-style-type: none"> <li>When given its area or perimeter; use formulas for area and perimeter to find the length of the side of a rectangle.</li> </ul>	B		
<u><b>Geometry and Measurements</b></u> <ul style="list-style-type: none"> <li>Build shapes from drawings</li> </ul>	N/A		

18/34

# COMPASS CLASSICAL ACADEMY

4th Grade Mathematics	1st	2nd	3rd
<ul style="list-style-type: none"> <li>Determine the number of cubes needed to build a solid</li> <li>Find the volume of cuboids in different measures</li> </ul>	N/A N/A		
<b>4th Grade Social Studies</b> <b>Walker, Jennifer</b> <u>Social Studies</u> <ul style="list-style-type: none"> <li>Demonstrate knowledge through projects, activities, and discussion</li> <li>Understands Concepts</li> </ul> <u>Geography</u> <ul style="list-style-type: none"> <li>Measure distance using map scales</li> <li>Identify physical, political, relief, and special purpose maps</li> <li>Read maps and globes using longitude and latitude</li> <li>Identify and name the seven continents</li> </ul> <u>World History</u> <ul style="list-style-type: none"> <li>Understand the development and origins of ancient civilizations</li> </ul> <u>Social Studies</u> <ul style="list-style-type: none"> <li>Read and interpret historical time lines</li> </ul>	P P P P B B P		
<b>4th Grade Science</b> <u>Science Process Skill</u> <ul style="list-style-type: none"> <li>Uses scientific method (asks questions, observes, records, and interpret results)</li> </ul> <u>Science Process Skills</u> <ul style="list-style-type: none"> <li>Demonstrates knowledge through projects, activities, and discussions</li> </ul> <u>Scientific Process</u> <ul style="list-style-type: none"> <li>Explain procedures or concepts in scientific text</li> <li>Read and comprehend science text</li> <li>Engage in collaborative discussions</li> <li>Integrate information from two texts on a topic</li> </ul>	P P P P P		
<b>4th Grade Art</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			
<b>4th Grade Music</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul> <u>Music</u> <ul style="list-style-type: none"> <li>Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>	P P P		
<b>Special Observations</b> <i>( enjoying music class! Music Appreciation, Notation and Rhythm has been our focus this marking period. He is participating in all our activities and discussions in class. developing his music skills and singing voice. We will continue to work toward our December All-School Concert!</i>			

19/34



04013

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

4th Grade Physical Education	1st	2nd	3rd
<b><u>Personal &amp; Social Development</u></b> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			
<b>4th Grade Latin</b> <b><u>Personal &amp; Social Development</u></b> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul> <b><u>Listening and Speaking</u></b> <ul style="list-style-type: none"> <li>Expresses ideas clearly</li> <li>Actively Listens</li> </ul> <b><u>Reading and Literature</u></b> <ul style="list-style-type: none"> <li>Masters new vocabulary</li> </ul>			
<b>Personal Development &amp; Social Respons.</b> <b><u>Personal &amp; Social Development</u></b> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Makes an effort to solve social problems</li> <li>Participates appropriately</li> <li>Follows directions</li> <li>Uses educational materials and equipment appropriately</li> <li>Works independently</li> <li>Organizes materials</li> <li>Completes high quality daily work</li> <li>Asks for help when needed</li> <li>Uses class time productively</li> </ul>	A A A A A P P P A P A		
<b>Special Observations</b> (      a respectful student and eager learner. He is doing well with making connections to new concepts in math and developing his writing and grammar skills. He enjoys participating in class and contributes meaningfully to discussions. He consistently demonstrates class expectations and continues to be a role model for others..			

20/34



# COMPASS CLASSICAL ACADEMY

3rd Grade Mathematics	1st	2nd	3rd
<p><u>Number Operations and Operations</u></p> <ul style="list-style-type: none"> <li>Has memorized basic addition and subtraction facts</li> <li>Adds and subtracts multi-digit numbers</li> <li>Understands relationships between operations (eg. multiplication and addition)</li> <li>Computes accurately in daily work</li> <li>Understands place value concepts up to 5 digits</li> <li>Knows basic multiplication facts</li> <li>Solves number stories</li> <li>Recognizes and utilizes =, -, +, &lt;, &gt;</li> <li>Uses a variety of strategies to solve problems</li> </ul> <p><u>Geometry and Measurement</u></p> <ul style="list-style-type: none"> <li>Tells time in 5 minute intervals</li> <li>Able to read and write time</li> <li>Understands of uses units of measurement</li> <li>Exchanges combinations of pennies, nickles, dimes and quarters</li> </ul> <p><u>Data Analysis, Probability and Statistic</u></p> <ul style="list-style-type: none"> <li>Reads and interprets simple picture graphs, line plots and bar graphs</li> <li>Creates simple picture graphs, line plots and bar graphs to interpret data</li> </ul>	<p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>B</p> <p>P</p> <p>P</p> <p>P</p>		
<p><b>3rd Grade Social Studies</b></p> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge through projects, activities, and discussion</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of geography and map skills</li> </ul>	<p>P</p> <p>P</p>		
<p><b>3rd Grade Science</b></p> <p><u>Science Process Skill</u></p> <ul style="list-style-type: none"> <li>Uses scientific method (asks questions, observes, records, and interpret results)</li> </ul> <p><u>Science Process Skills</u></p> <ul style="list-style-type: none"> <li>Demonstrates knowledge through projects, activities, and discussions</li> </ul>	<p>P</p> <p>P</p>		
<p><b>3rd Grade Art</b></p> <p><u>Personal &amp; Social Development</u></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			

# COMPASS CLASSICAL ACADEMY

Atten

Absent
Tardy

## Progress Key

NP= Non-Participation-Student did not participate in required activity.  
 B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality  
 P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.  
 A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

3rd Grade Language Arts	1st	2nd	3rd
<p><u>Reading and Literature</u></p> <ul style="list-style-type: none"> <li>• Uses a variety of reading strategies (i.e. letter sound cues, picture clues, content clues)</li> <li>• Reads grade level material accurately</li> </ul> <p><u>Reading and Literature</u></p> <ul style="list-style-type: none"> <li>• Reads grade level material fluently</li> </ul> <p><u>Reading and Literature</u></p> <ul style="list-style-type: none"> <li>• Self-corrects when reading</li> <li>• Sustains independent reading</li> <li>• Selects literature at an appropriate level</li> </ul> <p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> <li>• Locates information from the text</li> <li>• Understands and identifies components of a story: settings, plot, characters, etc.</li> <li>• Demonstrates comprehension through written responses and discussion</li> <li>• Comprehends grade level material</li> </ul> <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> <li>• Expresses ideas clearly</li> <li>• Actively Listens</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Writes legibly using proper size and spacing</li> <li>• Uses correct capitalization and punctuation</li> <li>• Uses complete sentences</li> <li>• Adds details to topic</li> <li>• Organizes writing into paragraphs</li> <li>• Writes for a variety of purposes (response to literature, math, science, and social studies content)</li> <li>• Spells assigned words correctly</li> </ul>	<p>A</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p>		

22/34

# COMPASS CLASSICAL ACADEMY

3rd Grade Music	1st	2nd	3rd
<p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>	<p>P</p> <p>P</p> <p>P</p>		
<p><b>Special Observations</b></p> <p><i>She is enjoying music class! She is participating in all our activities.</i></p> <p><i>She is developing her music skills and having fun! Music Appreciation and Rhythm Patterns have been our focus this marking period. We will continue to work toward our December All-School Concert!</i></p>			
<p><b>3rd Grade Physical Education</b></p> <p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			
<p><b>Personal Development &amp; Social Respons.</b></p> <p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Makes an effort to solve social problems</li> <li>Participates appropriately</li> <li>Follows directions</li> <li>Uses educational materials and equipment appropriately</li> <li>Works independently</li> <li>Organizes materials</li> <li>Completes high quality daily work</li> <li>Asks for help when needed</li> <li>Uses class time productively</li> </ul>	<p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>P</p>		
<p><b>Special Observations</b></p> <p><i>Very active participant in class. She works hard and is very careful to do her best.</i></p>			

# COMPASS CLASSICAL ACADEMY

Kindergarten Mathematics	1st	2nd	3rd
<p><b><u>Numbers and Operations</u></b></p> <ul style="list-style-type: none"> <li>• Rote counts (1, 2, 3, ...)</li> <li>• Skip counts (2, 5, 10,)</li> <li>• Exhibits 1 to 1 counting correspondence</li> <li>• Recognizes and writes numbers 1 to 100</li> <li>• Understands the concept of addition in number stories and everyday situations</li> </ul> <p><b><u>Geometry and Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Sorts and categorizes objects based on their characteristics</li> <li>• Uses comparative language to describe and compare objects</li> <li>• Identifies days of the week and months of the year</li> <li>• Uses positional words to describe relationships (ie. above, below, under, over, etc.)</li> <li>• Identifies basic shapes</li> </ul> <p><b><u>Functions and Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Identifies and extends a pattern</li> </ul> <p><b><u>Data Analysis, Probability and Statistic</u></b></p> <ul style="list-style-type: none"> <li>• Understands simple graphing activities</li> </ul> <p><b><u>Data Analysis, Probability, and Statisti</u></b></p> <ul style="list-style-type: none"> <li>• Estimates reasonably</li> <li>• Interprets a given representation of information (tally chart, models, bar graphs, line plots etc.)</li> </ul>			
<p><b>Kindergarten Science</b></p> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>• Make observations and explore materials using their senses</li> <li>• Record observations using language, concrete objects and symbolic representations</li> </ul> <p><b><u>Science Process Skill</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions about objects organisms, and events in their immediate environment</li> </ul> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge through projects, activities, and discussions</li> <li>• Suggests a plan and describes a sequence of events for conduction an exploration</li> <li>• Follow a simple step-by-step procedure</li> </ul>			

# COMPASS CLASSICAL ACADEMY

Kindergarten Mathematics	1st	2nd	3rd
<p><b><u>Numbers and Operations</u></b></p> <ul style="list-style-type: none"> <li>• Rote counts (1, 2, 3, ...)</li> <li>• Skip counts (2, 5, 10,)</li> <li>• Exhibits 1 to 1 counting correspondence</li> <li>• Recognizes and writes numbers 1 to 100</li> <li>• Understands the concept of addition in number stories and everyday situations</li> </ul> <p><b><u>Geometry and Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Sorts and categorizes objects based on their characteristics</li> <li>• Uses comparative language to describe and compare objects</li> <li>• Identifies days of the week and months of the year</li> <li>• Uses positional words to describe relationships (ie. above, below, under, over, etc.)</li> <li>• Identifies basic shapes</li> </ul> <p><b><u>Functions and Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Identifies and extends a pattern</li> </ul> <p><b><u>Data Analysis, Probability and Statistic</u></b></p> <ul style="list-style-type: none"> <li>• Understands simple graphing activities</li> </ul> <p><b><u>Data Analysis, Probability, and Statisti</u></b></p> <ul style="list-style-type: none"> <li>• Estimates reasonably</li> <li>• Interprets a given representation of information (tally chart, models, bar graphs, line plots etc.)</li> </ul>			
<p><b>Kindergarten Science</b></p> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>• Make observations and explore materials using their senses</li> <li>• Record observations using language, concrete objects and symbolic representations</li> </ul> <p><b><u>Science Process Skill</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions about objects organisms, and events in their immediate environment</li> </ul> <p><b><u>Science Process Skills</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge through projects, activities, and discussions</li> <li>• Suggests a plan and describes a sequence of events for conduction an exploration</li> <li>• Follow a simple step-by-step procedure</li> </ul>			

OK001

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

Atten

Absent

Tardy

## Progress Key

NP= Non-Participation-Student did not participate in required activity.

B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality.

P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.

A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

Kindergarten Language Arts	1st	2nd	3rd
	92		
<u>Reading and Literature</u>			
• Points to words consistently with one to one matching	B		
• Recognizes high frequency words	B		
• Knows sound-letter correspondence	B		
• Blends sounds to make words	P		
• Reads books with word patterns	N		
<u>Reading Comprehension</u>			
• Draws inferences and conclusion: makes simple predictions and can state cause and effect	P		
• Retells a short story	P		
• Puts sequenced events in correct order	P		
• Understands need for correct placement of letters and words on a page	B		
• Understands and identifies components of a story: settings, plot, characters, etc.	B		
<u>Listening and Speaking</u>			
• Expresses ideas clearly	P		
• Can produce rhyming words	B		
• Actively Listens	P		
<u>Writing</u>			
• Identifies and writes capital letters age appropriately and legibly	B		
• Identifies and writes lower-case letters age appropriately and legibly	B		
• Makes transition from using capitals to lower-case letters	N/A		
• Writes names and familiar words	B		
• Experiments with ending punctuation	N/A		
• Uses knowledge of letter-sound relationship to spell words phonetically	B		
• Writes a simple sentence that self and teacher can read	N		

25/34

OK001

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

Atten

Absent

Tardy

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Kindergarten Language Arts	1st	2nd	3rd
	92		
<u>Reading and Literature</u>			
• Points to words consistently with one to one matching	B		
• Recognizes high frequency words	B		
• Knows sound-letter correspondence	B		
• Blends sounds to make words	P		
• Reads books with word patterns	N		
<u>Reading Comprehension</u>			
• Draws inferences and conclusion: makes simple predictions and can state cause and effect	P		
• Retells a short story	P		
• Puts sequenced events in correct order	P		
• Understands need for correct placement of letters and words on a page	B		
• Understands and identifies components of a story: settings, plot, characters, etc.	B		
<u>Listening and Speaking</u>			
• Expresses ideas clearly	P		
• Can produce rhyming words	B		
• Actively Listens	P		
<u>Writing</u>			
• Identifies and writes capital letters age appropriately and legibly	B		
• Identifies and writes lower-case letters age appropriately and legibly	B		
• Makes transition from using capitals to lower-case letters	N/A		
• Writes names and familiar words	B		
• Experiments with ending punctuation	N/A		
• Uses knowledge of letter-sound relationship to spell words phonetically	B		
• Writes a simple sentence that self and teacher can read	N		

25/34



# COMPASS CLASSICAL ACADEMY

Kindergarten Social Studies	1st	2nd	3rd
<p><u>Civics and Government</u></p> <ul style="list-style-type: none"> <li>Compares the importance of rules in the classroom and school to other levels of government</li> <li>Identifies symbols and documents that embody the core ideals of the United States</li> <li>Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.</li> <li>Define goods and services, producers and consumers</li> </ul> <p><u>Economics</u></p> <ul style="list-style-type: none"> <li>Defines and understands the difference between wants and needs</li> <li>Describes and recognizes characteristics of money</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Understand the representation of maps/globes and attribute representations</li> </ul> <p><u>US and NH History</u></p> <ul style="list-style-type: none"> <li>Identifies important events and holidays</li> <li>Knows how life changes throughout history</li> </ul> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge through projects, activities, and discussion</li> </ul>	<p>97</p> <p>B</p> <p>B</p> <p>B</p> <p>N/A</p> <p>B</p> <p>N/A</p> <p>N/A</p> <p>B</p> <p>N/A</p> <p>P</p>		
<p><b>Kindergarten Art</b></p> <p><u>Personal &amp; Social Development</u></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			
<p><b>Kindergarten Music</b></p> <p><u>Personal &amp; Social Development</u></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>	<p>B</p> <p>B</p> <p>B</p>		
<p><b>Special Observations</b></p> <p><i>is enjoying in music class! Music Discovery has been our focus this marking period. By listening, singing and playing, we are discovering music is all around us. We are also continuing to get ready for our All-School December Concert!</i></p>			
<p><b>Kindergarten Physical Education</b></p> <p><u>Personal &amp; Social Development</u></p> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			



OK001

Teacher:

2019-20

# COMPASS CLASSICAL ACADEMY

Personal Development & Social Respons.	1st	2nd	3rd
<b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>• Interacts respectfully with other</li> <li>• Works effectively in groups</li> <li>• Makes an effort to solve social problems</li> <li>• Participates appropriately</li> <li>• Follows directions</li> <li>• Uses educational materials and equipment appropriately</li> <li>• Works independently</li> <li>• Organizes materials</li> <li>• Completes high quality daily work</li> <li>• Asks for help when needed</li> <li>• Uses class time productively</li> </ul>	P P B P P P B P P P		
<b>Special Observations</b> <i>shows interest in his academics. He demonstrates an understanding of classroom rules and shares his prior experiences with peers appropriately. s seems to enjoy Math and Science the most. At the end of CKLA Unit 3, was able to identify 7/10 words and read from flashcards 8/10 words (producing 28/30 sounds). This is an increase in his lowercase letter and letter-sound knowledge when compared to his Kindergarten screening of 0 words, 0 lowercase letters and 0 letter sounds. During the Kindergarten screening, I was able to rote count to 18 (missing 15). In October, i was able to count from 1-29 (missing 13). In November, I was able to count from 1-59 (missing 30-49). This is an increase in his counting abilities even with the missing numbers. We will continue to work on these areas.</i>			

27/34

# COMPASS CLASSICAL ACADEMY

Atten

Absent
Tardy

## Progress Key

NP= Non-Participation-Student did not participate in required activity.  
 B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality  
 P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.  
 A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

1st Grade Language Arts	1st	2nd	3rd
	93		
<u>Listening and Speaking</u>			
• Expresses ideas clearly	P		
• Actively Listens	P		
<u>Reading Comprehension</u>			
• Understands and identifies components of a story: settings, plot, characters, etc.	P		
• Responds to literature (oral, written, artistic)	P		
• Draws inferences and conclusion: makes simple predictions and can state cause and effect	P		
• Comprehends grade level material	P		
<u>Writing</u>			
• Writes legibly using proper size and spacing	P		
• Uses correct capitalization and punctuation	B		
• Uses complete sentences	N/A		
• Adds details to topic	N/A		
• Writes a paragraph	N/A		
• Writes for a variety of purposes (response to literature, math, science, and social studies content)	P		
• Uses knowledge of grammar and appropriate writing conventions in writing	N/A		
• Applies spelling skills to the writing process and uses knowledge of letter/sound relationship to spell appropriately	B		
<u>Reading and Literature</u>			
• Uses a variety of reading strategies (i.e. letter sound cues, picture clues, content clues)	P		
• Reads grade level material accurately	P		
<u>Reading and Literature</u>			
• Reads grade level material fluently	P		
<u>Reading and Literature</u>			
• Reads grade level high frequency words	P		
• Self-corrects when reading	P		
• Sustains independent reading	B		

# COMPASS CLASSICAL ACADEMY

1st Grade Mathematics	1st	2nd	3rd
<b>Numbers and Operations</b> <ul style="list-style-type: none"> <li>Recognizes and writes numbers 1 to 100</li> <li>Orders and compares numbers to 100</li> <li>Understands place value for 100s, 10s, and 1s</li> <li>Knows addition facts to 20</li> <li>Knows subtraction facts to 20</li> <li>Solves number stories</li> <li>Understands the concept of addition algorithm</li> <li>Understands the concept of subtraction algorithm</li> <li>Uses a variety of strategies to solve problems</li> <li>Recognizes and utilizes =, -, +, &lt;, &gt;</li> </ul> <b>Geometry and Measurement</b> <ul style="list-style-type: none"> <li>Identifies basic shapes</li> <li>Tells time in 5 minute intervals</li> <li>Tells time to the half hour, quarter hour, and to the quarter hour</li> <li>Able to read and write time</li> <li>Uses standard and non-standard units of measuring length, volume, weight, area, time, and temperature</li> </ul> <b>Data Analysis, Probability and Statistic</b> <ul style="list-style-type: none"> <li>Predicts outcomes and carries out simple activities to test results</li> <li>Collect, interpret and represent data in simple graphs</li> </ul> <b>Geometry and Measurement</b> <ul style="list-style-type: none"> <li>Knows coin names and values</li> <li>Exchanges combinations of pennies, nickles, dimes and quarters</li> </ul>	97  P P P B B P P B B  N/A N/A N/A N/A N/A  N/A B  N/A N/A		
<b>1st Grade Social Studies</b>  <b>Geography</b> <ul style="list-style-type: none"> <li>Demonstrates knowledge of geography and map skills</li> </ul> <b>Social Studies</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge through projects, activities, and discussion</li> </ul>	100  N/A P		
<b>1st Grade Science</b>  <b>Science Process Skills</b> <ul style="list-style-type: none"> <li>Demonstrates knowledge through projects, activities, and discussions</li> </ul> <b>Science Process Skill</b> <ul style="list-style-type: none"> <li>Uses scientific method (asks questions, observes, records, and interpret results)</li> </ul>	100  P B		
<b>1st Grade Art</b>  <b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			

# COMPASS CLASSICAL ACADEMY

1st Grade Music	1st	2nd	3rd
<b><u>Personal &amp; Social Development</u></b> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>	B B B		
<b><u>Music</u></b> <ul style="list-style-type: none"> <li>Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>			
<b>Special Observations</b> <i>is enjoying music class! Music Discovery has been our focus this marking period. We are learning through listening, singing and playing musical games. We are also continuing to get ready for our All-School December Concert!</i>			
<b>1st Grade Physical Education</b>			
<b><u>Personal &amp; Social Development</u></b> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			
<b>Personal Development &amp; Social Respons.</b>			
<b><u>Personal &amp; Social Development</u></b> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Makes an effort to solve social problems</li> <li>Participates appropriately</li> <li>Follows directions</li> <li>Uses educational materials and equipment appropriately</li> <li>Works independently</li> <li>Organizes materials</li> <li>Completes high quality daily work</li> <li>Asks for help when needed</li> <li>Uses class time productively</li> </ul>	P P P P P P P P P P P		
<b>Special Observations</b> <i>a smart and kind first grade student. She is currently meeting grade level academic expectations. always produces high quality work and has improved with time management. She will benefit from continued reading practice at home. I look forward to seeing her continue to improve. She is a true pleasure to have in class.</i>			

# COMPASS CLASSICAL ACADEMY

Atten

Absent
Tardy

## Progress Key

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 B = Basic-The student demonstrates understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with increasing success. Performance varies in consistency with regard to accuracy and quality.  
 P = Proficient-The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by ability to apply the skills with consistent accuracy, quality, and growing independence.  
 A = Advanced-The student demonstrates understanding independently and is able to transfer that understanding to new situations. Performance continues to be accurate and with quality over a period of time.

2nd Grade Language Arts	1st	2nd	3rd
	0		
<b><u>Reading and Literature</u></b>	P		
• Use a variety of reading strategies (i.e. letter sound cues, picture clues, content clues)	P		
• Reads grade level material accurately	P		
<b><u>Reading and Literature</u></b>	P		
• Reads grade level material fluently	P		
<b><u>Reading and Literature</u></b>	P		
• Reads grade level high frequency words	P		
• Self-corrects when reading	P		
• Sustains independent reading	P		
<b><u>Reading Comprehension</u></b>	P		
• Understands and identifies components of a story: settings, plot, characters, etc.	P		
• Comprehends grade level material	P		
• Responds to literature (oral, written, artistic)	P		
• Asks and answers questions; who, what, when, where, why	P		
<b><u>Listening and Speaking</u></b>	P		
• Expresses ideas clearly	P		
• Actively Listens	P		
<b><u>Writing</u></b>	B		
• Writes legibly using proper size and spacing	P		
• Uses correct capitalization and punctuation	P		
• Uses complete sentences	P		
• Adds details to topic	P		
• Writes a paragraph	N/A		
• Writes for a variety of purposes (response to literature, math, science, and social studies content)	P		
• Uses knowledge of grammar and appropriate writing conventions in writing	P		

# COMPASS CLASSICAL ACADEMY

2nd Grade Mathematics	1st	2nd	3rd
<b><u>Numbers and Operations</u></b> <ul style="list-style-type: none"> <li>Reads and writes numbers up to 1000</li> <li>Orders and compares numbers to 1000</li> <li>Understand place value for 1000s, 100s, 10s, 1s</li> <li>Knows addition facts to 20</li> <li>Knows subtraction facts to 20</li> <li>Solves number stories</li> <li>Understands the concept of addition algorithm</li> <li>Understands the concept of subtraction algorithm</li> <li>Uses a variety of strategies to solve problems</li> <li>Recognizes and utilizes =, -, +, &lt;, &gt;</li> </ul> <b><u>Geometry and Measurement</u></b> <ul style="list-style-type: none"> <li>Tells time in 5 minute intervals</li> <li>Tells time to the half hour, quarter hour, and to the quarter hour</li> <li>Able to read and write time</li> <li>Uses standard unit of length such as meters, centimeters, feet and yards to measure various objects</li> <li>Able to compare units of length</li> <li>Knows coin names and values</li> <li>Able to add and subtract money amounts</li> </ul> <b><u>Data Analysis, Probability and Statistic</u></b> <ul style="list-style-type: none"> <li>Reads and interprets simple picture graphs, line plots and bar graphs</li> <li>Creates simple picture graphs, line plots and bar graphs to interpret data</li> </ul> <b><u>Geometry and Measurement</u></b> <ul style="list-style-type: none"> <li>Identifies, classifies, and creates composite figures, angles, and shapes</li> </ul>	0  P P P B B B P P P P  N/A N/A N/A N/A  N/A N/A N/A N/A  N/A N/A  N/A		
<b>2nd Grade Social Studies</b>  <b><u>US and NH History</u></b> <ul style="list-style-type: none"> <li>Knows how life changes throughout history</li> <li>Explains how culture is shared</li> </ul> <b><u>Social Studies</u></b> <ul style="list-style-type: none"> <li>Demonstrate knowledge through projects, activities, and discussion</li> </ul>	0  N/A N/A  P		
<b>2nd Grade Science</b>  <b><u>Science Process Skill</u></b> <ul style="list-style-type: none"> <li>Ask questions about objects organisms, and events in their immediate environment</li> <li>Uses scientific method (asks questions, observes, records, and interpret results)</li> </ul> <b><u>Science Process Skills</u></b> <ul style="list-style-type: none"> <li>Plans and conducts an investigation to describe and classify different kinds of materials by their observable properties</li> <li>Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</li> <li>Follow a simple step-by-step procedure</li> </ul>	P P  P N/A  P		



# COMPASS CLASSICAL ACADEMY

	1st	2nd	3rd
<b>2nd Grade Art</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			
<b>2nd Grade Music</b> <b>Young, Cindy</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul> <u>Music</u> <ul style="list-style-type: none"> <li>Student Participates in schedule concert activities including performance (Winter and Spring)</li> </ul>	P P P		
<b>Special Observations</b> <i>enjoying music class! She is willing to try new activities. Music Discovery has been our focus this marking period. We are learning through singing, games and the sounds around us. We are also continuing to get ready for our All-School December Concert!</i>			
<b>2nd Grade Physical Education</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Participates appropriately</li> </ul>			
<b>Personal Development &amp; Social Respons.</b> <u>Personal &amp; Social Development</u> <ul style="list-style-type: none"> <li>Interacts respectfully with other</li> <li>Works effectively in groups</li> <li>Makes an effort to solve social problems</li> <li>Participates appropriately</li> <li>Follows directions</li> <li>Uses educational materials and equipment appropriately</li> <li>Works independently</li> <li>Organizes materials</li> <li>Completes high quality daily work</li> <li>Asks for help when needed</li> <li>Uses class time productively</li> </ul>	P P P P P P P P P P		
<b>Special Observations</b> <i>s a very kind girl with a huge heart. She cares about everyone in her class and does what she can to help them feel better or be successful. She's also not afraid to ask for help for herself.</i>  <i>In Language Arts, she is doing a great job at selecting "Just Right Books" and has nearly mastered all of the second grade sight words. She continues to work hard on writing more neatly and using more details when she writes but she's wonderful at taking suggestions and making</i>			

## COMPASS CLASSICAL ACADEMY

changes when needed.

In Math, Klara has a great knowledge base about place values and identifying numbers 1-1000. She's able to order a group of numbers from least to greatest and greatest to least. As we move into double and triple digit addition and subtraction, Klara benefits greatly from memorizing her addition and subtraction facts (1-20). While we practice this quite a bit at school, additional practice at home would be helpful for her.

In Science, Klara has enjoyed exploring and describing the properties of a variety of solid objects. She's been a great role model to her classmates by demonstrating the appropriate ways to use our equipment also.

Our first Social Studies unit has focused on building a positive classroom community and Klara has been a great contributor in this. In addition to offering suggestions on how to make our community better, she's demonstrated these suggestions by being a positive role model.





# Compass Classical Academy

[www.CompassClassicalAcademy.com](http://www.CompassClassicalAcademy.com)

## Charter School Onsite Visit Schedule

15 Elkins Street  
Franklin, NH 03235  
603-729-3370  
Director's cell- 603-455-3455

March 17, 2020  
8:00am

You may park on the side of the street opposite the school (it says two hour parking, but it is alright to park there).

Tour of school at 7:45

The interview schedule is as follows:

8:15	Parent Interviews
8:45	Board Interviews
9:15	Teacher Interviews
9:45	Sped/Admin Interviews
10:15	Student Interviews

Review of any onsite documentation, follow up questions

15 Elkins St., Franklin, NH 03235  
603-729-3370

*Attachment 18*

*1/1*

## Compass Enrollment Numbers by Grade Level

Kinder- 15

1st- 19

2nd-18

3rd- 12

4th- 10

5th-17

6th- 9

7th-17

8th- 10

9th-4

10th-6

Total - 137 Children

Select an Indicator

Student Growth Percentile - ELA

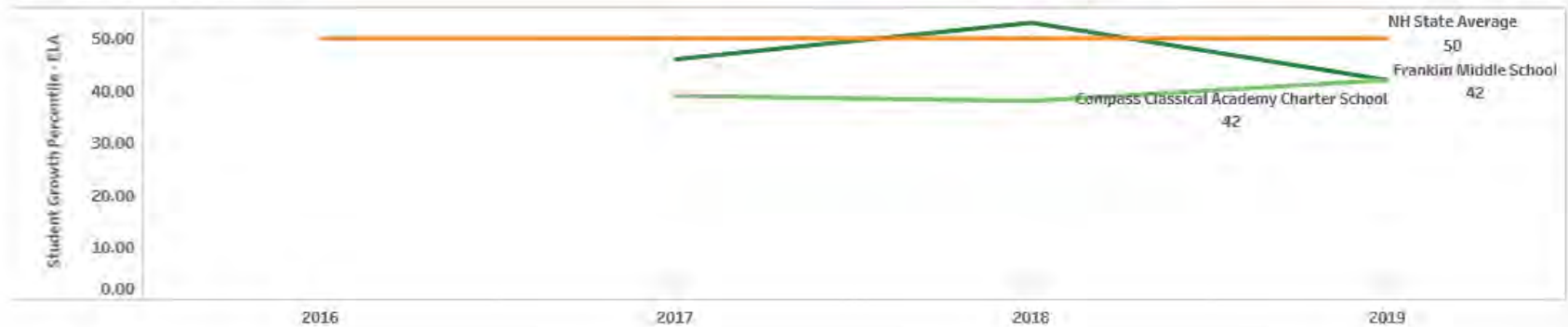
School/District A

Compass Classical Academy Charter School

School/District B

Franklin Middle School

## Performance over Time



## Other Indicator Performance

Domain Name	Compass Classical Academy Charter School				Franklin Middle School			
	2016	2017	2018	2019	2016	2017	2018	2019
% Classes taught by an experienced educator				50%	63%	89%	87%	73%
% Classes taught by educators certified in the subject				80%	98%	63%	47%	84%
% Economically Disadvantaged Students	4%	51.09%	51.39%	53.14%	57.81%	61.61%	54.88%	60.28%
% Students Proficient - ELA	75%	40%	44%	36%		45%	47%	34%
% Students Proficient - Math	69%	26%	20%	26%		28%	28%	19%
% Students with Disability	4%	13.03%	19.62%	23.07%	15.94%	16.67%	15.03%	19.71%

Select an Indicator

Student Growth Percentile - Math

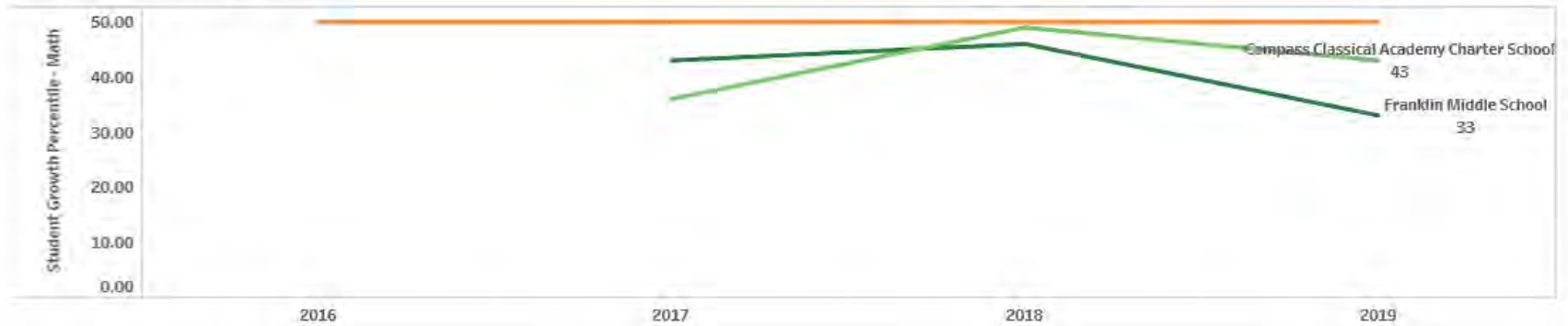
School/District A

Compass Classical Academy Charter School

School/District B

Franklin Middle School

## Performance over Time



## Other Indicator Performance

Domain Name	Compass Classical Academy Charter School				Franklin Middle School			
	2016	2017	2018	2019	2016	2017	2018	2019
% Classes taught by an experienced educator				50%	68%	89%	87%	73%
% Classes taught by educators certified in the subject				80%	98%	63%	47%	84%
% Economically Disadvantaged Students	*%	51.09%	51.39%	53.14%	57.81%	61.61%	54.88%	60.28%
% Students Proficient - ELA	75%	40%	44%	36%		45%	47%	34%
% Students Proficient - Math	69%	26%	20%	26%		28%	28%	19%
% Students with Disability	*%	13.03%	19.62%	23.07%	15.94%	16.67%	15.03%	19.71%

Select an Indicator

Student Growth Percentile - ELA

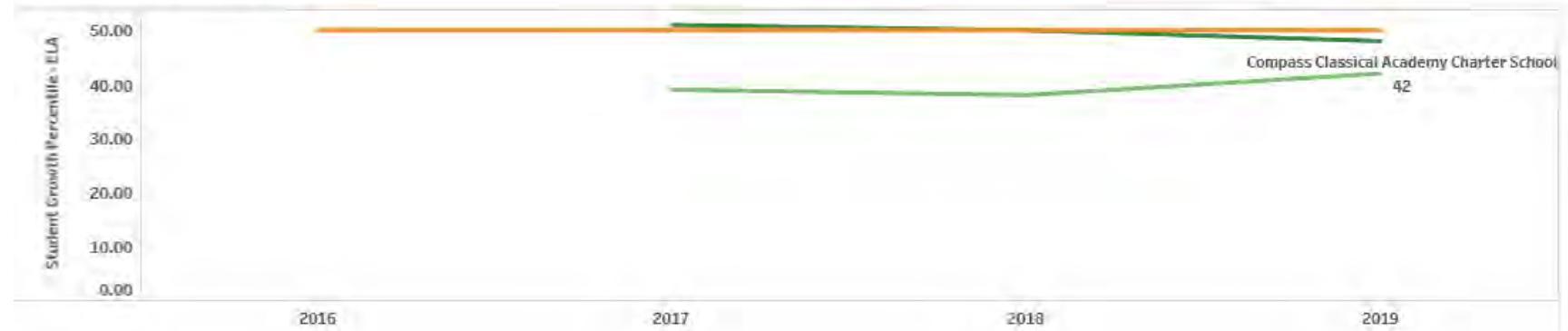
School/District A

Compass Classical Academy Charter School

School/District B

Winnisquam Regional Middle School

## Performance over Time



## Other Indicator Performance

Domain Name	Compass Classical Academy Charter School				Winnisquam Regional Middle School			
	2016	2017	2018	2019	2016	2017	2018	2019
% Classes taught by an experienced educator				50%	66%	78%	83%	73%
% Classes taught by educators certified in the subject				80%	100%	100%	100%	98%
% Economically Disadvantaged Students	1%	51.09%	51.39%	53.14%	34.28%	32.67%	31.03%	34.82%
% Students Proficient - ELA	75%	40%	44%	36%		58%	56%	51%
% Students Proficient - Math	69%	26%	20%	26%		44%	48%	43%
% Students with Disability	1%	13.03%	19.62%	23.07%	15.14%	18.18%	17.85%	21.07%

Select an Indicator

Student Growth Percentile - Math

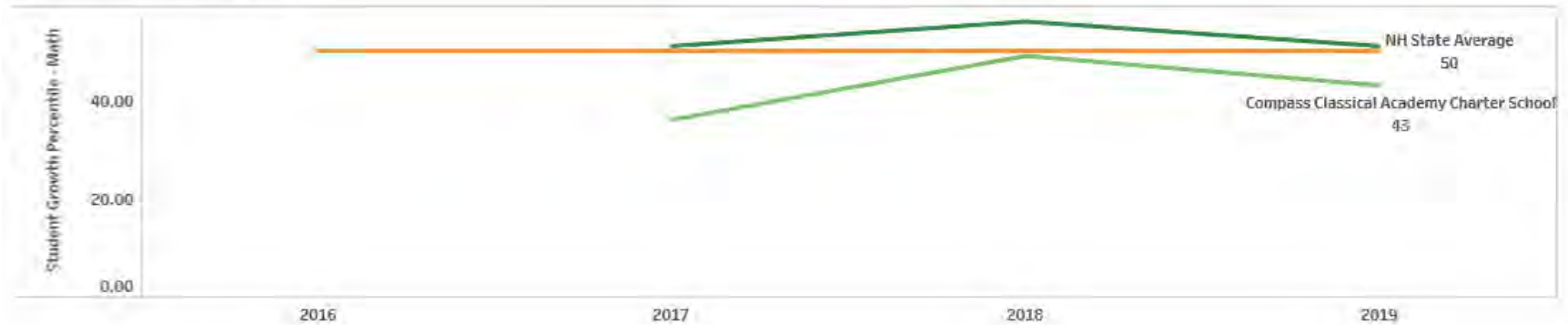
School/District A

Compass Classical Academy Charter School

School/District B

Winnisquam Regional Middle School

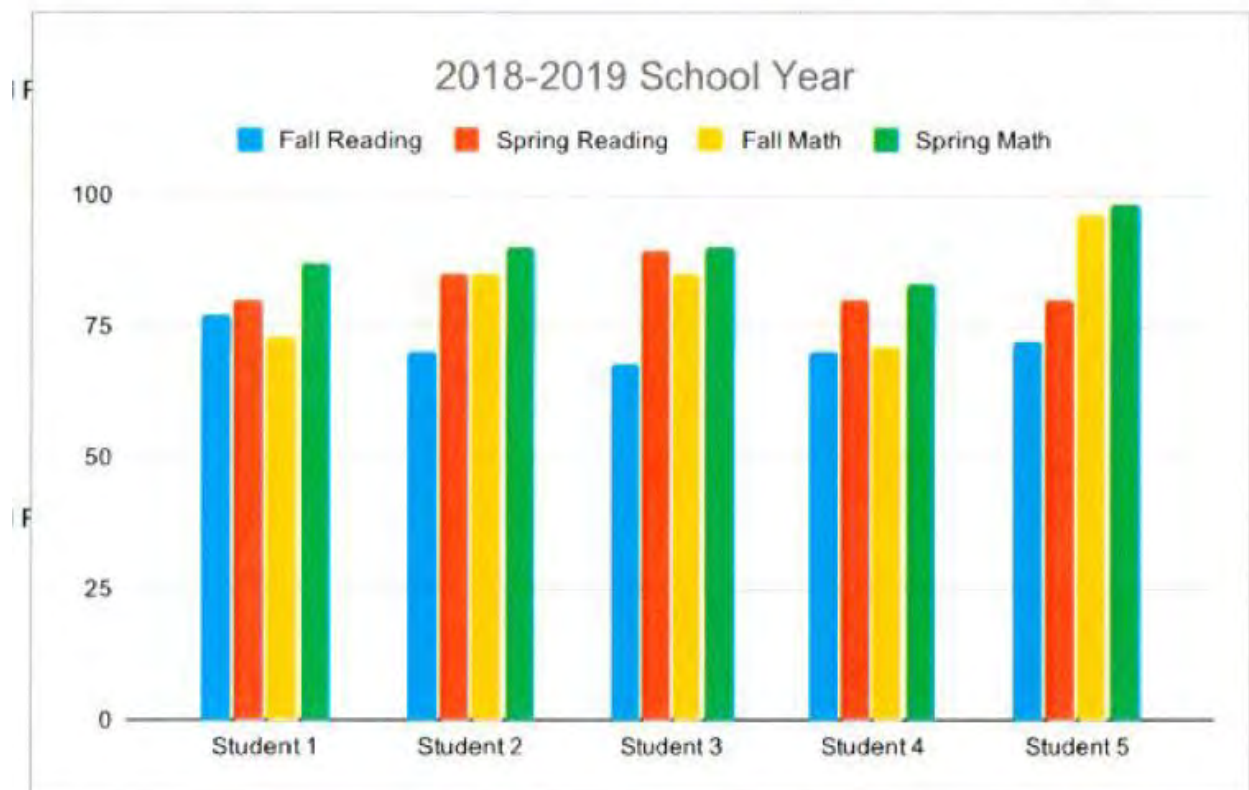
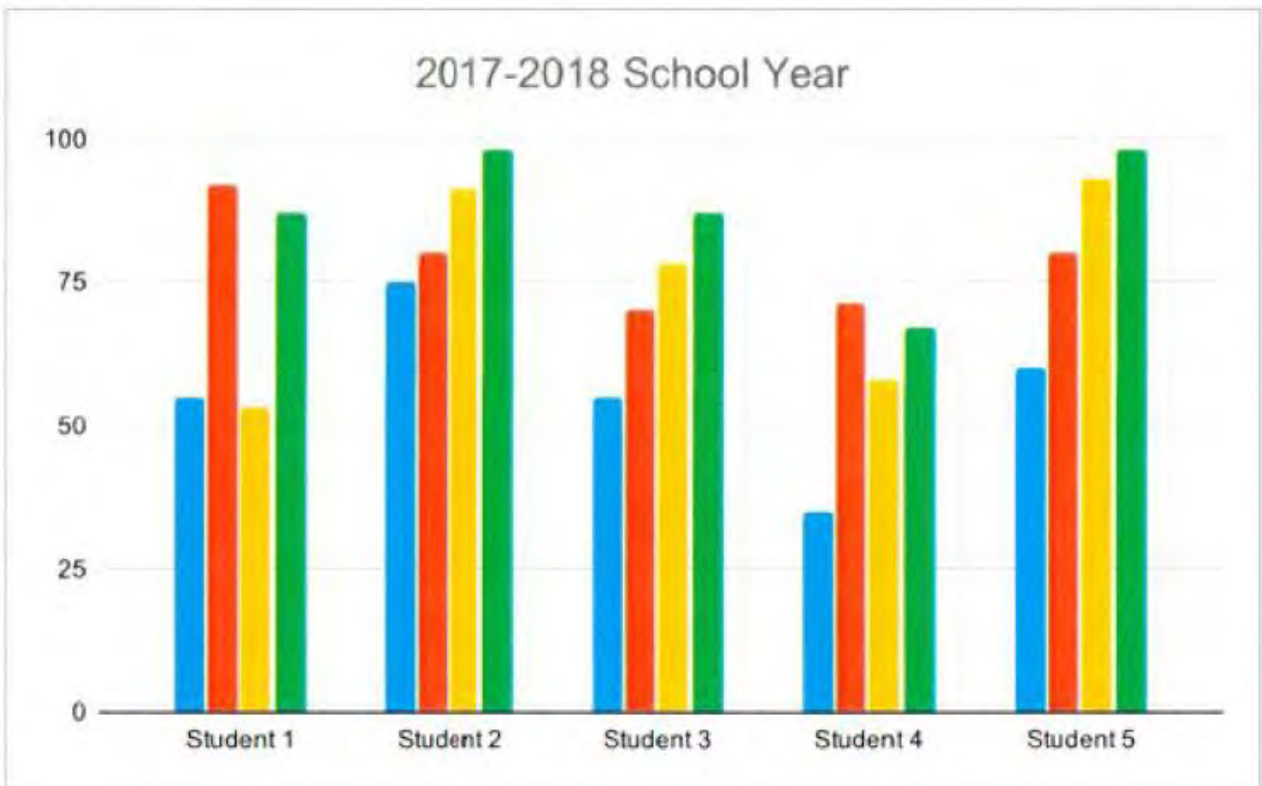
## Performance over Time



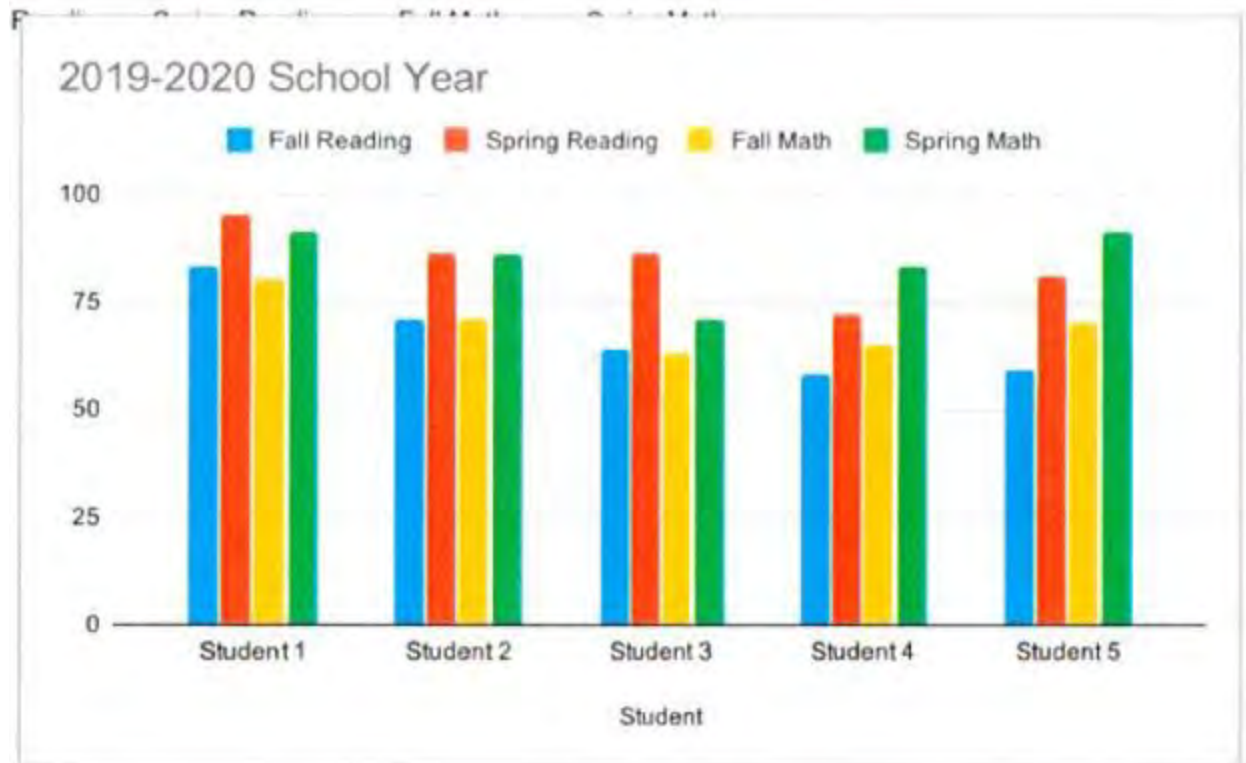
## Other Indicator Performance

Domain Name	Compass Classical Academy Charter School				Winnisquam Regional Middle School			
	2016	2017	2018	2019	2016	2017	2018	2019
% Classes taught by an experienced educator				50%	66%	78%	83%	73%
% Classes taught by educators certified in the subject				80%	100%	100%	100%	98%
% Economically Disadvantaged Students	*%	51.09%	51.39%	53.14%	34.28%	32.67%	31.03%	34.82%
% Students Proficient - ELA	75%	40%	44%	36%		58%	58%	51%
% Students Proficient - Math	69%	26%	20%	26%		44%	48%	43%
% Students with Disability	*%	13.03%	19.62%	23.07%	16.14%	18.18%	17.85%	21.07%

**Student Progression Following 5 Students Over a 3 Year Period 2018, 2019, 2020**









**Compass Classical Academy Professional Staff**

Grade/Class	Educator	Certification 1	Certification 2
Kindergarten	Toni Booth	Elementary Education K-8	Special Education
First Grade	Justine Rogers	*1	
First/Second Grade Remote	Brittney Tilton	*1, plus 5 years teaching experience	
Second Grade	Jacquelyn Blanchette	Elementary Education K-8	
Third Grade	Melissa Dumont	Elementary Education K-8	
Fourth Grade	Eileen McCarte	Beginning Educator K-3 *3	
Fifth Grade	Laili McCarte	Elementary Education K-8	MS Social Studies
Sixth Grade	Kimberly Maines	Beginnning Educator Social Studies	
MS/HS English Language Arts	Jo-Ellen Hanson	English Education 5-12	
MS/HS Mathematics	Peter Fogg	Mathematics 5-12	
MS/HS Science	Corina Alexander	2 Years teaching experience	
MS/HS Social Studies	Kevin Blier	Social Studies 5-12	
Special Education	Susan Gazda	Elementary Education K-8	Reading/Writing Specialist
Title 1	Lynda Vogt	Masters in Education, general Special ED.	
Nurse	Linda Finnie	Nurse 2	

<b>Compass Classical Academy Professional Staff</b>			
Grade/Class	Educator	Certification 1	Certification 2

\*1 One test remaining on Praxis II exam

\*3 Working on Elementary Education K-8

\*4

**Scott Maltzie**  
57 Chandler Street  
Boscawen, NH 03303  
603.738.0953  
smaltzie@comcast.net

## **Education**

### **Northcentral University | Prescott Valley, AZ**

Doctor of Philosophy (2014)  
Business Administration

### **Southern New Hampshire University | Manchester, NH**

(formerly New Hampshire College)  
Master of Business Administration (2001)

### **Southern New Hampshire University | Manchester, NH**

(formerly New Hampshire College)  
Master of Science (1998)  
Business Education

### **Plymouth State University | Plymouth, NH**

(formerly Plymouth State College)  
Bachelor of Business Administration (1986)  
Summa Cum Laude  
Minors in Pre-Law and Political Science

## **Work Experience**

### **August 2017 - Present**

Assistant Professor of Business, Lakes Region Community College, Laconia, NH  
Taught courses in small business management, project management, introduction to business, principles of marketing, and personal finance.

### **November 2012 - Present**

Adjunct Faculty, Liberty University Online, Lynchburg, VA  
Taught courses in nonprofit management and organizational behavior.

### **January 2000 - June 2017**

Business/Computer Faculty, Winnisquam Regional High School, Tilton, NH  
Taught courses in business, computer programming, computer software and graphic design.

### **September 1991 - May 2014**

Director of Debate/Adjunct Faculty, Plymouth State University, Plymouth, NH  
Taught courses in basic argumentation and debate, public speaking, and freshman seminar.  
On Sabbatical from 2007 – 2010



## **Work Experience** (Continued)

### **September 1999 - May 2010**

Adjunct Faculty, Organizational Leadership, Southern New Hampshire University, Manchester, NH

Taught Undergraduate Principles of Management, Organizational Behavior, Leadership, Strategic Management, Organizational Change, Graduate Organizational Leadership, Strategic Management

### **March 1997 - August 2000**

Marketing Services Manager, EnergyNorth Natural Gas, Manchester, NH  
Responsible for advertising, marketing, trade shows, and sales support.

### **January 1989 - March 1997**

Assistant Director, Governor's Office of Energy and Community Services, Concord, NH  
Responsible for marketing, accounting, office management, computer system administration, and program management.

### **January 1987 - August 1989**

Program Manager, Governors Energy Office, Concord, NH  
Responsible for energy conservation program management

## **Memberships**

### **Chairman**

Lakes Region Community College - College Coordinating Council  
September 2019 – Present

Chairman of a committee that oversees and coordinates activities of committees at the college and implementation of the strategic plan.

### **Chairman**

Trinity Christian School Board  
June 2018 - Present

Chairman of a school board for a private Christian K-12 school

### **Chairman**

Merrimack County Republican Committee  
March 2018 - Present

The Chairman shall be the chief executive officer and shall ensure that the County Committee complies with all duties as directed by the State Republican Party and as outlined in these Bylaws. The Chairman shall also ensure the County Committee maintains complete and accurate records and an up-to-date roster of all County Committee members and all Merrimack County Republican town chairs.

## **Memberships** (Continued)

### **Vice Chairman**

Compass Classical Academy Charter School  
April 2017 - Present  
Responsible for filling in for Chair as required.

**Treasurer 2019-2021** - Responsible for overseeing the budget and payment of bills in support of the office manager, director, and auditors.

### **Vice President**

Central New Hampshire Foster and Adoptive Parents Association  
January 2010 - Present  
Foster and adoptive parent support group

### **Member**

New Hampshire Business Education Association  
October 2000 - Present  
Association of business educators. Affiliated with NBEA Board Member 2002-2006

### **Secretary**

Merrimack County Republican Committee  
December 2016 - March 2018  
Keep an accurate record of the minutes of all meetings of the county committee and county executive board. Track attendance of committee members.

### **Treasurer**

Winnisquam Regional Teacher s Association  
August 2008 - August 2017  
Trade union affiliated with National Education Association

### **Member**

Winnisquam Regional Teacher's Association  
August 2000 - June 2017  
Trade union affiliated with National Education Association

## **Certificates**

### **NH Teaching Certificate**

NH Department of Education  
June 2000 - Present  
Certificate to teach secondary business and computer courses.

References: Available upon request



# Peter Fogg

[phf1058@yahoo.com](mailto:phf1058@yahoo.com)

603-455-3280

10 Ruby Lane

Tilton, NH 03276

## Summary

Process oriented data analyst with over 25 years of experience. Experience in environmental permitting and emissions based fees and middle/high school mathematics educator. Provided construction operations required operational flexibility while minimizing permitting and emissions based fees.

## Skills

- Ability to create, develop, implement, and review new mathematical education programs for middle and high school programs.
- Ability when given operational parameters of hot mix asphalt plants, aggregate processing plants, and portable diesel generators, to provide maximum operator flexibility while minimizing permitting and emissions based fees in multiple northeast states.
- Negotiated for teachers on two teacher contracts and for taxpayers on two police contracts with the police contract ongoing.
- Ability to reach consensus in creating new educational programs, permitting construction equipment and negotiating contracts from both union and management sides/

## Experience

**Middle/High School Mathematics Educator** **September 2018 - Present**  
**Compass Classical Academy 15 Elkins St Franklin, NH 03235**

Create, develop, and implement mathematical courses and competency based courses at the middle and secondary school level.

**Principal/Owner** **September 1995 - Present**  
**Fogg Environmental 10 Ruby Lane Tilton, NH 03276**

Analyze, evaluate, and permit hot mix asphalt plants, aggregate processing plants and portable diesel generators to provide maximum permitting flexibility while minimizing permitting and emissions based fees.

**High School Mathematics Educator** **September 2001 - June 2018**

Create, develop, and implement mathematical courses and competency based courses at the middle and secondary school level. Negotiator on two separate teacher contracts.

**Plymouth State University**

Masters in Education (MEd)

**May 2012**

Masters in Secondary Mathematics Education

### **Highlight of Qualifications**

- Working knowledge of evaluation tools, program development, and management applications to the field of Corrections with a specialty in healthcare services and business administration
- Strong skills in conducting research studies including quantitative, analytical, and subjective analysis
- Highly effective interpersonal, communication, problem-solving, and leadership skills
- Demonstrate good judgment, risk-analysis, and decision-making in the practical implementation of management skills
- Detail oriented, excellent organizational skills, and computer literate

### **Professional Experience**

November 2017 - Present

**NH Department of Corrections**  
*Commissioner*

Concord, NH

- Supervising the leadership managing all employees working on behalf of the NH Department of Corrections with direct reports in the areas of healthcare, human resources, education, prison facilities, professional standards, security and training, financial services and logistics.
- Reviewing, revising and authorizing the institution of policies and procedures to reflect best management practices in Correctional Service Delivery
- Evaluates work performance of professional employees at least once per year, including assessing staff development needs
- Analyzes and develops strategic initiatives for the whole of the Department
- Presents legislation for the support of the Legislature for the advancement of law and administrative rules governing correctional practices.
- Prepares and presents public defense of proposed changes in agency policy or regulations, including testifying on legislative bills in the interest of the department
- Collaborates with other State Agencies, community partners and national leadership to improve organizational operations
- Forecast budget needs and analyze expenditures regularly to ascertain the regular status of the department's financial situation
- Review processes for recruitment and retention to increase our workforce and improve workplace culture
- Review all proposed requests for proposals associated with contracting
- Leads Labor Management Committees to ensure compliance with collective bargaining units and establishing effective lines of communication with unions
- Deploy technology advancements including body scanners, improved radio communications and other security necessary enhancements
- Facilitate Capital Budget Requests and advocate for funding through the budgeting process of the State of NH

October 2014 – November 2017

**NH Department of Corrections**  
*Assistant Commissioner*

Concord, NH

- Supervising employees in all prisons with direct responsibility for the areas of healthcare, case management services, education, religious programming, support security management, information technology and reporting (other areas as assigned)
- Reviewing and revising policies and procedures to reflect best management practices in Correctional Service Delivery
- Evaluates work performance of professional employees at least once per year, including assessing staff development needs
- Analyzes and develops staffing plans used in revising or developing operational policies and procedures
- Review recommendations on grant or contract proposals and confers with industry officials to develop contracts with public and private agencies
- Presents legislation for the support of the Legislature for the advancement of law and administrative rules governing correctional practices.
- Prepares and presents public defense of proposed changes in agency policy or regulations, including testifying on legislative bills in the interest of the department or division
- Oversee the management of the processes associated with the construction of the new women's prison
- Forecast budget needs and analyze expenditures regularly to ascertain the regular status of the department's financial situation
- Review processes for recruitment and retention to increase our workforce and improve workplace culture



May 2011 – October 2014

**NH Department of Corrections**

Concord, NH

*Director of Medical & Forensic Services*

- Supervising employees in all prisons in the areas of Dental, Medical, and Forensic Services
- Reviewing and revising policies and procedures to reflect best management practices in Correctional Health Care
- Evaluates work performance of professional employees at least once per year, including assessing staff development needs
- Analyzes and develops staffing plans used in revising or developing operational policies and procedures
- Reviews recommendations on grant or contract proposals and confers with industry officials to develop contracts with public and private agencies
- Prepares and presents public defense of proposed changes in agency policy or regulations, including testifying on legislative bills in the interest of the department or division
- Forecasting budget needs and analyzing expenditures to meet budget targets or examine areas of need for increased funding
- Review needs of client population and establish treatment services to address their needs

Dec. 19, 2005 – 2011

**NH Department of Corrections**

Concord, NH

*Assistant Director of Medical & Forensic Services*

- Supervising employees in all prisons in the areas of Dental, Medical, and Forensic Services
- Reviewing and revising policies and procedures to reflect best management practices in Correctional Health Care
- Evaluates work performance of professional employees at least once per year, including assessing staff development needs
- Analyzes and develops staffing plans used in revising or developing operational policies and procedures
- Reviews recommendations on grant or contract proposals and confers with industry officials to develop contracts with public and private agencies
- Prepares and presents public defense of proposed changes in agency policy or regulations, including testifying on legislative bills in the interest of the department or division

Oct. 3, 2003 – Dec. 19, 2006

**NH State Prison: Concord Mental Health Unit**

Concord, NH

*Social Worker III*

- Conduct mental health intake for offenders entering the Concord State Prison for Men
- Assess inmates for appropriateness of mental health treatment
- Track and provide quality improvement data and creation of databases per my supervisor and QI
- Provide mental health consultation per my assigned unit and triage offenders to receive the appropriate care i.e. medication assessments, Healthy Pathways (chronically mentally ill), etc.
- Conduct mental health treatment to assigned offenders per my case load as clinically appropriate under the supervision of a licensed mental health professional
- Examine areas for improvement and efficiency for continued professional growth and for an increasingly productive work environment
- Maintain appropriate documentation through progress notes, completing releases of information, and other relevant forms for accurate medical/mental health records
- Review Mental Health Service functions for improvement and implementation of Best Practices

Apr. 2002 to Sept. 2003

**Granite Bay Connections, Inc.**

Concord, NH

*Program Manager*

- Conduct case management responsibilities for assigned individuals, maintaining individual records according to state regulation
- Facilitate communication between team members across agencies for more positive results in the management of client lives
- Implement and train staff on each clients individual service plan and how to creatively approach reaching the goals listed within it to meet each individuals unique need
- Prepare monthly reporting of progress notes and other pertinent data related to the client i.e. behavioral plan statistics and revamp current reporting tools to be more user friendly and concise
- Supervise and support the program employees both residentially and during day program hours including but not limited to annual reviews, one to one training, and overview of documented materials
- Conduct organization wide staff training in social role valorization, introduction to behavioral analysis, HIPAA, and skills training for continuous quality improvement.

Dec. 2000 to Mar. 2002

**Magellan Behavioral Health**

Burlington, MA

*Quality Improvement Specialist/Outcomes & Evaluation Associate, QI Dept.*

- Analyzed, revised, and implemented a more efficient database structure
- Provided ongoing Access Database management and Development for all aspects of the Regional Service Center (RSC)
- Utilized strong quantitative, analytical, and statistical skills to develop and report on all aspects of Utilization for the RSC to meet contractual and state standards



- Implemented and developed a more streamlined tool to manage the Inquiry/Grievance Process to meet contractual and state standards as well as quality turnaround for members and providers
- Project Manager for National Committee for Quality Assurance Accreditation Process for our RSC
- Trained and monitored staff in the proper use of databases and their functions to ensure data integrity and quality
- Supported staff in development of ideas with regard to continuous quality improvements and advances in our current reporting structure
- Created and distributed a wide range of reports for daily, weekly, monthly but not limited to for constant maintenance and evaluation of the work environment

2000

#### **Community Services Council of NH**

*Job Trainer*

Concord, NH

- Provide appropriate assessment and objective development in client centered conferences
- Instruct and train brain injured and autistic clients in completion of stated objectives
- Develop data collection and task-analysis techniques for recording and relaying established individual service plan objectives
- Responsible for preparation of monthly client progress reports to the Vocational Program Manager and quarterly reports to case managers for assigned case load
- Establish community relationship to create a job network for clients and security in job placement

#### **Education**

1998-1999

##### **Brandeis University**

Florence Heller Graduate School

Waltham, MA

*Masters of Management*

- Concentration in Health Care Policy and Management

1995-1998

##### **University of New Hampshire, Plymouth**

*Bachelors of Science in Psychology*

Plymouth, NH

- Concentration in Mental Health and a Minor in Pre-Law
- Graduated Cum Laude and with Honors in Psychology

#### **Training**

1999-Present

##### **Speaking Engagements, Workshops and Background Training**

- Opening Remarks at the New England Council on Crime and Delinquency
- Participant in 50-State Summit on Public Safety, Washington D.C.
- Opening Remarks at Early Childhood Symposium for Law Enforcement
- Presentations to the Concord Women's Club on Correctional Practices and the Construction of the New Women's Prison
- Panel Member at the Greater Concord Chamber of Commerce
- Panel Member Mental Health Summit facilitated by U.S. Representatives Annie Kuster and Frank Guinta
- Annual Correctional Training Requirements
- MANDT & CPI: Use of interpersonal communication, assisting, separating, lifting, carrying, and lowering, physical restraint (standing), and physical restraining (lying down) to manage behaviors
- First Aid & CPR: Use of basic techniques to provide support until medical professionals arrive
- Bloodborne Pathogens: Awareness and prevention of contraction techniques for use in residential and social settings
- Client Rights, Social Role Valorization, and Overview of the NH Service Delivery System: Examined the approaches in social services to protect and maintain clients rights using the NH Delivery system
- Administration of Medication: Obtained knowledge for disbursement of medication through certification by the Division of Mental Health and Developmental Services
- Greater Concord Understanding Brain Injury: Service planning & service agreements
- Understanding and Treating Suicidal Behavior and Self-Injury: conducted by Barent Walsh, Ph.D.
- Completed the Department of Corrections Academy as conducted at the Police Standards and Training Center in Concord, NH
- Gentle Teaching: A Positive Approach for Challenges of Behavior and Learning with Dan Hobbs at the Crotched Mt. Foundation

#### **Computer**

**Skills**

**Systems:** MS Windows Products

**Programs:** Microsoft Office Products (Word, Excel, PowerPoint, and Access); SPSS; Word Perfect; Adobe Acrobat, Adobe PhotoDeluxe, and Internet

#### **Membership**

**Governor's Commission on Alcohol and Other Drugs**

**Police Standards and Training Council**

**Association for State Correctional Administrators**

**Cynthia D. Reinartz**  
**19 Foothills Way**  
**Tilton, NH 03276**  
**(603) 630-7782**

## **Town Clerk Tax Collector 9/1999 to present**

### **Town Clerk Job Summary**

As an elected official "Town Clerk" it is my responsibility to provide vital and public services to all in a fair and impartial manner and to carry out the mandates of the law. More specifically, the Town Clerk is the chief election official, is responsible for keeping all town records, certifying actions of the Selectmen and other town officials, making official reports, collecting fees, carrying out specific mandated laws and many other municipal related duties.

### **Town Clerks are governed by the following State Agencies:**

- NH Department of Safety (Motor Vehicle Division)
  - Bureau of Registration
  - Bureau of Title and Anti-Theft
  - Bureau of Financial Responsibility
- NH Department of Agriculture (Animal Industry Division)
- NH Secretary of State
  - Division of Vital Records Administration
  - Division of Archives and Records Management
  - Election Division
    - US Compliance with HAVA and ADA requirements
- NH Department of Environmental Services (Wetlands Bureau)
- NH Office of Information Technology
- NH Department of Revenue Administration

### **Tax Collector Job Summary**

The responsibilities are many and varied and are governed by State of New Hampshire RSA's and Administrative Rules. They also require direct interaction with the Board of Selectman's Office, Finance Director and Treasurer.

### **Tax Collectors are governed by the following State Agencies:**

- NH Department of Revenue Administration

### **Current Memberships**

City and Town Clerks Association, Tax Collectors Association, New England City and Town Clerks Association, Board Member of Compass Classical Academy



# Shannon Hill

## Sales Audit / Sales and Use Tax Associate

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To continue growth in the accounting field.

### Experience

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2010-Present

**J. Jill Finance Department Tilton, NH**

Sales Audit and Sales and Use Tax associate.

- Reconcile Visa/Mastercard Account
- Researching Chargeback
- Issuing Corporate Checks requested by our Retail locations.
- Research any over/short issues reported by Retail store locations.
- Resolving and correcting over-short issues after research. (Training or adjusting entries if needed)
- Ordering Banking Supplies for R/S locations
- Filing Monthly Sales and Use Tax returns for 12 States.
- Bank Statement, research, and reconciliation monthly for 70-80 retail store locations.
- Adjusting entries
- Assisting External Audit for yearly inventory out of State.

### Education

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2012-2014 University of Phoenix

- Associate Degree in Art with Business Concentrate
- Maintaining a 3.95 GPA

1999- 2003 NHTCTC Laconia, NH

- Specialized in accounting, I & II
- Maintaining a 4.0 GPA
- NH Certificate of High School Equivalency

### Skills, programs, and Accomplishments

---

- Time Management
- Prioritize Daily Tasks
- Work great as part of a team or independently.
- Multitasking
- Always willing to help wherever and whenever needed.
- Volunteering Regularly
- Excel
- Microsoft Word
- Pro-act
- Oracle
- Vertex
- Infinium
- Data Scan Equipment and reporting program.
- J. Jill Monthly W.O.W award winner for August 2008
- J. Jill Monthly W.O.W award winner for November 2019

1999-2009



## **J. Jill Credit Department**

Credit Associate.

- J. Jill 2019 W.O.W Associate of the year

- Audit refund check held order report.
- Audit multi-pay held order reports.
- Audit over \$1,000.00 held order report.
- Back-up Team Leader
- Work closely with banks to report and prevent fraudulent charges.
- Submit stop payments to reissue payment as needed.
- Working with customers resolving billing issues
- Working on Foreign order verification
- Verifying any orders over \$500.00 with Customers and their banks to confirm a valid shipping address to prevent fraud.
- Assist with Setting up new Accounts with Citibank.

1990-1999

## **McDonald's Franklin and Laconia NH**

1<sup>st</sup> assistant Manager

- Hiring and training of new employees
- Creating incentive programs for employees
- Scheduling and labor control
- Inventory Control
- Administrative assistant
- Working very fast paced to keep a clean, friendly, and safe environment.

## **Contact**

---

94 Woodridge Rd  
Franklin, NH 03235  
(603) 393-6365  
Shannonhill071@gmail.com  
<https://www.linkedin.com/in/shannon-hill-a7792989/>



**DONNA L. CHASE**  
85 Summit Street  
West Franklin, New Hampshire, 03235  
(603) 738-3635

**OBJECTIVE:**

To work in the area of social work, where I can utilize my education, interests, and background skills

**SUMMARY OF QUALIFICATIONS:**

- Able to establish rapport quickly, facilitate change and motivate others
- Consistent and accurate program delivery
- Understands and values a structured format in service delivery and evaluation
- Able to work independently as well as part of a group

**PROFESSIONAL EXPERIENCE:**

*Assessment*

- Worked with referral sources to target appropriate participants
- Interviewed prospective participants to inform and establish program suitability
- Administered and interpreted academic and vocational assessments
- Facilitated development of individual training plans

*Teaching*

- Successfully taught academic skills to preschool children
- Taught Adult Basic Education classes effectively
- Tutored adolescents, adults and individuals with special needs
- Encouraged and coordinated individual efforts to obtain GED or college degree

*Counseling*

- Developed and implemented dynamic program for 60-100 participants annually
- Created network of community work opportunities
- Coordinated client services with educational and social service agencies
- Provided consistent follow-up and support for caseload of 60-150 clients

*Administration*

- Successfully built and managed highly effective staff
- Assisted in delivery of ongoing staff training
- Competently handled program paperwork and accurately recorded case notes
- Used creative marketing and recruitment techniques

**EDUCATION:**

Alderson-Broadus College, Philippi, WV 26416, BA in Social Work (1 year Special Education)	1976-1978
Plymouth State College, Plymouth, NH 03264 (1 year Early Childhood/3 years Art Education)	1972-1975
Pembroke Academy, Pembroke, NH 03275,	1968-1972

**EMPLOYMENT:**

<u>Family Support</u> , Franklin Family Resource Center, Casey Family Services	2000-2002
<u>Program Manager</u> , CEDAR Program, Community Services Council, Concord, NH	1997-2000
<u>Job Trainer</u> , Franklin Falls Farm, Community Services Council, Concord, NH	1997
<u>Case Counselor</u> , Family Independence Program, NH Job Training, Concord NH	1989-1995
<u>Assistant Coordinator</u> , NH Job Training Summer Youth Program, Concord, NH	1987-1989
<u>Underwriting Representative</u> , Amica Insurance Company, Bedford, NH	1985-1987
<u>Director/Teacher</u> , Park Street Christian Pre-School, Pittsfield, NH	1980-1985
<u>Program Staff</u> , Sentinel Baptist Camp, Ossipee, NH	1980-1982
<u>Resident Counselor</u> , Exeter Area Youth Group Home, Stratham, NH	1979-1980
<u>Resident Student Counselor</u> , WV Children's Home, Elkins, WV	1977

**ADDITIONAL:**

School Board President, Compass Classical Academy, Franklin NH 2016- present

School Board Member Compass Classical Academy, Franklin NH 2015-present

Founder/Foundation Board Member for Compass Classical Academy Charter School,

**Bank**

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*Grant*

E

## STATEMENT OF ACCOUNT

COMPASS CLASSICAL ACADEMY  
570 W MAIN ST  
TILTON NH 03276

Page:  
Statement Period:  
Cust Ref #:  
Primary Account #:

1 of 2  
Jan 01 2021-Jan 31 2021

**TD Municipal Convenience Checking**

COMPASS CLASSICAL ACADEMY

Account # 924-5415743

**ACCOUNT SUMMARY**

Statement Balance as of 01/01	531,501.99
Plus 0 Deposits and Other Credits	0.00
Less 0 Checks and Other Debits	0.00
Statement Balance as of 01/31	531,501.99

**ACCOUNT ACTIVITY**

No Transactions this Statement Period

**INTEREST SUMMARY**

Beginning Interest Rate	0.00%
Number of days in this Statement Period	31
Interest Earned this Statement Period	0.00
Annual Percentage Yield Earned	0.00%
Interest Paid Year to date	0.00

*Reconciled bal ✓  
Rec Detail ✓  
Rec Sum ✓  
YBS ✓*

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*Operating*

E

## STATEMENT OF ACCOUNT

COMPASS CLASSICAL ACADEMY  
 OPERATING ACCOUNT  
 570 W MAIN ST  
 TILTON NH 03276

Page:

1 of 5

Statement Period:

Jan 01 2021-Jan 31 2021

Cust Ref #:

Primary Account #:

**TD Municipal Convenience Checking**

COMPASS CLASSICAL ACADEMY  
 OPERATING ACCOUNT

Account # 924-5675826

**ACCOUNT SUMMARY**

Beginning Balance	499,018.78	Average Collected Balance	461,983.01
Deposits	35,846.45	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Checks Paid	18,811.32	Annual Percentage Yield Earned	0.00%
Electronic Payments	80,983.56	Days in Period	31
Ending Balance	435,070.35		

**DAILY ACCOUNT ACTIVITY****Deposits**

POSTING DATE	DESCRIPTION	AMOUNT
01/19	DEPOSIT	29,253.00
01/19	DEPOSIT	6,593.45
Subtotal:		35,846.45

**Checks Paid**

No. Checks: 13

\*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
01/19	1410	9,150.00	01/22	1418	27.62
01/26	1411	158.93	01/28	1419	2,521.62
01/26	1412	95.34	01/15	1420	579.00
01/19	1413	753.49	01/21	1421	41.21
01/25	1415*	2,805.47	01/19	1422	679.68
01/19	1416	689.05	01/25	12832*	1,059.91
01/20	1417	250.00			
Subtotal:					18,811.32

**Electronic Payments**

POSTING DATE	DESCRIPTION	AMOUNT
01/04	CCD DEBIT, WELLS FARGO BANK LOAN LEASE 000000007873120	396.00
01/04	DEBIT CARD PAYMENT, AUT 010321 VISA DDA PUR RING MULTICAM YEARLY HTTPSRING COM * CA 4387662000642555	100.00
01/07	CCD DEBIT, PAYCHEX INC. PAYROLL 90737800035814X	27,601.13
01/08	CCD DEBIT, PAYCHEX TPS TAXES 90740800013462X	7,782.82
01/08	CCD DEBIT, PAYCHEX EIB INVOICE X90745200014337	192.75
01/11	ACH DEBIT, U.S. CELLULAR CELLULAR 57313351	201.58
01/21	CCD DEBIT, PAYCHEX INC. PAYROLL 90902100010649X	33,970.04

Call 1-800-224-5563 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)

**ATTORNEY GENERAL  
DEPARTMENT OF JUSTICE**

33 CAPITOL STREET  
CONCORD, NEW HAMPSHIRE 03301-6397

GORDON J. MACDONALD  
ATTORNEY GENERAL



JANE E. YOUNG  
DEPUTY ATTORNEY GENERAL

December 11, 2020

Scott Malzie, Ph.D., Vice Chairperson/Treasurer  
Compass Classical Academy Charter School  
570 West Main Street  
Tilton, NH 03276

Re: Compass Classical Academy Charter School  
Registration #13540

Dear Mr. Malzie:

Thank you for your letter dated December 8, 2020 and for a copy of the updated bylaws of Compass Classical Academy Charter School ("CCA"). CCA has been restored to good standing status with the Charitable Trusts Unit subject to the following conditions:

1. Compliance with CCA's Bylaws: We note that the board composition currently does not comply with CCA's bylaws. The board shall ensure that it is in compliance with its bylaws, including, but not limited to, the provisions regarding board composition. The board shall document the steps that it has taken to get into compliance and submit such documentation to the Charitable Trusts Unit on or before January 31, 2021.
2. Written Financial Control Protocols and Procedures: In consultation with its auditors, the board shall develop and adopt written protocols and procedures to address the material weaknesses set forth in its audited financials for FY 2016-2018. The board shall submit such protocols and procedures to the Charitable Trusts Unit on or before January 31, 2021.
3. Board Training: On or before January 31, 2021, all board members shall be trained in their responsibilities under NH law and shall review the Guidebook for NH Charitable Organizations available on our website: <https://www.doj.nh.gov/charitable-trusts/documents/guidebook-non-profit-organizations.pdf>. The board shall submit documentation regarding the training to the Charitable Trusts Unit on or before January 31, 2021.

As discussed, CCA's good standing status is conditioned on compliance with the foregoing requirements and compliance with New Hampshire law.

Feel free to contact Investigative Paralegal Kelly Walter or me with any questions.

<http://doj.nh.gov/charitable-trusts/>

Telephone 603-271-3658 • FAX 603-271-2110 • TDD Access: Relay NH 1-800-735-2964

Very truly yours,

*/s/ Diane M. Quinlan*

Diane Murphy Quinlan, Assistant Director  
Charitable Trusts Unit  
(603) 271-3591  
diane.m.quinlan@doj.nh.gov

cc: Members of the Board of Trustees

----- Original Message -----

From: "Walter, Kelly" <Kelly.A.Walter@doj.nh.gov>

To: SCOTT MALTZIE <smaltzie@comcast.net>

Date: 02/03/2021 3:04 PM

Subject: RE: Status

Attorney Quinlan has approved the procedures and documents that were provided to us as required in her letter to the organization. The organization will remain in good standing as long as the 2020 annual report is received timely, by 5/15/21. Thank you for your efforts to resolve the organization's compliance deficiencies.

From: SCOTT MALTZIE <smaltzie@comcast.net>

Sent: Tuesday, February 2, 2021 3:57 PM

To: Walter, Kelly <Kelly.A.Walter@doj.nh.gov>

Subject: Status

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

---

Good Afternoon,

Just wondering since we have a board meeting this evening if you had any update for us at this time?

Scott Maltzie, PhD

Vice Chair

Compass Classical Academy



## Chartered Public School Renewal Rubric

**Name of Charter School:** Compass Classical Academy

**Date:** 3/2/21

<b>Evaluation Results Recommendations</b>	Approved	<b>Approved with Conditions</b>	Revoked
<b>School Details</b>	Complete	<b>Mostly Complete</b>	Not complete

### Standards for Evaluation

<b>Level of Achievement</b>	<b>Description</b>
<b><i>Exceeding (E)</i></b>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<b><i>Meeting (M)</i></b>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<b><i>Partially Meets (P)</i></b>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<b><i>Not Meeting (N)</i></b>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

## I. Charter Renewal Application

### Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
M	Intent to Renew Form	
M	School Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> <li>• Mission Statement (changes highlighted)</li> <li>• Goals,</li> <li>• Progress made towards Academic, Programmatic and Organizational Goals</li> </ul>	Mission and goals were stated, and some progress towards academic, programmatic, and organizational goals has been made.
N/A	Executive Summary: Charter Amendments	

### Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Current 137 is near the 155 budgeted for 20/21 21/22 = 165    22/23 = 175    23/24 = 185    24/25 = 190
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Singapore Math and Core Knowledge are both excellent programs. There's a slight concern about educator instruction and prof development.
M	3. Technology Programs	Technology in the higher, not lower, grades
P	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	Previous (5th grade, etc) issues occurred but "appear" to have been addressed. Educators appear driven and committed to improve.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	Great parental involvement with fundraising (Bingo/Thrift) but needs improvement re Board and committees. Recommend target parent outreach. (CPAs, local biz owners, etc..)
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	Bingo is excellent! Great job!

M	7. New Hampshire Charter School Accountability Plan	Submitted, but more of a narrative. Would benefit from adding names, and deliverable dates.
M	8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	1- DOJ audit was a concern - but appears to have been addressed. 2 - Bingo is great. 3 - Not sure why a large \$800,000 surplus when material deficiencies exist.
M	9. Sustainability Measures	Solid enrollment, good fundraising. Could use more communication and organizational improvements from a leadership perspective.
M	10. Efforts to disseminate successful/best practices	E for fundraising and saving money. Thrift store, Bingo and overall frugality.
M	11. Successes	Fundraising and saving money. Thrift store, Bingo and overall frugality. Community involvement. After school clubs, etc.. ... <b>Well done!</b>
P	12. Challenges	Academic improvement, enrollment growth, communication/structure
<b>Part 3: Affirmative Evidence</b>		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Progress, yes.
P	a. Academic Goals	Behind expectations, but progressing
M	b. Programmatic Goals	Solid curriculum in place.
M	c. Organizational Goals	Good as of now, but auditor had previous financial concerns. This should be well managed going forward.
P	2. Is the charter school responsibly using public funds?	Appears so, but greater FINANCIAL and BUSINESS acumen likely required going forward.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Appears so, yes.
M	4. Is the school sustainable?	Yes, with more focused leadership, management, and financial oversight.
P	5. Current Status of the Board of Trustees	Good, but could use more business acumen. ( ie. experienced finance or established business owners. )
M	6. Student Data and Analysis	Included



<b>Part 4: Policy Development and Forms</b>		
✓	<b>Policies:</b> Check (✓) the policies that have been developed.	<b>Comments</b>
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
✓	Suicide Prevention	
<b>Required Updated Forms</b>		
✓	<b>Forms:</b> Provide dates the following forms were last updated.	<b>Comments</b>
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	As stated earlier...concerned about previous handling of finances – but appears resolved.
<b>Part 5: Signatures</b>		
✓	Check box to the left if Signature Page is complete.	

## II. Charter School Onsite Visit

### Part 1. Documentation, Materials Review

✓ Upon Review

✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	Fluid previously, but improving currently.
✓	School Organizational Chart	With possible trustees as employees, how does the org chart adapt when conflict of interest arises? Is each occurrence documented, and transparent.
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	Criminal Records Check for all Staff Members	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
NA	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	DOE 25s?
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
X	Parent/Student Handbook	

X	Staff Handbook	
✓	Outstanding Charter Accountability documents	Up to Date
X	Student portfolios and/or student work samples	

## **Part 2. Focus Group Interviews**

### **a) Families, Parents, Guardians**

**Number present: 5**

<b>Evaluation (E, M, P, N)</b>	<b>Criteria</b>	<b>Comments</b>
M	1. Is the school making progress toward achieving its mission?	Positive comments from parents.
P	2. Is the charter school responsibly using public funds?	Positive, but unknown as parents...greater public transparency of budgets/ finance would be recommended.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Positive comment was from trustee/ parent.
P	4. Is the school sustainable?	Positive, but unknown as parents...greater public transparency/parental communication recommended..
M	5. Parent/Family/Community Involvement	Bingo as positive involvement. Committees and board involvement needs improvement.

### **b) School Leadership: Directors, Principals**

**Number Present: 2**

<b>Evaluation (E, M, P, N)</b>	<b>Criteria</b>	<b>Comments</b>
M	1. Is the school making progress toward achieving its mission?	Yes, they believe so.
M	2. Is the charter school responsibly using public funds?	Yes, they believe so.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Yes, they believe so.
P	4. Is the school sustainable?	Yes, but some showed concern.

P	5. Does the Board of Trustees adequately support the school and the administration?	Ad hoc., yes...but not in any “strategic”, regularly scheduled or measured ways.
c. Board of Trustees Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Yes, they believe so.
P	2. Is the charter school responsibly using public funds?	Yes, but concern remains over DOJ letter – but appears resolved.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Anecdotally, yes.
P	4. Is the school sustainable?	Yes, but no visible excitement or confidence in the response.
P	5. Current Status of the Board of Trustees, roles and responsibilities.	<p>Nice people, likely very hard working on school’s behalf. But not visibly excited about things. Structurally, a bit disorganized...and though “legal” to do so, they have one or more trustees on school payroll. <b>Best case:</b> due to COI policy, would eliminate those trustees from participation in any discussions and votes on curriculum and many financial issues. <b>Worst case:</b> it is “bad optically” – and without written documentation of “recusals” for each such vote, can be very problematic.</p> <p>Current Make up:</p> <ol style="list-style-type: none"> <li>1 Several educators bringing educational knowledge. <i>A good thing.</i></li> <li>2 Police chief and corrections director, likely bring organization and discipline. <i>A good thing.</i></li> <li>3 But there are <b>no</b> experienced business owners on board. (restaurant owner, small business owner, someone experienced in large dollar P&amp;L)</li> </ol>
P	6. Does the Board of Trustees adequately support the school and the administration?	Educators mentioned ad hoc (not regular) communications with Trustees when needed.
d. Students		

Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	They all agreed things were progressing but didn't appear to know the stated mission of the school. Recommend younger children, be read the mission....and older students (and teachers) possibly memorize it.
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	They all agreed things were great there.
M	3. Is the school sustainable?	They all agreed that it was.
e. Instructional Staff Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	They believe so...stating how hard they work and love the children. All educators may need to read charter Possibly memorizing their mission. As a requirement of employment/ reviews may help.
P	2. Is the charter school responsibly using public funds?	Stated they needed things, but knew they had no funds to do so. (Seems odd, when having an \$800,000 surplus)
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	They said yes...very proud of how hard they work n behalf of the children.
M	4. Is the school sustainable?	Though they said yes – proud, but unsure. I'd recommend that all educators/staff attend board meetings from a learning and confidence perspective.
P	5. Is the school meeting the professional needs of the instructional and support staff?	Spoke of ad hoc professional coaching and development. More structure and support may be needed.
III. Final Components		
Invitation for Written Comments		
Written Comments from Invitation		
Recommendation of the Commissioner		

<b>Commendations</b>	
<b>Concerns</b>	
<b>Recommendations</b>	
<b>Name of Reviewer</b>	Jim Fricchione
<b>Contact Details</b>	<u><a href="mailto:jfricchione@hotmail.com">jfricchione@hotmail.com</a></u>



## Chartered Public School Renewal Rubric

Name of Charter School: **Compass Classical Academy**

Date: February, 2021

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

### Standards for Evaluation

Level of Achievement	Description
<b>Exceeding (E)</b>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<b>Meeting (M)</b>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<b>Partially Meets (P)</b>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<b>Not Meeting (N)</b>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>



## I. Charter Renewal Application

### Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
	Intent to Renew Form	Unknown
	School Information Form	Unknown
	Cover Letter with: <ul style="list-style-type: none"> <li>• Mission Statement (changes highlighted)</li> <li>• Goals,</li> <li>• Progress made towards Academic, Programmatic and Organizational Goals</li> </ul>	Met
	Executive Summary: Charter Amendments	Unknown

### Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
P	1. Enrollment and projected growth of student body for the next 5 years	<ul style="list-style-type: none"> <li>• School is behind on original enrollment projections to present</li> <li>• There is concern that they are expanding too rapidly beyond their organizational readiness/capacity. (This is only an impression based upon their staffing and compensation and expressed needs for turnover.)</li> <li>• It is also a concern to see 4-5 students total in a high school grade as they students will miss opportunities for a broader, social high school experience.</li> <li>• Enrollments across grades are varied, some large classes/grades and some very under-enrolled</li> </ul>

<b>M</b>	<b>2. Curriculum and Instruction:</b> Any changes or growth as a result of changes in enrollment.	<ul style="list-style-type: none"> <li>• My concern about expansion is again noted.</li> <li>• There does not seem to be a focus on Elem-MS-HS student separate needs per se. The school is structured as a K-10 school.</li> <li>• Instructional techniques or effectiveness--students and staff report high academic expectations</li> <li>• Staff reports observations infrequent</li> <li>• Report cards seem to indicate a proficiency level, comments, parents indicate online grading system is cumbersome</li> </ul>
<b>P</b>	<b>3. Technology Programs</b>	<ul style="list-style-type: none"> <li>• Online grading</li> <li>• Insufficient technology integration with little student exposure to technology use</li> </ul>
<b>P</b>	<b>4. Academic Attainment:</b> Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	<ul style="list-style-type: none"> <li>• Strategic plan exists; not sure the implementation status</li> </ul>
<b>P</b>	<b>5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement</b>	<ul style="list-style-type: none"> <li>• Parents seem to have avenues for involvement</li> <li>• Some members of board and school community expressed a general lack of parental value for education in the area</li> <li>• Many</li> </ul>
<b>M</b>	<b>6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability</b>	<ul style="list-style-type: none"> <li>• Dedicated fundraising activities including Bingo and the school's thrift store</li> </ul>
<b>M</b>	<b>7. New Hampshire Charter School Accountability Plan</b>	<ul style="list-style-type: none"> <li>• Strategic plan included; review and assessment not clear</li> </ul>

M	<p><b>8. Budget: <i>Attach Proposed budget for the following year</i></b></p> <p>a. Budget Narrative <i>How the school will use public funds</i></p> <p>b. A detailed description of the specific school board's reasoning for allocating funds</p>	<ul style="list-style-type: none"> <li>• Expressed need for a counselor, no benefits for staff, and lagging salaries are a concern, especially with the school reporting \$800K in the bank.</li> <li>• The purchase of the large tract of land for a new school facility is an admirable, but huge undertaking.</li> <li>• Director and staff are already stretched thin, taking on a building project will be a concerning addition to their responsibilities</li> </ul>
M	<b>9. Sustainability Measures</b>	<ul style="list-style-type: none"> <li>• Financial picture is stable, but new land and building project will stress this considerably; significant concern for staff retention to minimize turnover; very concerning that staff has no access to benefits</li> </ul>
M	<b>10. Efforts to disseminate successful/best practices</b>	<ul style="list-style-type: none"> <li>• Presentation at Charter leaders; other evidence unknown</li> <li>• YouTube Video</li> <li>• Community involvement and visibility in the area</li> <li>• Director work with sending district as trainer</li> </ul>
M	<b>11.Successes</b>	<ul style="list-style-type: none"> <li>• Establishment of a school community that feels like a family</li> <li>• Active, innovative fundraising activities</li> <li>• Successful development of their program to date with challenging socio-economic situation</li> <li>• Financially stable</li> <li>• Facility use after hours</li> <li>• Partnerships</li> </ul>

M	12. Challenges	<ul style="list-style-type: none"> <li>Socio-economics of area; transiency of students (is this due to students coming in, going out, or both) staff turnover due to lack of competitive compensation</li> </ul>
<b>Part 3: Affirmative Evidence</b>		
<b>Evaluation (E, M, P, N)</b>	<b>Criteria</b>	<b>Comments</b>
P	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> <li>Moving forward, working toward meeting challenges</li> </ul>
P	a. Academic Goals	<ul style="list-style-type: none"> <li>Strategic plan present; newly developed</li> </ul>
M	b. Programmatic Goals	<ul style="list-style-type: none"> <li>Establishment of program and active expansion</li> <li>Unclear how the planned farm/school facility with classical education</li> </ul>
M	c. Organizational Goals	<ul style="list-style-type: none"> <li>Active expansion</li> <li>Financially stable</li> <li>Facility workable presently (safe/secure); plans for expansion</li> </ul>
P	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> <li>Recent audit concerns seem to be addressed and are now being monitored</li> <li>Previous year's audit reference and Attorney General's office involvement</li> </ul>
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> <li>Communication to school community and evidence with parents, staff, and students</li> <li>High expectations communicated</li> </ul>
M	4. Is the school sustainable?	<ul style="list-style-type: none"> <li>Present financial situation appears stable but concern exists about the scope of the plans and the impact on present financial status.</li> </ul>

		<ul style="list-style-type: none"> <li>The education of students should be very positively impacted once established, but getting there will be a HUGE undertaking</li> </ul>
P	5. Current Status of the Board of Trustees	<ul style="list-style-type: none"> <li>Need for one additional Board member as of review</li> <li>Board training plans about roles and responsibilities are unknown</li> </ul>
P	6. Student Data and Analysis	<ul style="list-style-type: none"> <li>In process</li> <li>Formal process and status not clear</li> </ul>
<b>Part 4: Policy Development and Forms</b>		
✓	<b>Policies: Check (✓) the policies that have been developed.</b>	<b>Comments</b>
Y	Records Retention pursuant to RSA 189:29-a	Policy present; it would be a positive thing to standardize format of all school policy documents
Y	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	Policy present; it would be a positive thing to standardize format of all school policy documents
Y	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	Policy present; it would be a positive thing to standardize format of all school policy documents
Y	Pupil Safety and Violence Protection, pursuant to RSA 193-F	Policy present; it would be a positive thing to standardize format of all school policy documents
Y	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	Policy present; it would be a positive thing to standardize format of all school policy documents
Y	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	Policy present; it would be a positive thing to standardize format of all school policy documents
Y	Due Process, pursuant to RSA 194-B:8	Policy present; it would be a positive thing to standardize format of all school policy documents

Y	Suicide Prevention	Policy present; it would be a positive thing to standardize format of all school policy documents
<b>Required Updated Forms</b>		
✓	Forms: Provide dates the following forms were last updated.	Comments
yes	Certificate for Occupancy	
yes	Fire Inspection Certificate	
yes	Building Safety Inspection	
yes	Health Inspection	
yes	Insurance Certificate	
yes	Financial Audit	
<b>Part 5: Signatures</b>		
✓	Check box to the left if Signature Page is complete.	

<b>II. Charter School Onsite Visit</b>		
<b>Part 1. Documentation, Materials Review</b> ✓ Upon Review		
✓	Criteria	Comments
yes	Revised Charter Application (approved by the SBE)	Present in materials
yes	Renewal Application	Present in materials
yes	Master Class Schedule	provided
yes	List of Board of Trustees	provided
yes	School Organizational Chart	Present in materials
yes	Academic Year Calendars (4 - 5)	Present in materials

yes	Sample Report Card	Present in materials
yes	List of Staff Members and Qualifications	Present in materials
yes	Criminal Records Check for all Staff Members	unknown
yes	Annual Charter Accountability Documents, (4 - 5 years)	Insurance doc, Occupancy Certif
n/a	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over) Must have DOE inventory stickers attached	unknown
yes	Yearly Independent Financial Audits	Present
yes	Board of Trustees Meeting Minutes	present
some	Quarterly Financial reports (4 – 5 years)	unknown
yes	Charter School By-laws	present
yes	School Policies	unknown
yes	List of Curriculum, Assessments Tools and current Instructional Practices	In materials
no	Parent/Student Handbook	
no	Staff Handbook	unknown
yes	Outstanding Charter Accountability documents	Up to date
no	Student portfolios and/or student work samples	not available

## ***Part 2. Focus Group Interviews***

### **a) Families, Parents, Guardians**

**Number present: 4-5**

<b>Evaluation (E, M, P, N)</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> <li>Parents report that the school feels like family; school goes above and beyond for my child</li> <li>Parents interviewed seem satisfied school is making progress toward its Mission</li> </ul>
<b>P</b>	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> <li>Parents express concern of elementary class sizes getting too large</li> </ul>



M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> <li>Parents report that teachers are very communicative with parents; others report fairly decent communication with school, mostly email</li> <li>Parents not fond of grading structure; parents seem satisfied with school, teaching</li> </ul>
M	4. Is the school sustainable?	<ul style="list-style-type: none"> <li>School runs different fundraisers (bingo, store)</li> <li>Enrollment generally matches staffing needs</li> </ul>
M	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> <li>Opportunities for parents to get involved, Tech person (parent) volunteered to help school</li> <li>Degree to which parents are involved was generally unclear</li> </ul>
<b>b) School Leadership: Directors, Principals</b> <b>Number Present: 2</b>		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> <li>Transient population, low skills</li> <li>Diverse community needs--40 IEPs, 6 referrals, 10 504 plans;</li> </ul>
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> <li>Did not know recent per pupil cost; DOE 25 was not available</li> <li>Concerns from financial audit have been addressed</li> </ul>
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> <li>High expectations for students</li> </ul>
M	4. Is the school sustainable?	<ul style="list-style-type: none"> <li>Director very resourceful, but seems stretched very thin</li> <li>Financial challenges: expressed need for increased staff salaries and benefits; need for counseling position (with \$800K in bank)</li> </ul>

P	5. Does the Board of Trustees adequately support the school and the administration?	<ul style="list-style-type: none"> <li>• Sufficient autonomy for decision making</li> <li>• Some board members on staff seemingly creating awkward decision-making</li> <li>• Policies addressing this unknown</li> </ul>
<b>c. Board of Trustees</b> <b>Number Present: 5</b>		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> <li>• School seems mission driven; teacher (and other staff) on board</li> </ul>
P	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> <li>• Concerns with previous financial audit</li> <li>• Replaced auditor after receiving notable audit reports</li> <li>• questions about roles and tasks/adequate separation of roles and oversight</li> <li>• bookkeeper wears very many hats</li> <li>• DOJ pushed school on audit weaknesses, seemingly addressed</li> </ul>
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> <li>• Board member stated large FRL population, pandemic impacts and transiency of population as obstacles</li> </ul>
M	4. Is the school sustainable?	<ul style="list-style-type: none"> <li>• My Concern about the school expanding grades too rapidly, expansive property plans. Difficult to build a school culture with 4 or 5 high school students in grades 9 and 10</li> </ul>
M	5. Current Status of the Board of Trustees, roles and responsibilities.	<ul style="list-style-type: none"> <li>• seem diverse and supportive, teacher on board raises concern</li> </ul>
M	6. Does the Board of Trustees adequately support the school and the administration?	<ul style="list-style-type: none"> <li>• Seemingly, but Director plays a huge personal role with little internal support for tasks—stretched thin</li> </ul>

d. Students		
Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> <li>Students express satisfaction with their school</li> <li>Report high expectations</li> <li>Report that they feel supported</li> </ul>
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> <li>Students feel they get a lot of staff attention</li> <li>They feel that work is hard (high expectations) “can’t not do work”; not many activities due to COVID, some play sports</li> </ul>
P	3. Is the school sustainable?	<ul style="list-style-type: none"> <li>4-5 students in grades 9 and 10</li> </ul>
e. Instructional Staff		
Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> <li>Staff positive about flexibility and ability to adjust</li> <li>student transiency, faculty turnover noted as issues</li> <li>staff feels high expectations on them and students</li> </ul>
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> <li>Resources seem to be an issue for some, some acquisition at personal expense</li> <li>Staff feels Director is resourceful and tries to provide access to resources</li> </ul>
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> <li>Staff feels academic expectations are high</li> </ul>

P	4. Is the school sustainable?	<ul style="list-style-type: none"> <li>• Mixed reports of availability of resources</li> <li>• Staff expressed that they are under compensated for the scope of expectations, staff turnover reported</li> <li>• very resourceful staff, Director explores options for donations</li> <li>• full-day kindergarten a draw in the region</li> <li>• special education support billed out; OT/PT/Speech done by district personnel</li> </ul>
P	5. Is the school meeting the professional needs of the instructional and support staff?	<ul style="list-style-type: none"> <li>• PD available for curriculum</li> <li>• Infrequent/limited staff meeting opportunities</li> </ul>
<b>III. Final Components</b>		
<b>Written Comments from Invitation</b>		
<b>Commendations</b>	<ul style="list-style-type: none"> <li>• Creation of a culture of caring, support and high expectations among students and staff</li> <li>• Progress toward school expansion</li> <li>• Fundraising initiatives leading to present financial situation</li> <li>• Director very resourceful and energetic</li> </ul>	
<b>Concerns</b>	<ul style="list-style-type: none"> <li>• Low enrollment at high school grades 9/10</li> <li>• Organizational capacity to grow school effectively while managing building project</li> <li>• Lack of clarity about how classical education in mission aligns with future plans for school facility/farm</li> <li>• Staff compensation was noted in several areas; leading to turnover (impacts sustainability of initiatives)</li> <li>• Lack of clarity about school improvement initiatives</li> <li>• Inconsistent structure and format of Board Policies; missing some policies</li> <li>• Lack of regular teacher observation and evaluation</li> </ul>	
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Ensure that Board policies are developed consistently and made available to school community and public</li> </ul>	

	<ul style="list-style-type: none"> <li>• Establish and articulate the roles and responsibilities of the Board, Director and any other individuals related to property acquisition and development</li> <li>• Clarify to the school community how the future facility and program planning aligns to the mission of the school</li> <li>• Develop and implement a plan for increasing enrollment in high school grades and expansion of high school program</li> <li>• Develop and implement a plan for evaluation and review of teaching staff</li> <li>• Develop and implement a plan for formal evaluation of student data and school programs</li> <li>• Assess the need of re-examining staff compensation to reduce staff turnover</li> <li>• Assess the need for staffing (support, teaching, administrative, and counseling) and develop a plan for implementing staffing adjustments based on that assessment</li> </ul>
Name of Reviewer	Peter Stackhouse, Executive Director Great Bay Charter School 30 Linden Street Exeter, NH 03833
Contact Details	<a href="mailto:pstackhouse@gbecs.org">pstackhouse@gbecs.org</a> (603) 775-8638



## Chartered Public School Renewal Rubric

**Name of Charter School:** Compass Classical Academy Public Chartered School

**Date:** 2.24.2021

<b>Evaluation Results Recommendations</b>	Approved	Approved with Conditions	Revoked
<b>School Details</b>	Complete	Mostly Complete	Not complete

### Standards for Evaluation

Level of Achievement	Description
<b><i>Exceeding (E)</i></b>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<b><i>Meeting (M)</i></b>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<b><i>Partially Meets (P)</i></b>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<b><i>Not Meeting (N)</i></b>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

## I. Charter Renewal Application

### Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
M	Intent to Renew Form	Received
M	School Information Form	Received
M	Cover Letter with: <ul style="list-style-type: none"> <li>Mission Statement (changes highlighted)</li> <li>Goals,</li> <li>Progress made towards Academic, Programmatic and Organizational Goals</li> </ul>	<ul style="list-style-type: none"> <li>Review of mission statement included</li> <li>Goals identified and progress made towards meeting goals included.</li> </ul>
N/A	Executive Summary: Charter Amendments	

### Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	Enrollment is below first 5-year projections by 129 students. <ul style="list-style-type: none"> <li>Current enrolment 131</li> <li>25 students 2021-2022</li> <li>Increase 40 students 2022-2023</li> <li>Minimum 20 students per year for following 3 years</li> </ul>
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	<ul style="list-style-type: none"> <li>Added Singapore Math and Core Knowledge for ELA.</li> <li>Specialist Science teacher hired - required to fully implement the Singapore Science curriculum.</li> <li>LEAD Curriculum Implemented</li> </ul>
M	3. Technology Programs	<ul style="list-style-type: none"> <li>School was originally approved by BOE with a very limited use of technology in the educational program, and no instruction.</li> <li>Google classroom now in use in middle and high school</li> </ul>



		<ul style="list-style-type: none"> <li>Plans to develop and implement a robust technology curriculum in high school grades to meet state standard Ed 306.42</li> </ul>
P	<b>4. Academic Attainment:</b> <b>Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</b>	<ul style="list-style-type: none"> <li>Low demonstrated proficiency highlighted in 2019 CAA tests</li> <li>Changed from Easy CBM to STAR to provide better quality data</li> <li>Hired a dedicated Title 1 teacher</li> <li>School wide improvement action plan provided with renewal submission</li> </ul>
M	<b>5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement</b>	<ul style="list-style-type: none"> <li>Active PTO</li> <li>Coffee Meetings with Parents</li> <li>Many opportunities for families to engage in fundraising and school events</li> <li>Partnered with Franklin Rec program for non-school day care</li> <li>Partner with the local Rotary at their thrift store</li> <li>Partner with NH Veterans Home – each class adopts a veteran</li> </ul>
M	<b>6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability</b>	<ul style="list-style-type: none"> <li>A Bingo night was started just before COVID-19. It was suspended for the time being. Expected to bring in \$50,000 per year contribution to school funds</li> <li>Dinner auctions, craft fairs and several other fundraising initiatives</li> <li>Actively applies for grants that are available in the local areas and beyond – several grant awards</li> <li>School thrift store</li> </ul>
M	<b>7. New Hampshire Charter School Accountability Plan</b>	<ol style="list-style-type: none"> <li>School Improvement Action plan to address achievement gaps</li> <li>Strategic plan with programmatic, organizational and academic goals. This plan is a good start.</li> </ol>
M	<b>8. Budget: <i>Attach Proposed budget for the following year</i></b> <b>a. Budget Narrative <i>How the school will use public funds</i></b>	<ul style="list-style-type: none"> <li>Budget included</li> <li>Trustees oversee school financial management and expenditure ensuring full compliance with State requirements</li> </ul>

	<b>b. A detailed description of the specific school board's reasoning for allocating funds</b>	<ul style="list-style-type: none"> <li>• Staff remuneration and possible future benefits managed with staff retention as a central tenant</li> </ul>
<b>M</b>	<b>9. Sustainability Measures</b>	<ul style="list-style-type: none"> <li>• Strong Financial position</li> <li>• Ability to attract new and experienced teachers and paraprofessionals</li> <li>• High quality curriculum with evidence of effectiveness</li> <li>• Highly qualified and experienced school administration</li> <li>• Diverse, skilled board provides support</li> <li>• High rate of parent satisfaction</li> </ul>
<b>M</b>	<b>10. Efforts to disseminate successful/best practices</b>	<ul style="list-style-type: none"> <li>• Director works with a sending district as training instructor for LEAD</li> <li>• Sharing coffee meetings with parents and thrift store successes with other Charter Schools</li> <li>• Regular contact with Charter Schools sharing best practices</li> <li>• Director is involved in many areas of the community</li> <li>• Media presence to highlight successes of the school</li> </ul>
<b>M</b>	<b>11.Successes</b>	<ul style="list-style-type: none"> <li>• School is financially secure</li> <li>• Many innovative fundraising events</li> <li>• Community partnerships and engagement</li> <li>• Offers before and after school programs for families</li> <li>• Identifies challenges/issues and is proactive in remedying situations.</li> <li>• Give back to the community by allowing groups to use the facility after hours</li> <li>• A number of after school clubs and groups for students: chess, robotics, basketball and others</li> <li>• Cooking program from the UNH cooperative for students to learn to cook</li> </ul>
<b>M</b>	<b>12. Challenges</b>	<ul style="list-style-type: none"> <li>• Student retention</li> <li>• Enrollment</li> <li>• Academic achievement levels of students lower than expected</li> <li>• Socio-economic status of families</li> <li>• Very transient population</li> </ul>

		<ul style="list-style-type: none"> <li>• Facilitate move of school to new location which is will be able to sustain the enrollment targets set</li> </ul>
<b>Part 3: Affirmative Evidence</b>		
<b>Evaluation (E, M, P, N)</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	<b>1. Is the school making progress toward achieving its mission?</b>	<ul style="list-style-type: none"> <li>• For the most part, yes. The School understands that there are areas that need improvement and is committed to making these improvements in order to provide students with a high quality education that will enable all students to be successful. A strategic plan has been developed that includes long term goals.</li> </ul>
<b>P</b>	<b>a. Academic Goals</b>	<ul style="list-style-type: none"> <li>• The school is behind its expectations and its academic targets.</li> <li>• A School Improvement Action Plan has been implemented to increase student performance. A good start but the plan needs to be more focused on specific academic targets, timelines and progress monitoring.</li> </ul> <p><b>Progress made:</b></p> <ul style="list-style-type: none"> <li>• Hired a year-round Title I teacher for academic year and summer support</li> <li>• LEAD program that helps build self-esteem and confidence</li> <li>• New curriculum and assessments implemented</li> <li>• Breakfast available to students</li> </ul>
<b>M</b>	<b>b. Programmatic Goals</b>	<p><b>Progress Made:</b></p> <ul style="list-style-type: none"> <li>• Increased program by adding on a grade each year</li> <li>• Implemented Responsive Classroom, a social and emotional learning approach to teaching and discipline</li> <li>• Implemented a rigorous curriculum</li> <li>• Implemented LEAD (Law Enforcement Against Drugs) Curriculum</li> </ul>
<b>M</b>	<b>c. Organizational Goals</b>	<p><b>Progress made:</b></p> <ul style="list-style-type: none"> <li>• The School is financially secure.</li> <li>• Student enrollment - whilst the lower grades are fully subscribed, the middle school and 9<sup>th</sup> grade are not.</li> </ul>

		<ul style="list-style-type: none"> <li>• Low staff turnover- turnover due to low salaries and no health benefits</li> <li>• Designated leadership structure in place</li> <li>• Dedicated and effective Board of Trustees</li> <li>• Made improvements to the facility to provide a safe and secure school</li> </ul>
<b>P</b>	<b>2. Is the charter school responsibly using public funds?</b>	<ul style="list-style-type: none"> <li>• While using public funds appropriately, the school has had issues with providing the required annual audits to the DOE. A new Public Accountant with charter school experience, has been retained to ensure full compliance with DOE and Federal requirements.</li> <li>• The DOJ had concerns and developed a plan - school met items on the plan and is now again in good standing.</li> <li>• A new financial administrator has been appointed,</li> </ul>
<b>M</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	<ul style="list-style-type: none"> <li>• The school has been through a difficult time in its early years as they discovered that their selected curriculum was challenging and the student academic progress was not at the pace expected.</li> <li>• This was recognized and a school improvement action plan was created.</li> </ul>
<b>M</b>	<b>4. Is the school sustainable?</b>	Yes, considering the present financial position, fundraising, enrollment and leadership. Plans to develop a newly purchased piece of property and build a new school will impact the current financial position. However, the school's administrator.
<b>P</b>	<b>5. Current Status of the Board of Trustees</b>	There are currently six members of the Board of Trustees and the school is actively recruiting one more member. Board training was scheduled for end of January 2021.
<b>M</b>	<b>6. Student Data and Analysis</b>	<p>Student Data Included (this is not academic data)</p> <ul style="list-style-type: none"> <li>• 99% promotion rate</li> <li>• 94.2%attendance rate</li> <li>• 0 incident reports</li> <li>• 0 bullying reports</li> <li>• 1 intervention requiring law enforcement</li> </ul>

<b>Part 4: Policy Development and Forms</b>		
✓	<b>Policies:</b> Check (✓) the policies that have been developed.	<b>Comments</b>
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
✓	Suicide Prevention	
<b>Required Updated Forms</b>		
✓	<b>Forms:</b> Provide dates the following forms were last updated.	<b>Comments</b>
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	
<b>Part 5: Signatures</b>		
✓	Check box to the left if Signature Page is complete.	

## II. Charter School Onsite Visit

### Part 1. Documentation, Materials Review

✓ Upon Review

✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	Criminal Records Check for all Staff Members	Completed prior to employment
✓	Annual Charter Accountability Documents, (4 - 5 years)	
N/A	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
X	Parent/Student Handbook	
X	Staff Handbook	
✓	Outstanding Charter Accountability documents	Up to Date
X	Student portfolios and/or student work samples	

## Part 2. Focus Group Interviews

### a) Families, Parents, Guardians

Number present: 5

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Parents report that the school is meeting its mission.
P	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> <li>• Parents were unaware of school budget and finances or where to access them.</li> <li>• Lack of knowledge and no training provided to parents for accessing student grades and classes on the student information system as well as software issues make it difficult to track student progress.</li> <li>• Large class sizes in lower grades.</li> </ul>
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> <li>• Some parents satisfied with delivery of SPED services; another has had issues.</li> <li>• Curriculum changes have improved the academic programs.</li> <li>• Parents satisfied with students' academic progress.</li> <li>• Good communication with teachers and director through email</li> </ul>
M	4. Is the school sustainable?	<ul style="list-style-type: none"> <li>• Safe school, small family-like community has had a positive effect on students.</li> <li>• Several fundraising events</li> <li>• School is well known in the community and parents advocate for the school</li> </ul>
M	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> <li>• Many opportunities for parents to be involved in fundraising events and school events.</li> </ul>

### b) School Leadership: Directors, Principals

Number Present: 2



<b>Evaluation (E, M, P, N)</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	<b>1. Is the school making progress toward achieving its mission?</b>	<ul style="list-style-type: none"> <li>• Implement a high quality curriculum – as rigorous as possible</li> <li>• Small class sizes and paraprofessionals in the lower grades ensure timely support for students</li> </ul>
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	<ul style="list-style-type: none"> <li>• Yes, as evidenced in financial statements and audits.</li> <li>• Currently researching a benefits package for teachers</li> <li>• Plans to hire more staff</li> </ul>
<b>M</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	<ul style="list-style-type: none"> <li>• Progress monitoring – regularly review student data</li> <li>• Student progress reports 3x a year</li> <li>• A very caring and compassionate staff</li> <li>• PD provided for teacher preparation in content areas 2 week prior to school opening</li> <li>• Resources provided as needed to ensure teacher effectiveness</li> </ul>
<b>M</b>	<b>4. Is the school sustainable?</b>	<ul style="list-style-type: none"> <li>• State Adequacy and charter school grant (\$7200) makes financial sustainability a challenge. Robust fundraising activities and grant awards ensure financial sustainability</li> <li>• Staffing needs: PE Teacher and Guidance Counselor</li> </ul>
<b>P</b>	<b>5. Does the Board of Trustees adequately support the school and the administration?</b>	<ul style="list-style-type: none"> <li>• There is a clear delineation of responsibilities for the director.</li> <li>• Sufficient autonomy</li> <li>• Boards chooses to guide rather than suppress</li> </ul>
<b>c. Board of Trustees</b> <b>Number Present: 5</b>		
<b>Evaluation (E, M, P, N)</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	<b>1. Is the school making progress toward achieving its mission?</b>	<p>The board members agreed that the school had made progress since opening in the following areas:</p> <ul style="list-style-type: none"> <li>• a high quality curriculum is implemented</li> </ul>

		<ul style="list-style-type: none"> <li>•Academic progress made but not as high as expected. Implementing a school improvement plan to address the issue.</li> <li>•Responsive classroom to redirect behavior issues.</li> <li>•School has a transient population, a high F&amp;R population with high number of students on IEPs and 504s, but these students are progressing, in part due to the teachers who are responsive and work well with students to ensure all educational needs are met.</li> </ul>
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	Yes, as can be seen in the budget and financial reports. In the past, there were material weaknesses in the audits that were not addressed immediately as the school was unaware that they existed (due to 3 years of audits given to the school at once). The DOJ became involved and worked with the school to address the weaknesses. The school has complied with the DOJ's recommendations and school has been restored to good standing.
<b>M</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	The board members feel the school supports student achievement. Although the students did not perform as expected, the school has made several changes to the curriculum and provided training for the teachers. Retuning to full time instruction will allow the school to fully implement their academic improvement plan.
<b>M</b>	<b>4. Is the school sustainable?</b>	The board finds the school sustainable. They act as team to provide oversight of finances, marketing, staffing. Board members can often be found visiting the school and are aware of what the school needs to be sustainable. A few members expressed the need to provide a better teacher package - salary and benefits. Monthly meetings ensure that any issues are brought up and resolved. Policies and bylaws are regularly reviewed and the school has recently made improvements to their transparency.
<b>M</b>	<b>5. Current Status of the Board of Trustees, roles and responsibilities.</b>	The board is made up of a diverse group. Currently recruiting one more member with legal experience.

		Provide support to the director and oversight of the school. They write new policies and review current policies. Stated that committees have or will be formed but these were not elaborated on. One member stated they work better as a whole team rather than in committees. Upcoming board training as recommended by DOJ will be good for this board.
M	6. Does the Board of Trustees adequately support the school and the administration?	The board acts as team to support to the administration. Committees have been set up to assist the director and ensure all organizational areas have adequate oversight. There have been no formal evaluations of the administration. The board has recently undergone board training.
<b>d. Students</b> <b>Number Present:5</b>		
<b>Evaluation (E, M, P, N)</b>	<b>Criteria</b>	<b>Comments</b>
M	1. Is the school making progress toward achieving its mission?	Students were satisfied with the instruction, small class size, 1:1 support and schedules. They felt the expectations were high, requiring all students to complete their work.
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	Students commented that their academic achievement, performance and skill acquisition had increased since attending the school.
M	3. Is the school sustainable?	Students share their experiences with friends and family, and recommend the school to others. Need higher enrollment numbers at the high school level in order to make the HS sustainable, but the new school will bring in more students. Students are excited for the new classes that will be offered when the new school is opened. Disappointed at the lack of music, art, and gym.
<b>e. Instructional Staff</b>		

Number Present: 5		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> <li>Teachers shared that at this school a more rigorous curriculum is implemented, higher expectations for students and staff, and a more comprehensive system of student support than at other schools.</li> <li>Teachers feel that the curriculum and standards are excellent.</li> <li>Most of the students are successful in the classical education program, but a growing percentage of students, those with IEPs, 504s, Title I support and behavioral issues, students coming into the program throughout the year, find the work challenging. Teachers have the flexibility to work with the curriculum to best meet students where they are academically, and progress monitoring ensures that student are kept on track and are continuously making good progress.</li> </ul>
M	2. Is the charter school responsibly using public funds?	Yes, as far as the teachers are aware. However, resources are limited and teachers could benefit from a classroom budget.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Benchmark assessments and teacher flexibility allow staff to design differentiated instruction in all content areas. Students' progress is tracked and supports provided where and when needed.
M	4. Is the school sustainable?	<ul style="list-style-type: none"> <li>Teachers feel the school is sustainable, but there are some challenges.</li> <li>The school provides a rigorous classical education option to families.</li> <li>The frugality and resourcefulness of the director help to sustain the program</li> <li>Many fundraising activities</li> <li>Steady enrollment adding a new grade level each year.</li> </ul>

		<ul style="list-style-type: none"> <li>• The teachers feel a better employment package with and benefits would help attract and keep teachers.</li> </ul>
P	5. Is the school meeting the professional needs of the instructional and support staff?	<ul style="list-style-type: none"> <li>• Before COVID, yes. Since COVID, somewhat – professional development in the past has been to support teacher's needs; however, there has been no PD this past year except a presentation by the nurse at the start of the year.</li> <li>• Staff meetings for collaboration, and passing on student information for following years are infrequent. Staff meetings for middle and high school and being planned.</li> <li>• Prior to COVID, resources were readily available, but now difficult to get, which requires more teacher out-of-pocket expenses to cover resources.</li> <li>• Classroom walkthroughs by administration but no formal educator evaluations.</li> <li>• Teachers not involved in an evaluation of educational program, and subsequent planning and revising.</li> </ul>
<b>III. Final Components</b>		
<b>Written Comments from Invitation</b>		No written Comments were provided.
<b>Commendations</b>		<ul style="list-style-type: none"> <li>• Teachers do an outstanding job with troubled students facing immense academic and social-emotional challenges.</li> <li>• Resourceful and frugal director and her innovative vision and plans for the growth of the school. (\$800,000 capital reserve)</li> </ul>
<b>Concerns</b>		<ul style="list-style-type: none"> <li>• Communication between staff and office manager administrator strained</li> </ul>
<b>Recommendations</b>		<ul style="list-style-type: none"> <li>• Fully develop the goals of the School Improvement Action Plan and the Strategic (Accountability) Plan. A good start but needs to be more focused on specific and measurable academic targets, timelines, progress monitoring and outcomes. Recommend in engaging in a comprehensive needs assessment.</li> <li>• A comprehensive program evaluation and needs assessment.</li> <li>• Surveys for teachers and families</li> <li>• Would like to see a well-developed fundraising plan</li> <li>• Would like to see a student recruitment plan</li> </ul>
<b>Name of Reviewer</b>		Jane Waterhouse

Contact Details	Jane.A.Waterhouse@doe.nh.gov
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# **Compass Classical Academy**

## **A Public Charter School**

### **Charter School Application**

**Submitted To:** New Hampshire Department of Education

**Submitted By:** Compass Classical Academy Foundation

**Date:** 7/16/2014

**Revised 9/23/2014**



<b>Name of Proposed Charter School:</b>	Compass Classical Academy, A Public Charter School
<b>Name of Organization Sponsoring the Charter School (if any):</b>	Compass Classical Academy Foundation
<b>Name of Contact Person:</b>	Judy Tilton
<b>Mailing Address:</b>	570 W Main, Tilton, NH 03276
<b>Primary Telephone:</b>	(603) 455-3455
<b>Alternate Telephone:</b>	(603) 545-8508
<b>Email Address:</b>	<a href="mailto:jtilton286@cs.com">jtilton286@cs.com</a>
<b>Projected Date of School Opening:</b>	9/2015
<b>Proposed School Location:</b>	Lakes Region, Tilton/Laconia area

<b>First Year</b>	9/2015-6/2016	Kindergarten - 5	20	120
<b>Second Year</b>	9/2016-6/2017	Kindergarten - 7	20	140
<b>Third Year</b>	9/2017-6/2018	Kindergarten - 9	20	180
<b>Fourth Year</b>	9/2018-6/2019	Kindergarten - 11	20	220
<b>Fifth Year</b>	9/2019-6/2020	Kindergarten - 12	20	260

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.

\_\_\_\_\_  
**Signature**

Judy Tilton  
\_\_\_\_\_  
**Printed Name**

CCA Foundation President  
**Title**

9/23/2014  
**Date**

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29. In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:	
(1) Purpose. (2) Written policies. (3) Authority of trustees.	
(4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant. (5) Contract agreements. (6) Indemnification.	
(7) Secular orientation. (8) Non-discrimination. (9) Health and safety.	
(10) Enrollment. (11) Attendance. (12) Availability of services.	
(13) Assessment of pupils. (14) Tuition and funding.	
(15) Property ownership. (16) Records.	
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## **(A) Educational Mission**

The Compass Classical Academy –A Public Charter School (Hereafter referred to as CCA) believes that all students — regardless of socio-economic background or academic competence — benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and information and are challenged by high expectations.

Children learn by building on what they already know. Therefore it is important for them to begin building foundations of knowledge in the early grades. By specifying the knowledge that all children should share, one can achieve equal access to that knowledge. Thus all students, including those considered at-risk, are exposed to a coherent core of challenging, interesting, interwoven knowledge when taught a content-based curriculum. Unique to our approach is the combining of the classical, liberal arts tradition with cutting-edge, researched-based programs, each of which involves an organized and sequential continuum of learning.

Our philosophy of education aligns with that of America’s Founders in that the object of education is “to instruct... our citizens in... their rights, interests and duties, as men and citizens” (Jefferson, August 1818). We also agree with Aristotle that one becomes virtuous only by practicing the virtues. We further believe that young people will recognize and emulate virtuous behavior of the timeless heroes and heroines of literature and history when they spend time considering their lives and actions.

With these convictions, CCA will provide students a rigorous classical, liberal arts education that includes a strong emphasis on civics and good character to equip students to understand and uphold America's founding principles.

Having these foundational beliefs the founders of CCA have established the following mission:

- To provide a safe learning environment designed to instill integrity, good citizenship, compassion and confidence in each child.
- To promote a caring community of students, highly trained educators and administrators, along with involved parents.
- To provide a high quality education that is thought-provoking, coherent, meaningful and engaging.

**Vision:**

It is the vision of the founders to provide the parents and students of the Lakes Region of New Hampshire with a Kindergarten through 12<sup>th</sup> grade school that applies traditional educational philosophies and a challenging curriculum.

The founders envision a school that has involved parents and students. It is the founders' vision that students who graduate from CCA will be prepared to further their education in a four year college, a two year community college or a trade school, to serve in the military or immediately enter the workforce. We envision students having received a liberal arts education that will prepare them to make choices for their futures based on their personal interests and abilities and not restricted by their educational history.

It is also the vision of the founders of CCA that its graduates will develop integrity, good citizenship, care for others and a true sense of self confidence that is built on a solid foundation of excellence in academics and character.

### **Statement of Need:**

The Founders are a group of educators, parents, and professionals in the community discontented with the downward trend in literacy – academic, civic, and cultural – and the upward trend in high-risk behaviors in America, specifically in the Lakes Region community. As a result, we aim to design a school whose academic focus uses sound philosophical and educational practices, with an attention to character, to reverse these trends. Students who attend CCA will be challenged to achieve their academic potential, and will graduate fully prepared to succeed as individuals and to perform their duties as citizens.

### **NH Youth Risk Behavior Survey 2011 – Grades 9 -12**

According to the NH Youth Risk Behavior Survey:

- 16.8% used marijuana in past 30 days in Grade 9
- 34.1% used marijuana in past 30 days in Grade 12
- 28.2% used alcohol in past 30 days in Grade 9
- 46.6% used alcohol in past 30 days in Grade 12

In the area of risky behaviors for students of grades 9 -12:

- 25.3% reported having been bullied on school property in the past 12 months
- 8.4% reported having been hit by a boyfriend or girlfriend.
- 23.8% reported having been in a physical fight once or more in the past 12 months
- 47.5% are sexually active.



**The Free and Reduced Lunch population of our targeted district:**

Franklin – 61%

Winnisquam – 36.4%

Laconia – 58%

(Source: New Hampshire Department of Education website – [www.my.doe.nh.gov](http://www.my.doe.nh.gov))**The average household income**

Franklin - \$43,856

Winnisquam - \$52,894

Laconia - \$44,919

(Source: U.S. Census – 2012)

**The New England Common Assessment Program scores, as published on the NH-DOE website for the 2011-12 Year.**

<b>Franklin</b>	<b>Reading</b>			<b>Math</b>		
Grades	Not Prof	Prof	Prof w/Dist	Not Prof	Prof	Prof w/Dist
3	23	61	16	30	46	24
8	34	52	13	43	41	15
11	26	46	26	69	26	3
<b>Winnisquam</b>	<b>Reading</b>			<b>Math</b>		
Grades	Not Prof	Prof	Prof w/Dist	Not Prof	Prof	Prof w/Dist
3-Southwick	24	56	20	35	51	13
8	17	60	23	34	43	22
11	35	45	18	79	18	2
<b>Laconia</b>	<b>Reading</b>			<b>Math</b>		
Grades	Not Prof	Prof	Prof w/Dist	Not Prof	Prof	Prof w/Dist
3-Pleasant	27	49	24	33	47	19
8	28	55	15	37	36	26
11	26	47	26	74	22	1

(Source: NH DOE website – [www.my.doe.nh.gov/profiles](http://www.my.doe.nh.gov/profiles) 8/6/12)

These scores reflect no significant growth in the areas of math and reading. One-third of the 11<sup>th</sup> grade students are not proficient in reading. Up to three-fourths of the 11<sup>th</sup> grade students are not proficient in math. By the 11<sup>th</sup> grade, only 2%-3% are excelling in math. Clearly, these students

will be unprepared to function as literate citizens or to enter an institution of higher education without significant remediation.

**According to the 2011-12 AYP Status for Districts in Need of Improvement (DINI)  
published by the NH DOE**

<b>District</b>	<b>Designation (DINI)</b>	<b>Graduation Rate</b>
<b>Franklin</b>	Yr 4 Reading/Yr 3 Math	78.5%
<b>Laconia</b>	Yr 3 Reading/Yr 3 Math	82.4%
<b>Winnisquam</b>	Yr 2 Reading/Yr 2 Math	80.0%

Students, in today's world, have to face monumental challenges that impact their ability to remain focused on academic achievement. As educators we cannot ignore our responsibility to consider all the factors that impact achievement. In addition to a rigorous academic curriculum we must also provide instruction in the virtues – in character.

CCA's rigorous Core Knowledge, classical liberal arts curriculum will challenge and help students to rise above the norm in learning and character. Our students will gain the academic, cultural and civic literacy and character necessary for self-government, citizenship, and success in a complex world.

**(B) Governance and organizational structure and plan (also include background/qualifications for each founding board member).**

**Ability to Submit Application**

In accordance with provisions to RSA 194-B:3, V, the Compass Classical Academy Foundation (hereafter referred to as CCAF) is submitting this application to open a new charter school, to be named “Compass Classical Academy: A Public Charter School”.

**The Foundation Board**

The CCAF is a New Hampshire registered not-for-profit organization comprised of five founding members, and was established to create and sustain a charter school in New Hampshire. The Foundation Board of Directors has extensive experience with startup organizations, education (including curriculum development, instructional strategies and assessments), business, finance, technology, strategic planning, government relations, fundraising, public relations, organizational development and community development. (Biographies in Appendix C).

The immediate work of the CCAF is to prepare the charter application for approval, promote the school in the community, and select an initial Board Trustees of CCA. The CCAF will use all available resources when appointing the initial Board of Trustees. These include the Center for Innovative Schools, The NH Public Charter School Association., the NH Center for Non-profits, the NH School Board Association. And the Chairman of the local School District’s School Board.

## **CCA Board of Trustees**

In accordance with RSA 194-B:5, CCA will be governed by a seven (7) member Board of Trustees (hereafter referred to as BOT) that is responsible for the review and adoption of all policies, overseeing the management of the school and ensuring that the mission and goals of the charter are carried out by engaging in strategic planning. The BOT will not be involved in the daily operations of the school, but will hire the Director, who will be evaluated at least annually. The Director, in partnership with the entire BOT will decide upon a periodic evaluation of the Director's performance. The BOT will make sure the Director manages CCA in compliance with all State of NH and federal laws and regulations.

The BOT will also perform ongoing assessments of the school and its programs and its operations. The BOT will also routinely assess its own performance. BOT members will participate in and develop short and long range plans for the school. It will monitor the effectiveness of the school's programs and implementation to see if the school has met the goals outlined in the plans. The BOT has statutory responsibility for reporting progress and achievement of the schools' stated goals. The BOT will meet at least monthly to discuss school operations, hear reports and take action as per their governance. At times, the BOT may need to meet more frequently.

For purposes of conducting business, the BOT will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined to be a majority of BOT members. These members may be physically present or participating through video or voice

conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines.

The BOT may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purpose and vision for which this charter school was established.

The BOT is responsible for setting the salary schedule and approving the annual budget for staffing needs. Although the Director and Human Resources Committee will make recommendations for hiring, it is the BOT that is the hiring body for all staff of CCA. The BOT will develop a conflict of interest policy to ensure the school is not at risk for a conflict of interest.

The seven member board will consist of 2 positions for parents of children attending Compass Classical Academy; the remainder of the board will be members with expertise in, but not limited to: education, finance, school administration, grant writing, legal and marketing. The BOT may establish non-voting advisors. During the first 5 years there shall be 3 members from the founding board on the BOT.

The BOT will elect members to be officers including, Chairperson, Vice-Chairperson, Secretary and Treasurer.

The following are the general job descriptions of the officers. A more detailed description will be prepared prior to the Board of Trustees being established.

#### Chairperson:

- Responsible for providing leadership to the BOT
- Follow BOT policy and ensure that BOT members do as well
- Preside over all meetings
- Sign contracts as required and approved of by the BOT
- Appoint sub committees and assign a chair
- Maintain communication with school director.
- Cancel/re-schedule meetings as necessary

#### Vice Chairperson

- Assumes the Chairpersons responsibilities in his/her absence
- Facilitate orientation of new BOT members

#### Secretary

- Record meeting minutes
- Record votes
- Notify members of the meetings
- Provide all members with the minutes of the previous meeting as well as the agenda.
- Responsible for all reporting requirements being met including filings with the State.

#### Treasurer

- Report monthly on the finances of the organization
- Review all financials prior to their being filed

It will be the responsibility of the BOT to hire and supervise the Director. The BOT will clearly outline the roles and responsibilities of the Director. The BOT will establish the method by

which the Director shall communicate and report to the BOT. The Director (along with their support staff) will be charged with managing the daily operational decisions and tasks including, but not limited to staffing, curriculum, school business, bookkeeping and secretarial services. The BOT will oversee the Director and hold him/her accountable. The Director will be expected to attend BOT meetings and keep the BOT informed as to the goings on at the school.

The initial committees of the BOT will be:

- Finance: Responsible for overseeing the financial health and stability of the school.  
Research and assist with grants and fundraising
- Human Resources: Create and implement policy related to employment, hiring, termination, benefits and evaluations
- Curriculum: Work with the Curriculum Coordinator to create policy and make decisions on curriculum.
- Market Development: Create a strategy for marketing the school to the community.  
Responsible for all public communications for the school including social media.

### **Advisory Council**

The BOT will be augmented by a non-voting Advisory Council, which represents a variety of areas; some of which may be academia, the arts, research, students, faculty, legislators, and experienced personnel from other charters. This Advisory Council will meet on an “as-needed basis”.



## **Start-Up Committee**

During the school's first year of planning, a team shall work on all facets of start-up and readiness. This team will be comprised of members of the BOT, and members of the Advisory Council and the Director of CCA when hired. Their duties will include:

- Securing a site for school
- Submitting 501c3 application
- Developing job descriptions, employee handbooks, and the board handbook
- Develop calendar
- Obtain health, fire, and building code approval for site
- Secure liability insurance
- Develop student applications
- Develop marketing materials
- Publicize staff, administration and faculty positions
- Assist the BOT in hiring a Director of CCA and assist the Director in the hiring of staff for the school.
- Assist the Director in purchasing supplies, materials and furniture for classrooms and the building
- Obtain contracted services as needed to assist in its work.

## **(C) Methods by which BOT members are selected and their terms are determined.**

The BOT selection will be based on personal and professional background and commitment to the schools' mission, support and sustainability. It is the goal to appoint individuals from diverse professional backgrounds and experience whose expertise and community connections would be

beneficial to the growth and development of the school. The BOT will represent the diversity of the stakeholders and contributors: For the first 5 years the BOT will consist of

- three (3) CCAF members
- two (2) non-parent members
- two (2) parents of CCA students members (Parent Steering Committee reps)
- one (1) school Director (non-voting)

After that time the CCAF members may still be selected for the BOT but may also be replaced with non-parent members.

Terms of the BOT members from the CCAF will be 3 years. BOT non-parent members' terms will be two years and parent members' terms will be one year. BOT members may serve consecutive terms if so approved by the majority of the BOT.

In the event a BOT member chooses to resign prior to the end of their term, he/she will submit a letter of intent 45 days prior to the end of their service. The BOT may appoint a member to fill this vacancy but only until the original term expires at which time a new appointment will be made.

Following the appointment of the initial BOT by the CCAF board of directors, the procedure for appointing new BOT members will be as follows

- Advertisement via the school newsletter, website and other public media.
- Potential candidates will fill out a statement of interest form entailing their personal and professional experience.

- A minimum 3 person committee will interview the candidate
- The committee will present the candidate to the full Board of Trustees for final approval.

**(D) General description and location of potential facilities:**

We have been actively working with a Realtor to find an adequate location in the I-93 Exit 20 corridor. We cannot commit to an exact location until we have DOE approval to open and have seated our first Board of Trustees. We have lease and purchase options available. In addition to the Realtor, we are working with the local Code Enforcement and Fire Code personnel. We are looking at a location that can accommodate our growth as well as have outdoor space to establish a playground/physical education area. We have spoken to local businesses about using space in the winter for extra physical activities. (i.e. pools at the local hotels and the indoor sports center.)

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

CCA seeks to open in September 2015 with a first year enrollment of up to 120 students in grades Kindergarten through 5 adding 2 grades and approximately 40 students each year thereafter. CCA will build to a maximum total enrollment of up to 260 students in grades K-12 at full capacity. Once the school fills to capacity, admission will be determined by available space. Should the number of potential students exceed capacity, enrollment will be determined by a blind lottery. Each grade level will have an individual classroom, with dimensions that meet or exceed State building codes, with a student population not to exceed 20 students per classroom.

## **Students Drawn from Many Communities**

CCA will be a welcoming community with a diverse student body. With no other public charter school in the Lakes Region area focusing on a classic education, only a small percentage of New Hampshire families have the resources necessary to send their children to a private school that focuses on such. We envision CCA as an option for ALL families interested in a classical education with a strong focus on classic literature. We are committed to bringing this opportunity to the public.

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

The curriculum for Kindergarten through 8th grade will be the Core Knowledge Sequence published by the Core Knowledge Foundation. The Sequence is distinguished by a planned progression of specific knowledge in world history and geography, American history and geography, mathematics, science, language arts, visual arts and music.

This foundation of knowledge is then enhanced through a challenging, content-rich curriculum in the high school. This emphasis on the acquisition of knowledge not only provides a foundation for learning, but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society, starting at the school itself.

(See Appendix A for more details on Core Knowledge).

The skills of learning, namely reading, writing, speaking, listening, calculating, problem solving, and exercising critical judgment, are best taught through the content of an organized body of knowledge. The development of literacy will be one of the primary aims and focuses of effort at

CCA. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. In the early grades, students will receive explicit, systematic phonemic awareness and phonics instruction. Children will be provided deliberate, coherent, instruction in letter-sound correspondences. Students will be taught to write and speak through example and sensible practice. Grammar, logic, and real spelling learned from classical literature will be part of these skills.

There is substantial support for the idea that the earliest elementary school experiences are fundamental to the ultimate success of students in high school. Improving graduation rates, reducing dropout rates and increasing the rate at which graduates choose to enroll in higher education all rest on the foundation of effective schooling long before those children walk through the doors of the high school program. The opportunity to be challenged, supported and systematically guided toward graduation is part of the unique mission of this school and the key rationale for proposing an integrated K-12 solution. CCA's primary goal at the elementary and middle school level is to produce high school-ready students with solid literary and mathematical skills and true self-esteem based on mastery of subject content.

In the high school, CCA students will study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program. The high school curriculum will follow the example set by the Core Knowledge Sequence in that it will deliver specific content and skills, aligned with but exceeding the state and district content standards, for all subject areas. The curriculum CCA adopts will be developed so that the content and skills to be taught in each course is clearly articulated; goals

and priorities are delineated. Grades will be tied to precise competencies and tell exactly what students know and can do. The competencies will thus drive the assessments. Classroom activities will further learning of the specific content or skills articulated for that course. Students will know what is expected of them and what constitutes excellence by the use of grading and assessment rubrics.

The focus of high school English courses will be on literature, beginning with classical literature in 9<sup>th</sup> grade then proceeding through British, American and Modern Literature in grades 10, 11 and 12. Writing will be a large part of many courses but will be emphasized in the literature courses. Language skills will be taught throughout the English curriculum and will be reinforced in the foreign language courses.

Social Studies will be begin with two half credit courses, one in Ancient World Civilizations and the other in NH History in 9<sup>th</sup> grade. Students will study Western Civilization in 10<sup>th</sup> grade and US History in 11<sup>th</sup> grade. In 12<sup>th</sup> grade students will take two half credit courses one in US and NH Government and Civics and the other in Economics. Elective courses may be offered in Philosophy and Psychology as the school grows and the interest is shown.

High school mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. Since mathematics is the language the sciences, students will begin their study of Algebra in the 8<sup>th</sup> grade. High School students will be then be required to take four years of high school math beginning with Geometry in 9<sup>th</sup> grade, Algebra 2 in 10<sup>th</sup> grade, Pre-

calculus in 11<sup>th</sup> grade and Calculus or Probability and Statistics in 12<sup>th</sup> grade. Students may be able to accelerate through this program provided they show the ability to do so.

High School students will be required to take three years of science, beginning with the fundamentals of biology in the freshman year, chemistry in the sophomore year and physics in the junior year. If a student requires an additional year to acquire the requisite mathematical skills, the sequence can be delayed by a year. In the senior year students will have options of taking second year courses in Biology, Chemistry or Physics.

Foreign languages will be an important part of CCA's curriculum. Both Latin and modern languages will be taught. Latin will be taught in grades K-6 and then offered again in the middle and high schools. Freshmen will be offered a remedial Latin course for those who have not been at CCA for the prior years, but then in 10<sup>th</sup> – 12<sup>th</sup> grades students will take two years of foreign languages as well with an option of a third year.

Students at CCA will also receive the arts, computers and Physical Education. Other elective courses may be offered as well as the need arises.

In addition to placing an emphasis on stimulating mental training, CCA's curriculum and school environment will be designed to promote and build strength of character in students. The teaching of the classical virtues will be interwoven throughout the curriculum and at every grade level. Furthermore, such virtuous standards as represented in the Eight Pillars of Character — *citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility* — and four classical virtues – *temperance, fortitude, justice, and prudence*— will be emphasized throughout the school. CCA faculty will model and expect virtuous behavior, and students will



be given opportunities to practice and develop these traits. Students will be expected to be attentive and polite, and to treat each other respectfully.

To be “classical” means to uphold a standard of excellence. CCA will provide an environment that fosters academic and character excellence through the establishment of a unified team approach of its faculty and volunteers. We will intentionally integrate three separate schools — elementary, middle, and high — into a unified school on one campus. A “family” atmosphere of respect and cooperation will be promoted, and every individual will be expected to participate. We believe that through this defined Core Knowledge, classical, liberal arts curriculum, and a well regulated campus, students will receive a challenging and complete education that will encourage them to excel both in learning and in character. Students will graduate CCA, highly literate and excellent individuals, ready to become active and responsible members of their community.

**(G) Academic and Other Learning Goals and Objectives:**

CCA will uphold high academic standards for all students regardless of background, socioeconomic status, and ability. The curriculum will be content-rich, following the classical-liberal, traditional education model, with provisions to challenge all students to fulfill their individual academic potential.

- 80% of all students will meet or exceed the average performance on state-required assessments.
- Promotion and graduation requirements will meet or exceed New Hampshire State requirements.

- Students will make at least one year's academic growth, on an annual basis, as measured by assessment and data collection.
- Students will be assessed in leadership qualities and after four years in the program, at least 90% of students will demonstrate characteristics and skills of leadership, as measured by a rubric.
- At least 80% of students will be college or career ready by the time they graduate from CCA, as measured by college acceptance rates, a survey plus interview instrument for certifying career-ready skills, and follow-up studies of progress in college or career.

CCA's 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 CCA will be expected to go on to meaningfully contribute to sustaining and strengthening those values and institutions that have made our nation great.

Of central importance in this process will be the development and periodic review of student portfolios, uniquely designed to chart progress in demonstrating growth in the characteristics of thoughtful, imaginative, and productive young leaders.

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

CCA will utilize the Smarter Balanced Assessment for all grade levels (grades 3, 8 and 11) as required by law. In addition, other supplemental testing methods may be used, such as the Northwest Evaluation Assessments (NWEA). At the beginning of the school year, students will be given benchmark assessments for reading and mathematics.

- School average will exceed the average performance of New Hampshire students on PSAT, SAT, and the Smarter Balanced Assessment for all subjects.
- School will meet the Annual Yearly Progress (AYP) objective for applicable subjects for all subgroups each year, or will meet any alternative state performance goals approved in lieu of NCLB requirements.
- Students in grades K-6 will be assessed for reading and math proficiency using the Singapore Math and Riggs Reading inventories. Within the first month of school, students in grades 2-8 will take the MAP reading and math benchmarks which will help to determine placement in flexible groups.
- At least 80% of students will master the performance objectives for courses in English, history, science, and mathematics each year as measured by multiple assessments (tests, performance tasks, portfolios, exhibitions, etc.).
- All seniors will satisfactorily produce a senior thesis that represents a culmination of each student's learning and research that draws both broadly and specifically from each

student's classical education. The paper will also incorporate 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.

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

<b>Required Subjects</b>	<b>NH State Requirements</b>	<b>CCA's Requirements</b>	<b>NH State Credits</b>	<b>CCA's Credits</b>
Arts and Music Education	Y	Y	.5 Credit	.5 Credit
Information and Communications Technologies	Y	Y	.5 Credit or Demonstrated Proficiency	.5 Credit
English	Y	Y	4 Credits	4 Credits
Mathematics	Y	Y	3 Credits	4 Credits
Algebra 1	Y	Y	1 Credit	1 Credit
Geometry		Y		1 Credit
Algebra 2		Y		1 Credit
Elective Math Courses	Y		2 Credits	1 Credit
Science	Y	Y	2 Credits	3 Credits
Physical Science	Y or Physics		1 Credit	
Biology	Either or Both	Y	1 Credit	1 Credit
Chemistry		Y		1 Credit
Physics		Y		1 Credit
Social Studies:	Y	Y	2.5 Credits	4 Credits
US & NH History	Y	Y	1 Credit	1.5 Credits
World History	Y	Y	.5 Credit	1.5 Credits
US and NH Government / Civics	Y	Y	.5 Credit	.5 Credit
Economics	Y	Y	.5 Credit	.5 Credit
Healthy Choices	Y	Y	.5 Credit	.5 Credit
Physical Education	Y	Y	1 Credit	2 Credits
Foreign Language and Culture		Y		2 Credits
Open Electives	Y	Y	6 Credits	3 Credits
Total Required Credits			20	23.5 Credits

**(J) Staffing overview, including qualifications sought for professionals and paraprofessionals:**

**Planning and Development**

The period from charter authorization until 6-12 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 one year, based on the assumption of authorization in 2014. 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 of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents, and colleges

## **Staffing**

CCA is committed to recruiting staff with a diverse range of knowledge, skills, teaching and administrative experience. 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; interest or expertise working with a diverse student population; and a commitment to their own professional growth.

### **School Director**

The school Director will be responsible for the daily leadership of the school. The Director will report to the Board of Trustees and will be required to attend all BOT meetings as the school's representative.

The director will lead and support the entire school community by:

- Creating a nurturing and supportive environment that encourages teachers and students to reach their full potential.
- Providing overall leadership building a culture of respect, responsibility and achievement.
- Assuming responsibility for the overall supervision of staff and students
- Working to develop positive community and local school district relations
- Upholding charter, local, state and federal requirements and standards
- Promoting a safe environment by adhering to applicable safety and health codes or regulations
- Supervising appropriate testing and evaluations of students
- Guiding the class scheduling process

- Leading in the hiring process, providing to the BOT candidates for hiring for all staff positions.
- Facilitating staff meetings.

### **Director Qualifications**

- Meets all NH regulations for eligibility and teacher certification, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years experience, including teaching and school administrative duties (Principal, Assistant Principal, Department Head etc), preferred
- Experience in administrative, leadership and management duties
- Background in high school education
- Further qualifications as the Board may find appropriate.
- Provide all documents and paperwork to and cooperate with the Board Secretary to ensure all reporting requirements are met.

### **Business Manager – ½ Time first year**

*The Business Manager will be responsible for:*

- Setting up school financial systems
- Working with the director 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 Director when needed



- Filing proper paper work with proper agencies
- Working with the Director to oversee proper ADM count
- Supporting grant writing and management

#### **Business Manager Qualifications:**

- Bachelors Degree from an accredited university, accounting preferred
- No less than three years 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

#### **Teaching Staff**

All personnel need to be committed to the school's mission and the classical ideals of rigorous learning and virtuous character development.

All candidates for employment and volunteers will be required to undergo a School

Employee Background and Criminal Record check.

#### **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”*.

CCA will recruit staff members committed to excellence, and to fulfilling the mission and vision of the school. The school will look to hire staff with exceptional skills in their area of expertise, as well as the enthusiasm to be a positive member of the staff. Candidates

will possess personal qualities that make them caring and respectful of the children and their families.

Qualifications of professional staff will include:

- Intellectual curiosity and enthusiasm
- Demonstrated skill in oral and written language
- Demonstrated excellence in subject area
- Ability to communicate clearly and kindly with children
- Strong potential for leadership and team collaboration
- Commitment to ongoing training

### **Teacher Assistants**

CCA will use a combination of hourly paid teacher assistants along with parent and local community volunteers to aid the teaching staff in the educating of our students. These assistants may be used as aides, tutors, office assistants, and general supervisors of students in the school.

### **Special Education Liaison** (may have other school duties)

The special education liaison will be communicating with the local schools with regards to IEP students. The qualifications for this position will include:

- Knowledge of state and local laws dealing with special education
- Ability to communicate clearly both in written and oral communications.

## **(K) Personnel Compensation Plan**

### **Salary**

The Director and Teachers of CCA will be paid a salary. The salaries of these full time personnel shall be paid on a bi-weekly basis. All other non-teacher personnel, whether fulltime or part-time, will be paid on an hourly rate as employees or as independent contractors based on negotiated rates and will be paid on a bi-weekly basis as well. See budget for salary expectations.

Part time employees will be paid an hourly wage that is consistent with their field of service.

#### Director

Starting Salary --- -\$60,000 or higher on education and experience.

#### Classroom Teacher

Starting Salary ---- \$33,000 or higher depending on education and experience.

#### Assistant Teacher

Starting Salary ---- \$13.00 per hour

#### Music Teacher

Starting Salary ---- \$26.00 per hour

#### Art Teacher

Starting Salary ---- \$26.00 per hour

#### Business manager

Starting Salary ---- \$35,000 or higher depending on education and experience.

#### Administrative Assistant

Starting Salary ---- \$20,000 or higher depending on education and experience.

Custodian

Starting Salary \*

\*We are researching custodial options that best suit the needs of the school depending in part on the chosen location.

### **Personal Leave / Sick Leave**

CCA will allow full-time teachers a maximum of eight (8) days of paid personal / sick leave per year. This leave is available to employees to provide for full salary and benefits for absences due to personal illness or injury that prevent the employee from working. Full-time staff shall accrue sick leave at the rate of 5 days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Employees may accrue up to a total maximum accrual of 15 days of sick leave. All employees shall inform the Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be pre-approved by the Director. The Director may require an employee to verify the claimed reason for any absence.

The faculty structure will be dependent upon funding revenue, but each classroom will be staffed by at least one teacher. School staff will be assisted by volunteers, parents, interns, college students, paraprofessionals, and apprentices. At least 50% of the teachers will be New Hampshire certified or have at least 3 years of teaching experience, in accordance with New Hampshire charter school statute (RSA 194-B:14, IV).

**(L) Pupil transportation plan:**

CCA will comply with all charter school provisions that govern transportation. In accordance with Section 194-B:2,V of the charter school statute, students who reside in the district where the charter school is located will be provided transportation to the charter school by the district under the same provisions of RSA 189:6 and RSA 189:8. Also in accordance with Section 194-B:2,V, CCA will bear any additional cost to transport the charter school students who reside in the district, if the charter school is so billed.

Families residing outside the district in which the charter school is located will be responsible for their own transportation to and from school. CCA will assist in connecting families who live in locations conducive to forming carpools.

**(M) Statement of Assurances Related to Non-discrimination**

CCA will provide a quality education to students from all backgrounds, abilities and ethnicities. We will not discriminate based on race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, or marital status, in the selection of students, staff, or in the administration of our educational programs, or in any other way as is prohibited by relevant state and federal law.

The Board of Trustees shall establish and implement a policy, and will have administrative procedures in place to address complaints and concerns.

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

In compliance with section 194-B:8 of NH law, CCA will not discriminate against any child with a disability, as defined by NH law RSA 186-C:2

CCA will coordinate with the child's LEA in evaluating and providing services for a child with a disability. We will keep records of all contact information for special education services from each sending district representative to ensure that processes can be met in a timely manner.

NH Law 194-B:11, III states, "In accordance with current department of education standards, the funding and educational decision making process for children with disabilities attending a chartered public school shall be the responsibility of the school district and shall retain all current options available to the parent and to the school district."

According to Ed 11104.01, 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.

- (h) In compliance with NH Law 194-B:11, any federal or other funding available in any year to a sending district shall, to the extent and in a manner acceptable to the funding source, be directed to a chartered public school in receiving district on an eligible per pupil basis.
- (i) The LEA will provide CCA with a copy of the student's IEP for implementation while the student attends the school.

### **Coordinating with a Pupil's School District**

Given the responsibility of the student's local education agency in the decision making and funding for a student with special needs, CCA will respect the LEA's responsibility for handling special education decision making. A liaison will be provided to collaborate with the LEA on an individual student matters.

The responsibilities of the CCA liaison will be:

1. Assure sending district is alerted to the request for admissions of any child with an existing IEP.
2. Provide information about CCA to the sending district and parents/legal guardians of children entitled to special education.
3. Receive a copy of the students IEP from the sending district and review IEP with all teachers and staff involved in implementing it.
4. Contact LEA special education administrators and/or staff to coordinate the services for the student.
5. Discuss with the sending district any pre-referral concerns for the student.
6. Assist the sending district with developing the student's IEP. Using observations and feedback.



7. Keep communication open with the student's teacher and parents/legal guardians when concerns arise about the student's IEP. Request an IEP review from the LEA if necessary.
8. Work with the LEA to develop procedures for monitoring and reviewing a student's IEP, including attending IEP review meetings.
9. Be available to ensure any questions or concerns from the parent/legal guardians are answered and that all involved understand the special education referral process.
10. The liaison will participate in IEP meetings.

#### **(O) Admission and Enrollment Policy and Procedures**

CCA is committed to building a strong community of learners. Admission to CCA 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, CCA will help educate prospective families on the benefits and challenges of attending a public charter school. CCA will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families to learn more about CCA and the public charter school experience.

##### **Admission Procedures:**

CCA 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 will be required to attend at least one informational meeting at which CCA's educational approach and expectations of students and their families will be explained, prior to enrollment.
- CCA will produce application packets for prospective students about the school, the philosophy and expectations of attending students, and their families. These and other student related policies will be posted and 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.
- Interested families will then submit their application.
- Should applicants exceed the number of spaces available, a blind lottery, pursuant to section 194-B:9, I (2) of NH law will be conducted.
- Those students not selected in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive 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 to be returned to CCA.
- CCA will hold meetings for admitted students and their families and provide an orientation for students and families following completion of the admissions process.

### **Enrollment Provisions**

- CCA will offer automatic re-enrollment to its students who are in good standing at the end of each school year.
- Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery.
- CCA will admit students from the wait-list should space become available after the completion of the lottery.
- Siblings of children already enrolled at the CCA will receive preference.
- The School Board Trustees reserves the right to give preference in enrollment to children of full time CCA faculty and administration as part of their benefits package.
- CCA will reserve a maximum of two spots for children of the Founders of CCA and the CCAF.

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

CCA believes that clear and fair expectations must be set for students to establish an environment that promotes positive growth both personally and academically. It is important that these expectations foster a climate of respect, individual responsibility and high achievement. School wide expectations will be published in the student handbook and will include a sheet that the parents/guardian and students will be required to sign indicating that they have reviewed the policies and expectations with each other, and will agree to follow them while they are at CCA.

(Refer to Appendix D: “Discipline/Behavioral Policy”, Page 78)

There will be clear and appropriate consequences for the unacceptable behaviors, to include:

- Verbal and written warnings by individual teachers and, if deemed necessary, the director.
- Parent/teacher conferences.
- Loss of privileges
- Suspension
- Expulsion only in the case of extreme behaviors or continually repeated serious offenses.

Behaviors that will not be tolerated include, but are not limited to: anything that threatens the safety of students or staff, disrespect, bullying, weapons and vandalism.

Fair and age appropriate due process will be followed by CCA in administering any school discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils) as well as RSA 194-B:9,III

(Chartered Public Schools; Pupil Selection; Enrollment; Separation)

(See also Appendix D: “Discipline/Behavioral Policy”, Page 78)

**(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**

CCA will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. CCA will maintain accurate financial records in accordance with GAAP-Generally Accepted Accounting Principles for public schools. An annual financial report will be provided with audit by an independent, certified public accountant. The Board of Trustees will appoint a treasurer to provide the oversight necessary to

monitor the school's financial status. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on conflict of interest for council members and faculty.

The BOT will approve an accounting policies and procedures manual to be followed by all employees, contractors and BOT members to ensure the proper tracking and use of school funds. A general account will be set up for the administration of funds. There will be three individuals with check writing authority with all check manifests being required to have two signatures. The Business Manager and two people appointed by the BOT will have this check-writing authority. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Dept of Revenue Admin.

Except for emergency purchases approved by the School's authorized personnel (a maximum to be established by the BOT), 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**

CCA shall 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. The BOT 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 BOT 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)**

CCA will apply for a federal start-up grant which will be used in accordance with US DOE guidelines pertaining to proper charter school startup expenditures.

CCAF recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. CCAF is committed to working with the BOT 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.

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

CCA will follow, in compliance with RSA 194-B: 8, III, a 180 day calendar. The calendar will generally follow the calendars and hours of other public schools in the

district in which the charter school is located. Care will be taken to ensure that required attendance hours are met or exceeded.

CCA would comply with current state law by providing more than the number of days and hours required. Each year the school calendar would be submitted for approval to the Department of Education.

#### **(T) Provision for Evidence of Adequate Insurance Coverage**

Pursuant to RSA 194-B:1, CCA 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 of Trustees 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 to perform their duties.
- Insurance coverage will be maintained throughout the life of the school.

#### **(U) Identity of Consultants to be used for Various Services, if known**

During the period of startup and development, CCA may require tasks addressed by and conducted by specialists in certain fields. At this time however, no paid consultants have been identified, but CCA recognizes that there may be the need to hire consultants for such needs as setting up the accounting guidelines, determining technology needs,



marketing, curriculum development etc. The Compass Classical Academy currently consults with professionals in various fields in our planning and development phase.

We continue to seek out persons with backgrounds which may assist us with this process.

We have been working with volunteer consultants at this point in the following areas:

- A local Realtor to procure a location.
- A local contractor that does site visits with us.
- Local Code Enforcement and Fire Department on site locations.
- Administrators and educators in local school districts for input and advice.
- Peter Saliba, Headmaster at Tilton School.
- Matt Southerton (co-founder and director of NH Center for Innovative Schools)  
has been invaluable in his knowledge of legislation and charter school happenings.
- In addition, board member Judy Tilton currently works full-time at Strong Foundations Charter School. Director Beth McClure and her staff have been helpful in mentoring us in the process.
- An accountant who is in charge of the accounting of several charter schools in New York.
- A graphic artist for help in marketing.
- Carol Wright for fundraising and event planning.
- John Sabolevski former head of special education department at SAU #18.

## **(V) Philosophy of parent involvement and related plans and procedures**

Parents are an integral part of the education model. Knowing that research has shown that students whose parents are involved in their education have generally shown far greater success than those who have little parent support, it will be the goal of CCA to encourage and support parents as they join with us in educating their child. We will strive to create an environment where parents are valued as partners with the school and feel comfortable in their roles as such. We will seek to have our parents and students sense that we are all working together for the best possible education for the student.

CCA will request that parents/legal guardians will commit to the following:

- Assure that their child is in attendance everyday.
- Ensuring their child has a time/place to complete homework
- Attend a minimum of one parent teacher conference a year.

CCA will encourage and request parents

- Attendance at any school events including school performances, science fairs, open houses, etc.
- Volunteering in the school in any way they are able to contribute. A survey each year will ascertain what a parent is able and desires to offer to the needs of the school.

Parents will be kept informed through email, the school website, written notes and documentation.

It would be our hope that parents would make the Director aware of any issues relative to conflicts among students or other concerns.

**(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 CCA, upon approval, an extensive and widely broadcast marketing effort will be initiated through the CCAF and the NH Center for Innovative Schools. Information will be widely broadcast through printed press, websites, libraries and other public places and social media to ensure that families are aware that CCA is a choice 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. CCA will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. The brochures will be distributed to stakeholders and interested parties through the same communication described above.

**(X) Global Hold Harmless Clause**

In accordance with RSA 194-B: 3, II(x), CCA, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless the local school district, any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys’ fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

**(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 CCA cease operations or have its charter revoked by its authorizer, the Board of Trustees shall consult with an attorney and the Dept of Education to assure that contractual and financial obligations are met. Upon the dissolution of the School, the assets remaining after the payment of all its liabilities, and the return of any loaned items to rightful owners, shall be distributed to such organization or organizations operated exclusively for charitable or educational purposes that qualify as an exempt organization within the meaning of 501©(3) of the Internal Revenue code.

**(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, the records of each student would be transferred in a timely manner to the receiving school, and the staff and the 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.**

- CCA 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 BOT will seek to develop a timeline for the Director 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.

**New Hampshire Department of Education  
101 Pleasant Street, Concord, New Hampshire 03301-3860  
CHARTER SCHOOL REPORTING SCHEDULE**

**AUGUST**

Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See contact information on last page**</i>	Special Instructions
<u><b>ANNUALLY</b></u> August 1	Year-end summary of school performance	Review and verify as needed to assess performance	Michelle Gauthier Charter School Office	Please submit an electronic copy
<u><b>MONTHLY</b></u> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
August 8, 2012 (date may vary; generally the beginning of August)	New England Common Assessment Program (NECAP) Label Request	Labels for Fall NECAP testing - all grades	Sandy Hyslop – i4see Bureau of Data Management	NECAP label request is an online submission within the <i>myNHDOE</i> Single Sign-on system
<u><b>ANNUALLY</b></u> Before the start of each school year	Certificate of Insurance Coverage	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
Before school opens AND upon five-year renewal	Health Inspection Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
Before the start of each school year	School Calendar	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy

**SEPTEMBER**

Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
September 1 <i>**for prior school year ending June 30**</i>	DOE-25 Annual Financial Report (Excel format) <i>In accordance with:</i> <a href="#">NH Financial Accounting Handbook for School Districts</a>	Compliance Check	Ron Leclerc Bureau of Data Management	Mail completed DOE-25 worksheet with a signed DOE-25 <a href="#">COVER SHEET</a> to Ron Leclerc, Bureau of Data Management by September 1; please include a CD containing the Excel DOE-25 worksheet OR email (preferred way) the electronic version.
First Day of School	<a href="#">Opening Day Student Count</a> Per pupil aid request in accordance with RSA 194-B:11	Per pupil aid @ 30% of total yearly aid	Ron Leclerc Bureau of Data Management	This form must be signed by the Board Chairperson. Please submit an electronic copy or fax to: Ron Leclerc, Bureau of Data Management.  The Bureau of Data Management must also receive the original signed form by mail before payment can be released.
<u><b>ANNUALLY</b></u> September 30 (for prior school year)	Independent external financial audit	Review and may request action if any material defects are found	Michelle Gauthier Charter School Office	Please mail independent audit
<u><b>MONTHLY</b></u> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
September 30	Quarterly Budget Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy



OCTOBER				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
October 15	Beginning of Year (BOY) enrollment <i>*October 1 student count</i>	Upload all BOY (Beginning of Year) student records. Resolve anomalies and Certify file. (see December for report submission)	Sandy Hyslop – i4see Bureau of Data Management	Online submission within the <i>myNHDOE</i> Single Sign-on system
October 15	Class and Staffing form Teacher Attainment and Average Salary	Reports from the Education Statistics System (ESS): A12B and A12F	Sandy Hyslop Bureau of Data Management	Online submission within the <i>myNHDOE</i> Single Sign-on system
<b>MONTHLY</b> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

NOVEMBER				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
November 1	<a href="#"><u>November 1 Student Count</u></a> Per Pupil Aid request in accordance with RSA 194-B:11 for December payment	Per pupil aid @ 30% of total yearly aid	Ron Leclerc Bureau of Data Management	This form must be signed by the Board Chairperson. Please submit an electronic copy or fax to: Ron Leclerc, Bureau of Data Management.  The Bureau of Data Management must also receive the original signed form by mail before payment can be released.
November 8	Free and Reduced (F&R) Student Count	Students eligible for a free or reduced priced meal	Sandy Hyslop – i4see Bureau of Data Management	Online submission within the <i>myNHDOE</i> Single Sign-on system
<b>MONTHLY</b> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
November 30 (date may vary)	English for Speakers of Other Languages (ESOL) Reporting		Andrea Somoza-Norton ESOL Program	Online submission within <i>myNHDOE</i> Single Sign-on system

DECEMBER				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
December 1 (for new charter schools in their opening year)	Progress Report	Review on measurability of goals	Michelle Gauthier Charter School Office	Please submit an electronic copy
December 15 <i>AND new charter schools must submit prior to opening</i>	Fire and Safety Inspection Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
December 15	Signed Enrollment and High School Reports	Reports from i4see: Fall Enrollment Sign Off High School Completers Dropouts, and Cohort Reports	Sandy Hyslop – i4see Bureau of Data Management	Printed, certified reports from i4see, signed and mailed to the Bureau of Data Management
December 31	Quarterly Budget Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

JANUARY				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

FEBRUARY				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
February 1	<u>February 1 Student Count</u> Per pupil aid request in accordance with RSA 194-B:11 for March payment	Per pupil aid @ 30% of total yearly aid	Ron Leclerc Bureau of Data Management	This form must be signed by the Board Chairperson. Please submit an electronic copy or fax to: Ron Leclerc, Bureau of Data Management.  The Bureau of Data Management must also receive the original signed form by mail before payment can be released.
February 18 (date may vary)	English for Speakers of Other Languages (ESOL) Reporting		Andrea Somoza-Norton ESOL Program	Online submission within myNHDOE Single Sign-on system
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy



MARCH				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
<b>March 4 - March 27</b> (dates may vary each year)	New England Common Assessment Program (NECAP) Label Requests	Labels for Spring Science NECAP testing for grades 4, 8 and 11	Sandy Hyslop – i4see Bureau of Data Management	NECAP label request is an online submission within the myNHDOE Single Sign-on system
March 31	Quarterly Budget Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
<b>MONTHLY</b> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
APRIL				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
<b>MONTHLY</b> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
MAY				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
May 1	Board of Trustees membership list	Compliance Check	Sandy Hyslop Bureau of Data Management	Please submit an electronic copy, mail or fax to Sandy Hyslop and the Charter School Office
May 1	School Calendar	Compliance check on number of instructional days	Sandy Hyslop Bureau of Data Management	<b>**NEW PROCEDURE**</b> Online submission within myNHDOE Single Sign-on system
<b>MONTHLY</b> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
JUNE				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
June 30	Quarterly Budget Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
<b>MONTHLY</b> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

JULY				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
July 13	School Safety Survey	Compliance Check	Gretchen Tetreault Bureau of Data Management	Education Statistics System (ESS) - online submission within <i>myNHDOE</i> Single Sign-on system
End-of-Year July 15	End-of-Year (EOY) Enrollment and EOY Academic:  Per Pupil Aid request in accordance with RSA 194-B:11 for end of year payment	Reports to Bureau of Data Management from i4see: <u>Tuition Report Receiving</u> ; <u>ADM Report</u> ; <u>Determination Sign Off</u>  Per pupil aid @ 10% of total yearly aid	Sandy Hyslop – i4see Bureau of Data Management	EOY Enrollment and EOY Academic Reporting are online submissions within <i>myNHDOE</i> Single Sign-on system  <b>PLEASE NOTE:</b> The final per pupil payment will be automatically computed based upon the school's EOY Enrollment; there is not a per pupil aid form to complete for this final payment
<b>MONTHLY</b> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

New Hampshire Department of Education 101 Pleasant Street, Concord, New Hampshire 03301-3860 <b>CHARTER SCHOOL REPORTING SCHEDULE</b> <b>CONTACT INFORMATION</b>		
Charter School Office	English for Speakers of Other Languages (ESOL) Program	Initiative for School Empowerment and Excellence (i4see) General email: <a href="mailto:i4see.help@doe.nh.gov">i4see.help@doe.nh.gov</a>
Michelle Gauthier Tel: 271-3582 ~ Fax: 271-7381 <a href="mailto:Michelle.Gauthier@doe.nh.gov">Michelle.Gauthier@doe.nh.gov</a>	Andrea Somoza-Norton, Ed.D. Title III State Director Tel: 271-2034 ~ Fax: 271-2760 <a href="mailto:Andrea.Somoza-Norton@doe.nh.gov">Andrea.Somoza-Norton@doe.nh.gov</a>	Sandy Hyslop Bureau of Data Management Tel: 271-2831 ~ Fax: 271-3875 <a href="mailto:Sandy.Hyslop@doe.nh.gov">Sandy.Hyslop@doe.nh.gov</a>  Mike Cote Bureau of Data Management Tel: 271-2775 ~ Fax: 271-3875 <a href="mailto:Mike.Cote@doe.nh.gov">Mike.Cote@doe.nh.gov</a>
Charter School Per Pupil Aid	School Safety Survey	
Ron Leclerc Bureau of Data Management Tel: 271-3876 ~ Fax: 271-3875 <a href="mailto:Ron.Leclerc@doe.nh.gov">Ron.Leclerc@doe.nh.gov</a>	Gretchen Tetreault Bureau of Data Management Tel: 271-5874 ~ Fax: 271-3875 <a href="mailto:Gretchen.Tetreault@doe.nh.gov">Gretchen.Tetreault@doe.nh.gov</a>	

# **APPENDIX A**

## **The Curriculum**

## Core Knowledge Sequence at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
<b>Language Arts/English</b>	I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
<b>History and Geography</b>	Time: I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future)  Space: I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts	World: I. Geography: Spatial Sense II. Overview of the Seven Continents  American I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures	World: I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico  American I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures	World: I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization  American I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures	World: I. World Geography II. The Ancient Roman Civilization III. The Vikings  American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
<b>Visual Arts</b>	I. Attention to visual detail II. Creating Art III. Looking and Talking about Art	I. Elements of Art II. Sculpture III. Looking at and Talking About Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
<b>Music</b>	I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
<b>Science</b>	I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies



	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<b>Language Arts /English</b>	I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
<b>History and Geography</b>	World: I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the “Holy Wars” IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors  American I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World: I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan  American I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	World: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements  American I. Immigration, Industrialization, and Urbanization II. Reform	I. America Becomes a World Power II. World War I: “The Great War,” 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States	I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
<b>Visual Arts</b>	I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)	I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
<b>Music</b>	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
<b>Science</b>	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

**Scope and Sequence for *Primary Mathematics*, U.S. Edition**

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The check mark indicates where the topic is first introduced or specifically addressed.

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
<b>Whole Numbers</b>												
Understand and use ordinal numbers to describe position.	✓											
Count objects in a set, read and write numerals to 10.	✓											
Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other.	✓											
Compare two sets of objects up to 10 and determine how many more or less are in one set than the other.	✓											
Count and identify 1 more than or 1 less than a number within 10.	✓											
Count and identify 1 more than or 1 less than a number within 30.	✓											
Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers.	✓											
Count, read, and write whole numbers to 20.	✓											
Compare numbers within 20.	✓	✓										
Use place-value models to represent numbers to 100.		✓										
Read, write in words, standard, and expanded notation, and identify place values of digits for numbers within 100.		✓										
Count and identify 1 more than, 1 less than, 10 more than, 10 less than a number within 100.		✓										
Compare numbers within 100 and use the symbols $<$ , $+$ , $>$ .			✓									
Make reasonable estimates when comparing numbers and sets of objects within 100.												
Describe and extend regular number patterns within 100, including counting by 2's and 20's.		✓										
Use place-value models to represent numbers to 1000.			✓									
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1000.			✓									

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Describe and extend regular number patterns within 1000.			✓									
Compare numbers within 1000 and use the symbols $<$ , $+$ , $>$ .			✓									
Use place-value models to represent numbers to 10,000.					✓							
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 10,000.					✓							
Count on and back in steps of 1, 10, 100, and 1000 and complete or extend regular number patterns within 10,000.					✓							
Round numbers within 100,000 to the nearest 10 or 100							✓					
Round numbers within 10,000 to the nearest 10, 100, or 1000.									✓			
Use place-value models to represent numbers to 100,000.							✓					
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 100,000.							✓					
Complete or extend regular number patterns for numbers within 100,000.							✓					
Use place-value models to represent numbers to 1,000,000.									✓			
<b>Addition and Subtraction of Whole Numbers</b>												
Understand number bonds and part-whole concept.	✓											
Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories).	✓		✓									
Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories).	✓		✓									
Add/Subtract numbers within 20.	✓											
Use inverse relationship between addition and subtraction.	✓		✓	✓								
Learn addition and subtraction facts within 20.	✓											
Compare numbers by using subtraction to find the difference.		✓	✓									
Add/Subtract numbers within 100.		✓										
Count by 10's within 100.		✓										



	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the sum of three 1-digit numbers.		✓										
Add/Subtract numbers within 1000.			✓									
Add/Subtract numbers within 10,000.					✓		✓					
Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition.							✓		✓			
Determine whether an estimate is sufficient for a specific problem situation.							✓					
<b>Multiplication and Division of Whole Numbers</b>												
Use repeated addition and arrays to solve multiplication problems within 40.		✓	✓									
Use sharing and grouping to divide.		✓	✓									
Relate division to multiplication.			✓	✓	✓							
Recognize and extend regular linear patterns.		✓	✓	✓	✓							
Multiply/divide by 2's and 3's.			✓									
Learn multiplication/division facts for 2's and 3's.			✓									
Multiply/divide by 4's, 5's, and 10's.				✓								
Learn multiplication/division facts for 4's, 5's, and 10's.				✓								
Understand quotient and remainder.					✓							
Understand the properties of 0 and 1 in multiplication and division.					✓							
Multiply/Divide by 6's, 7's, 8's, and 9's.					✓							
Learn multiplication/division facts for 6's, 7's, 8's, and 9's.					✓							
Multiply numbers within 1000 by a 1-digit number.					✓							
Multiply numbers within 10,000 by a 1-digit number.							✓					
Divide numbers within 1000 by a 1-digit number, including situations where there is a remainder.					✓							
Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder.							✓					
Multiply numbers within 10,000 by a 2-digit number.							✓		✓			
Divide numbers within 10,000 by a 2-digit number.									✓			
Use estimation to verify the reasonableness of calculated results in multiplication and division problems.							✓		✓			
Find the factors and common factors of whole numbers within 100.							✓		✓			

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find multiples and common multiples of whole numbers within 100.							✓		✓			
Find the lowest common multiple of up to 3 numbers within 100.												
Use divisibility rules for 2, 3, 5, 6, 9, and 10.							✓					
Use order of operations to solve mathematical expressions with or without parentheses.									✓			
<b>Mental Math Strategies</b>												
Use the commutative and associative properties to perform mental calculations and check results.	✓	✓	✓	✓	✓		✓		✓			
Use the distributive property to perform mental calculations and check results.					✓		✓		✓			
Add 1-digit numbers involving renaming (e.g. $7 + 5$ ) by making a ten.	✓											
Subtract 1-digit numbers involving renaming (e.g. $14 - 8$ ) by subtracting from a ten.	✓											
Add/Subtract numbers within 100.		✓	✓	✓	✓							
Add/Subtract 1's, 10's, or 100's to numbers within 1000.			✓	✓		✓						
Subtract from 100.				✓								
Subtract from 1000.						✓						
Add/Subtract a number close to 100 (e.g. 98).				✓								
Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to \$1.00.				✓	✓							
Add/Subtract measurements in compound units.						✓						
Add/Subtract tenths, hundredths, or thousandths to or from decimal numbers.								✓				
Multiply and divide tens, hundreds, and thousands by a 1-digit number.					✓							
Multiply by 99 or by 25.												
Multiply 10's by 10's or 100's.							✓					
<b>Fractions</b>												
Recognize and name halves and fourths.		✓		✓								
Recognize, write, name, and illustrate fractions of a whole (denominators 1-12).				✓								
Find the fraction with the same denominator to make a whole with another fraction.				✓								
Compare and order unit fractions.				✓								
Compare and order fractions with the same denominator or with the same numerator.						✓						

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find equivalent fractions and simplest form of a fraction.						✓						
Compare and order fractions with different denominators.						✓						
Recognize and name the fraction of a set.						✓						
Find the value given the fraction of a set, using objects or drawings.						✓						
Find the fraction of a set where the answer is a whole number.						✓	✓					
Find the fraction of a set where the answer is a whole number or a mixed number.							✓		✓			✓
Find coin amounts as a fraction of a dollar.								✓				
Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour).							✓		✓			
Add/Subtract like fractions.							✓					
Add/Subtract related fractions.							✓					
Add/Subtract unlike fractions.									✓			
Understand mixed numbers and improper fractions, convert between them, locate them on a number line.							✓					
Relate division to fractions.									✓			
Add/subtract mixed numbers.									✓			
Multiply a fraction by a whole number.							✓		✓			
Multiply a fraction by a fraction.									✓			
Divide a fraction by a whole number.									✓			✓
Divide a whole number or a fraction by a fraction.												✓
Apply order of operations with or without parentheses to problems involving fractions.												✓
<b>Money</b>												
Identify and know the value of coins and use the cent symbol.		✓										
Identify and know the value of bills and use the dollar symbol.		✓										
Count combinations of coins.		✓										
Count combinations of bills.		✓										
Count combinations of bills and coins to \$10.00.				✓								
Use decimal notation for money.				✓								
Use decimal notation to add and subtract money within \$10.00.				✓								

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Use decimal notation to add and subtract money within \$100.00.					✓							
<b>Decimals</b>												
Understand tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers.								✓		✓		
Convert a decimal to a fraction and simplify.								✓		✓		
Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000).								✓		✓		
Compare and order decimal numbers of up to 3 decimal places and fractions.								✓		✓		
Round decimal numbers of up to 2 decimal places to the nearest whole number or to 1-decimal place.								✓				
Round decimal numbers up to 3 decimal places to the nearest whole number, to 1-decimal place, or to 2-decimal places.										✓		
Add/Subtract decimal numbers of up to 2 decimal places.								✓				
Add/Subtract decimal numbers of up to 3 decimal places.										✓		
Multiply/Divide decimal numbers of up to 2 decimal places by a whole number.								✓		✓		
Find the quotient of a division problem correct to 1 decimal place.								✓				
Find the quotient of a division problem correct to 2-decimal places.										✓		
Convert fractions to decimals correct to 2-decimal places.										✓		
Multiply/Divide decimal number by tens, hundreds, or thousands.										✓		
Multiply/divide a decimal number by a 2-digit whole number.										✓		
Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers.								✓		✓		
<b>Time</b>												
Relate time to events.		✓										
Tell time to the half-hour (analog clock face).		✓										
Tell time to the nearest 5-minute mark (analog clock face).				✓								
Tell time to the minute (analog clock face).						✓						

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Estimate reasonable time intervals.												
Find the duration of time intervals.				✓		✓						
Find starting or ending times, given a time and the interval.				✓		✓						
Know relationships of time (years, months, days, weeks, hours, and seconds).				✓		✓						
Convert between of units of time.						✓		✓	✓	✓		
<b>Length, Weight, Mass, and Capacity</b>												
Compare and measure length and weight by making direct comparisons with reference objects.	✓											
Compare and measure capacity by making direct comparisons with reference objects.												
Compare and measure length, and weight using nonstandard units.	✓											
Compare and measure capacity using nonstandard units.			✓									
Measure and estimate length of objects in meters and centimeters, yards, feet, and inches.			✓			✓						
Understand and estimate length in kilometers and miles.						✓						
Compare measurements made using different units.			✓									
Measure and estimate weight in kilograms, grams, pounds, and ounces.			✓			✓						
Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon.				✓		✓						
Measure and estimate capacity in milliliters.						✓						
Convert units within a metric system using multiplication.						✓			✓			
Add/subtract measurements in compound units.						✓						
Multiply/divide measurements in compound units.								✓				
Convert fractional measurements to a different unit or a compound unit, within a measuring system.									✓			
Convert units involving decimals within a measuring system.										✓		
<b>Perimeter, Area, and Volume</b>												
Find the perimeter of polygons.						✓						
Find the area of shapes by covering them with unit squares or by counting squares.				✓		✓	✓					
Understand and use units of area, such as square centimeter and square inch.						✓	✓					

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the area, perimeter, and unknown sides of rectangles.							✓					
Find the area and perimeter of composite figures made from squares and rectangles.							✓					
Derive the formula for area of a triangle and find the area of triangles.									✓			
Count unit cubes in 2-dimensional representations of 3-dimensional solids.								✓				
Find the volume of solid figures by counting cubic units.								✓				
Understand and use units of volume, such as cubic centimeter and cubic inch.								✓		✓		
Find the volume of rectangular prisms.								✓		✓		
Find the side of a rectangular prism given the volume and two sides or area of one side.										✓		
Understand the relationship between cubic centimeters, milliliters, and liters.								✓		✓		
Solve problems involving the change in height of liquids and volume of liquids in rectangular tanks, including rate problems.										✓		
Find the volume of solids by displacement.										✓		
Solve multistep problems involving the volume of liquids and solids and displacement of liquids.												✓
Identify the radius and diameter of a circle, find one given the other.												✓
Derive the formula for circumference of a circle and find circumference when given the radius or diameter.												✓
Derive the formula for area of a circle and find area when given the radius or diameter.												✓
Find the perimeter and area of compound figures involving squares, rectangles, triangles, and half-circles or quarter circles.												✓
<b>Geometry</b>												
Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects.	✓			✓								
Identify common 2-dimensional shapes within compound shapes, combine shapes to form common shapes.	✓			✓								



	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.				✓							✓	
Describe and extend repeating patterns involving color and shapes.	✓			✓								
Describe and extend repeating patterns involving combination of shapes (compound shapes).				✓								
Identify common 3-dimensional shapes within compound shapes.						✓						
Identify attributes of triangles and quadrilaterals.								✓		✓		
Identify right angles and compare angles to right angles.						✓						
Identify acute, obtuse, and right angles and relate $90^\circ$ , $180^\circ$ , $270^\circ$ , and $360^\circ$ with quarter, half, three-quarter, and whole turn.							✓					
Measure and construct angles.							✓			✓		
Identify perpendicular and parallel lines.							✓					
Name different types of triangles and quadrilaterals.								✓				
Find unknown angles in figures based on identifying vertical, adjacent, complementary, or supplementary angles.										✓		✓
Know and use angle properties of intersecting lines, triangles, parallelograms, rhombuses, and trapezoids to solve problems involving finding unknown angles.										✓		✓
Construct triangles, parallelograms, and rhombuses with specified angles.										✓		
Visualize, describe, and draw geometric solids.											✓	
Identify nets of solids, or solids of nets.											✓	
Identify congruent figures												
Create tessellations.										✓		
Identify figures that have line symmetry.								✓				
<b>Percentage</b>												
Understand and use percent.										✓		
Find decimal and fraction equivalents for percentages.										✓		
Write fractions as percentages.										✓		
Solve problems involving percentage of a quantity.										✓	✓	
Solve problems involving part of a whole as a percentage.											✓	



	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Solve problems involving one quantity as a percentage of another.											✓	
Solve percentage problems using a unitary method.											✓	
Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, percentage increase or decrease.										✓	✓	
<b>Ratio/Average/Rate/Speed</b>												
Use ratios to compare two quantities.									✓			
Use ratios to compare three quantities.									✓		✓	
Find equivalent ratios and simplify ratios									✓		✓	
Use ratios to solve problems.									✓		✓	
Relate ratios to fraction of a quantity.											✓	
Solve problems involving changing ratios.											✓	
Relate ratios to proportions.											✓	
Solve problems involving proportions.											✓	
Understand rate as the measure of one quantity per unit value of another.										✓	✓	
Solve problems involving rate.										✓		
Use a unitary approach to solve rate problems.										✓		
Solve discontinuous rate problems involving time.										✓		
Understand and use speed and average speed to solve problems.											✓	
<b>Word Problems</b>												
Make addition/subtraction stories from problem situations.	✓											
Write equations and solve simple addition/subtraction stories.	✓	✓										
Solve simple multiplication/division problems using objects and pictures.		✓										
Write equations and solve one-step word problems involving addition/subtraction.		✓	✓	✓								
Write equations and solve one-step word problems involving multiplication/division.			✓	✓								
Solve simple word problems involving fraction of a set.				✓								
Solve 2-step word problems which involve the four operations on whole numbers.					✓		✓					
Solve 2-step word problems which involve fraction of a set.							✓					

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Solve 2-step word problems which involve decimals and fractions.								✓				
Solve multi-step word problems involving all four operations on whole numbers, fractions, decimals, percentage, and ratios.									✓	✓	✓	✓
Solve multi-step word problems involving average, rate, and percentage.										✓	✓	✓
Solve multi-step word problems involving speed and average speed.											✓	✓
Solve challenging word problems.												✓
<b>Data Analysis and Probability</b>												
Sort objects and data by common attributes.	✓	✓										
Represent and compare data using picture graphs		✓										
Represent and compare data bar graphs.					✓		✓					
Represent and compare data using tally charts.												
Collect, organize, and analyze data using tables and bar graphs.							✓					
Ask and solve questions related to data representation, including finding the range and mode.				✓	✓		✓			✓		
Collect, organize, and analyze data using line graphs.										✓		
Collect, organize and display data in pie charts.												✓
Find the average of a set of data.										✓		
Find a data value given the average and the other values.										✓		
<b>Algebra</b>												
Solve problems involving numeric equations or inequalities.	✓	✓	✓		✓							
Select appropriate operational symbol to make an expression true.	✓	✓	✓		✓							
Use boxes and other symbols to stand for unknown numbers in expressions and equations.	✓		✓		✓		✓					
Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.					✓	✓	✓	✓	✓			✓
Use bar diagrams to solve word problems involving fractions.							✓		✓			✓
Use bar diagrams to solve word problems involving decimals.								✓		✓		✓

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Use bar diagrams to solve word problems involving percentage.										✓	✓	✓
Use bar diagrams to solve word problems involving ratio.									✓			✓
Solve word problems involving the functional relationship between two quantities.										✓		
Use and interpret formulas to answer questions about quantities and their relationships.							✓	✓	✓	✓		
Write and evaluate simple algebraic expressions in one variable using substitution.											✓	
Simplify algebraic expressions in one variable.											✓	
Use variables in expressions describing geometric quantities.												✓

# **APPENDIX B**

## **Budget**

		PRE OPERATION PERIOD (9/14 - 8/31/15) ---	FISCAL YR 1	FISCAL YR 2	FISCAL YR 3	FISCAL YR 4	FISCAL YR 5	
		STARTUP GRANT AWARD YEAR - GREEN		AWARD YR 2	AWARD YR 3			
			Sept - Aug 15	Sep 15-Aug 16	Sep 16-Aug 17	Sept 17-Aug 18	Sept 18-Aug 19	Sept 19-Aug 20
		Award - \$450,000		9/1/15-6/30/16	9/1/16-6/30/17	9/1/17-6/30/18	9/1/18-6/30/19	9/1/19-6/30/20
		ANTICIPATED STUDENT ENROLLMENT		120	160	200	240	260
				R-5	R-7	R-9	R-11	R-12
1100		INSTRUCTIONAL SERVICES		20 per class	20 per class	20 per class	20 per class	20 per class
1100	100	Teacher Salaries	0	210,000	276,000	364,000	444,000	498,000
1100	111	Stipends	0	6,000	8,000	10,000	12,000	13,000
1100	112	Aides/Tutors Salaries	0	54,000	64,000	75,000	86,000	86,000
1100	113		0					
1100	122	Substitutes	0	2800	3750	4700	5650	6125
1100	211	Teacher Benefits	2	55000	60000	65000	65000	65000
1100	214	Workers Compensation	0	6300	8280	10920	13320	14940
1100	230	Substitute FICA	0	214.2	286.875	359.55	432.225	468.5625
1100	230	FICA	0	16065	21114	27846	33966	38097
0	240	Staff Development			2,000	2,000	2,000	2,000
1100	260	Unemployment	0	6300	8280	10920	13320	14940
1100	300	Purchased Services			2,000	2,000	2,000	2,000
1100	550	Printing	5000	5,000	5,000	5,000	5,000	5,000
1100	591	Curriculum Dev. Contracted	4000	4,000	4,000	4,000	4,000	4,000
1100	591	Arts, Music, Lang. Prog- Contract	1000	16,000	18,000	25,000	28,000	35,000
1100	610	Supplies for art, music, language	4000	4,000	8,000	8,000	8,500	9,000
1100	610	Supplies						
1100	640	Text Books/Core Program Materials	21000	5,000	5,000	10,000	10,000	10,000
1100	641	Books & Printed Matter	3000	3,000	5,000	5,000	6,000	7,000
1100	730	Equipment & Furnishings	30000		7,500	5,000	5,000	7,500
1100	734	Computer Equipment	20000		10,000	10,000	10,000	10,000
1100	738	Replacement Computers						
		SUBTOTAL	88000	389679.2	516,211	644,746	754,188	828,071
1110		COMPUTER TECHNOLOGY						
1110	100	Contracted IT Services	8,000	13,000	15,000	20,000	22,000	25,000
1110	111	Stipends						
1110	211	Benefits						
1110	214	Workers Compensation	240	390				
1110	230	FICA	612	994.5				
1110	260	Unemployment	240	390				
1110	300	Purchased Services	1,500		2,500	2,500	2,500	2,500
1110	610	Supplies	500	500	1,500	1,500	1,500	1,500
1110	734	Computer	10,000	1,500	1,500	1,500	1,500	1,500
1110	738	Replacement Computers	0	2,000	2,500	2,500	2,500	2,500
1110		Software	7,000	5,000	5,000	5,000	5,000	5,000
		SUBTOTAL	28,092	14,775	26,500	33,000	35,000	38,000
1200		SPECIAL EDUCATION depends on # of students						
1200	110	Teacher/Liaison, Special Education	15000	35,000	40,000	42,000	45,000	48,000
1200	211	Benefits						
1200	214	Workers Compensation	0	1050	1200	1260	1350	1440
1200	230	FICA	0	2677.5	3060	3213	3442.5	3672
1200	260	Unemployment	0	1050	1200	1260	1350	1440
1200	300	Purchased Services	5000					
1200	610	Supplies	1500	3,000	3,000	1,500	1,500	1,500
		SUBTOTAL	21500	42777.5	48,460	49,233	52,643	56,052

2100	<b>STUDENT SUPPORT SERVICES</b>								
2100	100 Counselor		5000	11,500	25,000	30,000	35,000	39,000	
2100	200 Benefits								
2100	214 Workers Compensation		150	345	750	900	1050	1170	
2100	230 FICA		382.5	879.75	1912.5	2295	2677.5	2983.5	
2100	260 Unemployment		0	345	750	900	1050	1170	
2120	370 Testing/Assessments				6,000	7,500	7,500	7,500	
2120	390 Contracted Services, Guidance/Counseling								
2120	610 Supplies				1,500	1,500	1,500	1,500	
2120	641 Books & Printed Matter		4000		2,000	1,000	1,000	1,000	
2120	643 Information Access Fee				2,000	2,000	2,000	2,000	
2700	320 Busing/insurance/maintenance								
	<b>SUBTOTAL</b>		<b>9532.5</b>	<b>13069.75</b>	<b>39,913</b>	<b>46,095</b>	<b>51,778</b>	<b>56,324</b>	
2130	<b>HEALTH SERVICES</b>								
2130	110 Nurse (contracted)		2500	11,520	42,000	44,000	46,000	48,000	
2130	214 Workers Compensation		0	345.6	1260	1320	1380	1440	
2130	230 FICA		0	0	3213	3366	3519	3672	
2130	260 Unemployment		0	0	0	0	0	0	
2130	300 Purchased Services								
2130	610 Supplies		750		1000	750	750	750	
	<b>SUBTOTAL</b>		<b>3250</b>	<b>11865.6</b>	<b>47,473</b>	<b>49,436</b>	<b>51,649</b>	<b>53,862</b>	
2222	<b>LIBRARY &amp; MEDIA SERVICES</b>								
2222	641 Books & Printed Matter		3000	3000	3,000	3,000	3,000	3,000	
2222	643 Electronic Information		500		1,500	2,000	2,000	2,000	
	<b>SUBTOTAL</b>		<b>3500</b>	<b>3000</b>	<b>4,500</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	
2223	<b>AUDIOVISUAL SERVICES</b>								
2223	430 Repair & maintenance					250	250	250	
2223	610 Supplies		250		1000	750	750	750	
2223	730 Equipment		5000		4,000	4,000	4,000	4,000	
2223	735 Replacement Equipment								
	<b>SUBTOTAL</b>		<b>5250</b>	<b>0</b>	<b>5000</b>	<b>5000</b>	<b>5000</b>	<b>5000</b>	
2310	<b>School Board Services</b>								
	2317 Auditing			5,500	5,500	6,000	6,500	6,500	
	2318 Legal		4000		5000	5000	5000	5000	
	2319 Board Training		800		500	500	500	500	
	<b>SUBTOTAL</b>		<b>4800</b>	<b>5500</b>	<b>11,000</b>	<b>11,500</b>	<b>12,000</b>	<b>12,000</b>	

2400	<b>SCHOOL ADMINISTRATION</b>								
2400	110 Director/School Leader Salary			65,000	68,000	71,000	74,000	78,000	
	320 Consultant Director Startup		50,000						
	110 Accountant/Bookkeeper	4	5000	25,000	38,000	39,000	40,000	41,000	
	320 Consultant Accountant/Setup book		12000						
2400	125 Operations Manager Salary		5000	35,000	40,000	46,000	49,000	55,000	
2400	320 Consultant Operations Startup		0						
2400	211 Benefits	5		3,000	3,000	3,000	3,000	3,000	
2400	214 Workers Compensation		300	3750	4380	4680	4890	5220	
2400	230 FICA		765	9562.5	11169	11934	12469.5	13311	
2400	240 Staff Development			2,000	4,000	6,000	6,000	6,000	
2400	260 Unemployment		300	3750	4380	4680	4890	5220	
2400	449 Copier		5000		3,000	3,000	3,000		
2400	534 Postage		1000		1,500	1,500	1,500	1,500	
2400	550 Printing & Binding		3000		3,000	3,300	3,530	3,300	
2400	580 Travel & Conferences				3,000	3,000	3,000	3,000	
2400	610 Supplies		3000		3,000	3,000	3,000	3,000	
2400	730 Equipment								
2400	735 Replacement equipment				4000	2000	4000	2000	
2400	810 Dues & Fees		1500		1,500	1,500	1,500	1,500	
	<b>SUBTOTAL</b>		<b>86,865</b>	<b>147,063</b>	<b>191,929</b>	<b>203,594</b>	<b>213,780</b>	<b>221,051</b>	
2600	<b>OPERATION AND MAINTENANCE OF FACILITIES</b>								
2610	117 Custodial, contracted			8,000	10,000	12,000	14,000	16,000	
2620	411 Water and Sewer		450	1400	1425	1425	1425	1425	
2620	421 Disposal Service								
2620	430 Upkeep Building and Grounds		5000	2000	2000	2000	2000	2000	
	(contracted)								
2620	441 Rent/Mortgage		35,000	50,000	60,000	65,000	70,000	75,000	
2620	520 Property Liability Insurance		5000		7,000	7,000	7,000	7,000	
2620	530 Telephone service		2500		1,500	1,500	1,500	1,500	
2620	532 Data Communications		500		1,500	1,500	1,500	1,500	
2620	610 Supplies, Building and Grounds			2000	2000	2000	2000	2000	
2620	622 Electricity			2600	2600	3000	3000	3000	
2620	624 Heating Oil			5000	5000	6500	6500	6500	
	<b>SUBTOTAL</b>		<b>48450</b>	<b>71000</b>	<b>93,025</b>	<b>101,925</b>	<b>108,925</b>	<b>115,925</b>	



<b>TOTAL ESTIMATED EXPENDITURES</b>				<b>299,240</b>	<b>698,729</b>	<b>984,010.38</b>	<b>1,149,528.55</b>	<b>1,289,961.73</b>	<b>1,391,284.06</b>	
<b>REVENUE BUDGET</b>										
<b>FISCAL YEAR</b>				Sept - Aug 15	Sept 15-Aug 16	Sept 16-Aug 17	Sept 17-Aug 18	Sept 18-Aug 19	Sept 19-Aug 20	
<b>ESTIMATED STUDENT ENROLLMENT</b>				<b>0</b>	<b>120</b>	<b>160</b>	<b>200</b>	<b>240</b>	<b>260</b>	
<b>Revenue Sources</b>										
Local Revenue										
Estimated State Revenue (per pupil allocation)					<b>658,800</b>	<b>878,400</b>	<b>1,098,000</b>	<b>1,317,600</b>	<b>1,427,400</b>	
State & Federal Start Up Grant				<b>300,000</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>0</b>	<b>0</b>	
Other Grants					2000	2000	2000	2000	2000	
Parent/School Revenue						15000	20000	25000	30000	
Entrepreneurial Revenue					10,000	25,000	40,000	50,000	60,000	
Gifts & Philanthropic Contributions					20,000	20,000	40,000	40,000	50,000	
Other Revenue					9000	13500	11500	16500	20000	
<b>TOTAL ESTIMATED REVENUE</b>				<b>300,000</b>	<b>699,800</b>	<b>1,053,900</b>	<b>1,261,500</b>	<b>1,451,100</b>	<b>1,589,400</b>	
				760.50	1,070.95	69,889.63	111,971.45	161,138.28	198,115.94	
* THIS BUDGET ASSUMES ZERO ENROLLMENT UNTIL 9/2015										
** GREEN, BLUE & PURPLE REFER TO EACH OF THE THREE YEARS OF STARTUP GRANT FUNDING										
2. \$5000 budgeted per teacher towards benefits (used Surry-Village as sample)										
3. Consultant/Contracted Support - This anticipates curriculum module development										
4. (.5 FTE) Accountant/Bookkeeper first year only										
5. \$5000 budgeted towards director benefits, \$1K towards OP benefits										

## **APPENDIX C**

### **Compass Classical Academy Foundation Board**

**Judy Tilton – Founder**

*Judy Tilton is a native of NH who has a history of volunteering and serving in her local communities. She maintains many good relationships with the people of these communities.*

*Judy has been involved in education for over 20 years. She has owned a private preschool/kindergarten, and currently works with special needs children in the local school.*

*She has grant writing experience with the Tilton Riverfront Park Project and the Franklin Animal Shelter. She currently owns Tilton Real Estate and Tilt'n Bakery.*

*The businesses that she has owned and the boards that she has been a part of, require her to stay current on local, State and Federal regulation changes for businesses, non profits and human resources. She is a Supervisor of the checklist for Tilton, on the Tilton Road Committee and a member of the Tilton Planning Board. She is also Secretary of the Tilton/Northfield Old Home Day committee, on the fundraising committee for the Tilton Senior Center and Secretary/Board member of the Riverside Housing Authority. Currently, Judy is serving as President of the Compass Classical Academy Foundation.*

**Donna Chase – Founder**

*Donna Chase majored in education at Plymouth State College, before transferring to Alderson-Broadus College in West Virginia, and graduating with a degree in Social Work. She has worked extensively with children and their families, founding and directing a private pre-school, designing and implementing successful welfare to work programs for NH Job Training Council, coordinating summer training programs for youth, and developing educational programs for children and adults. She was instrumental in shaping the Franklin Family Resource Center and After School Program with Casey Family Services.*

**Jeanie Forrester – Founder**

*Jeanie Forrester is in her second term representing District 2. She is a resident of Meredith located in the state's scenic Lakes Region and was first elected to the Senate in 2010, then again in 2012. For the 2013-2014 Legislative Session she served as Chairman of the Finance Committee and Vice-Chairman of the Public & Municipal Affairs Committee.*

*During her time in the legislature, Senator Forrester has received numerous awards in recognition of her leadership on issues of importance to the families, children, and communities*

*of New Hampshire, including: the Carl Johnson Legislative Leadership Award, the Friends of the NH Health Care Association Award, the Conservation Leadership Award, the Meldrim Thomson, Jr. "Principle Above Politics Award", and the John W. True Award for Excellence in Commitment to Youth. Forrester has also been named Legislator of the Year by the NH Association of Counties (2012) and New Futures (2013).*

*She and her husband Keith own a small environmental technology company. She has also served in Town Administrator positions in Tuftonboro and New Durham. Most recently, she served as the Executive Director for two award-winning Main Street programs in Plymouth and Meredith, where she helped create jobs and economic prosperity by attracting new businesses and new development.*

*Senator Forrester earned her bachelor's degree in political science with honors at the University of New Hampshire and went to work for Governor John H. Sununu. While serving full-time on the Governor's staff, Jeanie completed her MBA at the Whittemore School of Business & Economics.*

*In the community, she serves on the boards of the Greater Meredith Program, the Lakes Region Symphony Orchestra, Visiting Nurses of Meredith and Center Harbor and Latchkey Charities. She is a member of the NH Economic Development Association, and the Rakkasans 187th ARCT Association, as well as a former member of the Franklin Business & Industrial Development Corporation. She has helped raise money for a variety of organizations including the Loon Preservation Committee and the NH Lakes Association.*

*Senator Forrester also volunteers for Community Caregivers (Meredith, Center Harbor, & Moultonborough) which provides supportive services to neighbors in need. She serves on the Meredith Capital Improvements Program Committee and is a past member of the Waukewan Watershed Advisory Committee.*

### **Peter Saliba – Founder**

*Peter Saliba began as Tilton's 26th Head of School in July 2012. Peter returns to New Hampshire after most recently serving as the Upper School Director at Berwick Academy in South Berwick, Maine since 2007. At Berwick, he was the primary administrator for a day school of 294 high school students, including managing and developing faculty and staff, driving admissions initiatives and working with parents and the board. Prior to Berwick, Peter was the*

*Assistant Head of School at Sage Hill School in Newport Beach, Calif., from 2003 to 2007. From 1995-2003 he was at Holderness School in nearby Plymouth, N.H., where he began as the Director of Technology and served as a teacher, an advisor, a varsity coach, a dormitory parent and a faculty mentor. He began his career in education as the Director of Technology at Western Reserve Academy in Hudson, Ohio. He is a graduate of Salisbury School (1985), Middlebury College (1990) and Dartmouth College (2002). Peter lives on campus with his wife, Rachel, and their three school-aged children*

### **Dave Shorey – Founder**

*David Shorey was born in Tokyo, Japan and moved to Wesport, MA and again to Merrimac, MA for high school. He graduated from NH Vocational Technical College in Portsmouth, NH with an Associates Degree in Industrial Electronics and from Gordon College in Wenham, MA with a BA in Mathematics and a minor in Education. He completed his Master of Science in Mathematics Education Degree in May, 2014. David moved to New Hampshire to begin his teaching career in 1979 and is now in his 35<sup>th</sup> year of teaching having taught high school physics and mathematics, served as mathematics and mathematics/science department head for 20 years, and coached basketball and golf in three New Hampshire Schools. He has his certification for high school mathematics with a New Hampshire experienced educators certification. David loves working with high school students and has a desire to see them set goals for themselves that allow them to become young adults with the options to do whatever they wish to do in their futures. He also enjoys building and renovating homes and playing sports. He lives in Central New Hampshire with his wife and has 6 children and has been blessed with 5 grandchildren.*

# **APPENDIX D**

## **Discipline/Behavioral Policy**

## **DISCIPLINE/BEHAVIORAL POLICY**

The CCA discipline policy was created because we value respect, fairness, tolerance, communication, and teaching self-respect, responsibility, and life skills. We will strive to help students become aware of the reasons behind the rules and logical consequences.

### **RESPECT**

Students are expected to show respect to all students and adults while at school. After de-escalating, a student who has not shown this expected behavior will need to return to the adult they have been disrespectful towards, explain why their behavior was unacceptable, and model the appropriate interaction. If the inappropriate behavior was directed toward another student, an adult mentor will accompany the student as they explain why their behavior was inappropriate and model an appropriate interaction. This procedure will be followed for all unkind, disrespectful, or offensive behavior and comments. At the discretion of a teacher or staff member, a letter or “Apology of Action” may be used in addition to modeling the appropriate behavior.

Disrespect includes using inappropriate language. There is a zero tolerance policy for inappropriate language at CCA, including profanity, rude or violent language, inappropriate innuendo or metaphors, and any language that is disrespectful or unkind.

A student who uses language that is deemed inappropriate at CCA will write a letter following the Responsive Classroom model explaining the incident and what they will do differently next time. This letter will go home with the student and must be signed by a parent and returned to school the next day. If the letter is not signed and returned, the student will need to call a parent and inform them of the incident while the Director or his/her designee is present. If it is noted that the student is repeatedly using inappropriate language, this phone call will take place immediately following the incident, and the student will also participate in an “Apology of Action”, such as helping with a job that must be done at CCA.

Unkind or disrespectful behavior toward staff or other students can indicate that a student does not know how to initiate an appropriate interaction. This includes behaviors such as teasing, using inappropriate language, or touching in a way that has potential for harm. Responsive



Classroom advocates that students who demonstrate these behaviors spend time thinking, writing letters, and developing strategies to help them gain understanding and make better choices in the future. At CCA, we will follow the Responsive Classroom approach but will also helping these students gain necessary social skills by working with them to model and practice appropriate interactions.

We will also track behavior violations to help us identify situations and times that may be challenging for a student so we can work with them to gain the skills needed to manage the situation appropriately. This will also help us as staff to prevent bullying and identify students who may need additional services and instruction.

## **HANDS-ON**

We understand that sometimes a high five or a hug is a normal and appropriate interaction for students. However; there is a zero tolerance policy at CCA for any hands-on behavior that has the potential for harm. A student will receive one reminder to keep their hands and body safe. This reminder will be documented. If the behavior happens again, the student will use some of their unstructured time (recess, study hall, etc.) to work with the Director (and discuss with a parent if needed) to create a plan for appropriate, safe behavior. Students will be referred immediately to the Director and a parent will be called for any behavior, such as hitting or kicking that is intentional and potentially harmful or is intended to bully another student. Public displays of affection, such as hand holding for middle school students, are not permitted while at school.

## **EXPECTED BEHAVIOR FOR COMMON AREAS**

It is expected that students will follow directions given by an adult when in a classroom or any common area including the bathroom, multi-purpose room, hallways, stairways, and playground. It is also expected that students will respect school property and the belongings of others, walk safely, use an indoor voice, clean up after themselves, and keep their hands and bodies to themselves. It is expected that everyone at CCA will work together to keep our school community clean and safe. Students who choose not to follow these expectations will be given

time to reflect on and practice them. Students who are destructive to school property will be required to stay after school and work with an adult to repair any damage they have done.

## **DRUG-FREE SCHOOL ZONE**

We are a smoke-free and drug-free school zone. Drugs and alcohol are not permitted on school property, and students may not come to school under the influence of drugs or alcohol. Violation of these rules will result in suspension and possible expulsion.

## **DETENTION**

Teachers, staff, and administrators have the authority to issue a lunch or after school detention for a violation of any rules addressed in this policy or posted in their classroom. The teacher, staff member, or administrator who issues the detention may choose to have the student serve it either with them or with the assigned detention teacher. Students may be given community service to complete during detention time. Detentions will be documented and a detention form must go home with the student, be signed by a parent, and be returned to school.

## **OTHER BEHAVIORS**

The CCA Discipline Policy outlines the most common unexpected behaviors and their consequences. However, it is not possible to anticipate everything in a policy. The Administration reserves the right to make a considered judgment about behaviors and consequences for students that are not outlined in this policy. Ultimately, such situations may result in revisions to the Discipline Policy.

## **BULLYING POLICY**

Bullying Prevention:

The intent of this policy is to be in compliance with NH RSA 193-f.

CCA believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

CCA will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling;

cyber bullying; text messaging; and social isolation or manipulation. CCA expects students and/or staff to immediately report incidents of bullying to the Director or his/her Designee. Staff members are expected to immediately intervene when they see a suspected bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, during a school-sponsored activity, while traveling to and from school or a school-sponsored activity, and during the lunch period, whether on or off campus.

To ensure bullying does not occur on school grounds, CCA will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action, up to and including expulsion.

CCA has adopted a **Student Code of Conduct** to be followed by every student while on school grounds, during a school-sponsored activity, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off school grounds.

The **Student Code of Conduct** includes, but is not limited to:

We expect each student to:

- respect authority,
- respect the rights of others,
- establish a sense of self-discipline and self-respect, and
- accept individual responsibilities.

CCA takes a positive approach to behavior, with the goal of reinforcing desired behaviors. If there is a discipline problem, we believe that by working together we can create a sound and safe educational environment. CCA staff works with students to develop an innate desire to make good choices. Behavior that creates an unsafe physical or emotional environment will not be tolerated.

CCA will educate, inform, and intervene regarding bullying situations.

- All staff, students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

**Conflict Resolution:**

CCA believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, CCA will incorporate conflict resolution education and problem-solving techniques into the curriculum, including but not limited to Responsive Classroom techniques. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community. It helps ensure a safe and healthy learning environment.

CCA will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict.

The Student Code of Conduct for Conflict Resolution is to be followed by every student while on school grounds, during a school-sponsored activity, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off school grounds.

The Student Code of Conduct for Conflict Resolution includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact the Director or his/her Designee.
- Students involved in a dispute will be referred to a conflict resolution with adult mediators.

Staff will keep the discussions confidential.

- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure safety in school, maintain order, and discipline students.

### **Procedures in Response to Harassment or Bullying:**

#### **Reporting Procedure**

- CCA encourages any student who believes s/he has been the victim of harassment or bullying, or any student who has witnessed such acts, to report the incident(s) at once to any teacher, staff, or administrator of the school.
- Oral complaints should be documented in writing on the Incident Report Form by the adult receiving the complaint. Oral or written reports should be made to the administrator or designee as soon as possible.
- Administration will strive to keep harassment and bullying reports confidential.

#### **Investigative Procedure**

- Upon receipt of an oral or written complaint, the principal or designee will:
  1. Interview the person reporting the complaint (staff, parent, witness)
  2. Victim
  3. Witnesses
  4. Accused

These interviews will generally be conducted individually, in order to protect the privacy of all involved persons. Parents of the victim and the accused will be notified.

## **Disciplinary Procedure – Student Violators**

Harassment or bullying is a form of misbehavior that is more severe than minor, everyday mischief or schoolyard squabbles. It involves more aggressive or intense psychological or physical harassment as well as an element of repetition.

- For mild or moderate incidents of harassment, intimidation, or bullying, parents of the victim and the aggressor will be contacted and informed of the incident; the aggressor will receive an oral reprimand and be assigned detention – either during school or after school and will be allowed to return to class. The victim will receive oral support and assurance. A repeat offense against the same victim by the same aggressor will involve for the aggressor a parent conference and detention. Further offenses will result in suspension (in-school and/or out of school). If there is no evidence of progress, the child may be expelled from CCA.
- For severe incidents the aggressor will be removed from class and parents of both the victim and aggressor will be contacted. The aggressor will be suspended (in-school and/or out of school), and possibly expelled, depending on the nature and severity of the incident.
- Students making false claims of harassment, intimidation, or bullying will be sent for a conference with the principal or designee after the first offense. A second false claim will result in a phone call to parents and detention. Repeat offenders will face suspension or possible expulsion at the discretion of the principal.
- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to a staff member.
- Students can rely on the Director or his/her Designee to promptly investigate each complaint of bullying in a thorough and confidential manner.

*If there is a disagreement between Parent or Guardian and Principal or Designee:*

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Board. Requests to meet with a board member may be made through the CCA office. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

In the event of an out-of-school suspension or expulsion, the student has the right to a notice in writing, and a hearing before the Board, as set forth in the following sections:

- A. A student whose act is determined by the Director to subject him/her to out-of-school suspension or to result in expulsion, shall be given notice by the Director, in writing, of the charges against him/her, and of the time and place of his hearing before the Board. A copy of the notice shall be sent immediately to the student's parent or guardian.
- B. The Board shall hold a hearing at the next regular or special meeting. The hearing shall be non-public unless a public session is requested by the student and his/her parent or guardian. The Board may adopt, with respect to any hearing, reasonable rules for the conduct of the meeting.
- C. A written finding of the Board shall be made within five school days from final adjournment of the hearing. In the event that the Board finds in its judgment and discretion, on a preponderance of evidence, that some or all of the charges against the student are valid, it may take such action it considers appropriate as in the best interest of the student and other students and teachers. In the event that the Board finds that the charges against the student are not valid, it shall dismiss the charges.
- D. When a student is on an IEP, and there is a change being considered (expulsion, long-term suspension, or series of short-term suspensions), the student's IEP team must be convened to consider and discuss any changes in placement.
- E. Records of discipline events will remain in a student file for up to one year and will be removed if there are no other similar events.

**Immediate removal:** The procedures outlined above do not infringe upon the right and responsibility of school authorities to ensure a safe school environment. The Director has the right to immediately remove from school a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process of the school.



## **Definitions**

In-school suspension: The student is removed from the normal classroom setting but remains in school.

Short-term suspension: Exclusion from school for no more than nine consecutive days.

Long-term suspension: Exclusion from school for ten days or more, but for a specific period of time.

Expulsion: Termination of school services.

Bullying: Bullying behaviors are dangerous and disrespectful behaviors that will not be tolerated or permitted and is defined as any overt act or combination of acts directed against a student by another student or group of students and which:

- is repeated over time; or
- is intended to ridicule, humiliate, or intimidate the student.

## **Possible Steps for Intervening in Bullying Situations**

- Intervene immediately to stop the bullying.
- Talk to the bully and the victim separately. If more than one student is involved in bullying behavior, talk to each separately, in quick succession. Expect bullies to minimize or deny their actions.
- Remind the bully about school and classroom rules, reiterate what behavior is expected, and discuss sanctions that will be imposed for future bullying behavior.
- Reassure the victim that everything possible will be done to prevent the bullying from happening again.
- Make other students aware of the consequences of the bullying behavior. Reiterate the schools' policy of zero tolerance toward bullying.
- Phone the parents of both the bully and the victim as soon as possible. If possible, involve the parents in designing a plan of action.
- Continue to monitor the behavior of the bully and the safety of the victim.
- Consult administrators, teachers, and staff members to alert them to the problem and to get a better understanding of it.
- If the situation doesn't change, remove the bully, not the victim, from the classroom.

## Compass Classical Academy Charter School

### Curriculum, Assessment Tools and Current Instructional Practices

Subject	Curriculum	Assessment Tools	Instructional Practices
Mathematics	Singapore Math	<ul style="list-style-type: none"> <li>Built-in Unit and Summative Assessments</li> <li>STAR Assessment for Mathematics</li> <li>NH SAS</li> </ul>	<ul style="list-style-type: none"> <li>Classes held 5 days a week in all grade levels</li> <li>Pacing guide for instructors</li> <li>Support providing for struggling students</li> <li>Students progress at own speed to attain competency</li> </ul>
English Language Arts	Core Knowledge (CKLA)	<ul style="list-style-type: none"> <li>Built-in Unit and Summative Assessments</li> <li>STAR Assessment for English Language Arts</li> <li>Dibels</li> <li>Ezcbm</li> <li>NH SAS</li> </ul>	<ul style="list-style-type: none"> <li>Classes held 5 days a week in all grade levels</li> <li>Pacing guide for instructors</li> <li>Support providing for struggling students</li> <li>Students progress at own speed to attain competency</li> </ul>
	Wilson Reading		
Science	Foss	Built-in Unit and Summative Assessments NHSAS	K – 5: Classes held 3 days a week. 6-10: Classes held 5 days a week. <ul style="list-style-type: none"> <li>Pacing guide for instructors</li> <li>Support providing for struggling students</li> <li>Students progress at own speed to attain competency</li> </ul>
Social Studies	Pearson History	Built-in Unit and Summative Assessments	K-6 <ul style="list-style-type: none"> <li>5 days per week</li> <li>Pacing guide for instructors</li> <li>Support providing for struggling students</li> <li>Students progress at own speed to attain competency</li> </ul>
Geography NH Civics	Pearson History	Built-in Unit and Summative Assessments	Grade 7 <ul style="list-style-type: none"> <li>5 days per week</li> <li>Pacing guide for instructors</li> <li>Support providing for struggling students</li> <li>Students progress at own speed to attain competency</li> </ul>

World History	Pearson History	Built-in Unit and Summative Assessments	Grade 8 <ul style="list-style-type: none"> <li>•5 days per week</li> <li>•Pacing guide for instructors</li> <li>•Support providing for struggling students</li> </ul> Students progress at own speed to attain competency
American History	Pearson History	Built-in Unit and Summative Assessments	Grade 9 <ul style="list-style-type: none"> <li>•5 days per week</li> <li>•Pacing guide for instructors</li> <li>•Support providing for struggling students</li> <li>•Students progress at own speed to attain competency</li> </ul>
NH Civics and US Government	Pearson History	Built-in Unit and Summative Assessments	Grade 10 <ul style="list-style-type: none"> <li>•5 days per week</li> <li>•Pacing guide for instructors</li> <li>•Support providing for struggling students</li> <li>•Students progress at own speed to attain competency</li> </ul>

**ATTACHMENTS**

**TO MINUTES**

**ATTACHMENT A**

**Holocaust and Genocide Education Minimum Standards**

- a) Each district shall establish and provide comprehensive instruction in Holocaust and genocide education, implemented not later than 6th grade and continuing through grade 12 as a component of a course in Social Studies and/or English Language Arts and across the curriculum as applicable.
- b) Each district shall incorporate instruction in Holocaust and genocide education into an existing course (or courses) that is a required condition of high school graduation for all students.
- c) School Boards are recommended to adopt a policy on Holocaust and genocide education.
- d) The local school board shall require that the instructional program include the following specifics to Holocaust and genocide education:
  - i) Integrated, developmentally appropriate instruction in Holocaust and genocide education. “Holocaust and genocide education” means studies on the Holocaust, genocide, and other acts of mass violence (RSA 193-E:3-a, II-a-c).
    - 1) An understanding of the terms genocide and Holocaust, as defined by section II-a and II-b of RSA 193-E:3-a of NH Adequate Public Education Act.
    - 2) Historical facts about the causes and events of the Holocaust and other genocides.
    - 3) How and why intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved in the past into genocide and mass violence.
  - ii) Opportunities for students to develop a knowledge and understanding of the impact of intolerance and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media.
  - iii) Instruction and activities designed to enable students to:
    - 1) Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement (as referenced in RSA 193-E:2).
    - 2) Identify and evaluate how intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and

**Readopt with amendment Ed 306.04, effective 8-9-19 (Document #12845), to read as follows:**

Ed 306.04 Policy Development.

(a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:

- (1) Absenteeism and attendance;
- (2) Promoting school safety;
- (3) Discipline;
- (4) Records retention, including electronic files;
- (5) Character and citizenship;
- (6) Meeting the instructional needs of each individual student;
- (7) Student hazing;
- (8) Student harassment, including bullying, as required by RSA 193-F;
- (9) Sexual harassment, as detailed in Ed 303.01(j) and (k);
- (10) Reporting of suspected abuse or neglect;
- (11) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships;
- (12) Distance education, ~~if the district chooses to offer distance education as provided as~~ ***outlined*** in Ed 306.22;
- (13) Providing alternative means of earning credit toward a high school diploma or equivalent such as extended learning opportunities, and distance education to meet the requirements of RSA 193:1, (h) until July 1, 2015;
- (14) Providing alternative means of demonstrating achievement of identified graduation competencies toward the awarding of a credit for a high school diploma or equivalent such as extended learning opportunities, career and technical education courses, and distance education no later than July 1, 2015 to meet the requirements of RSA 193:1, (h);
- (15) How a credit can be earned, as provided in Ed 306.27(e) until July 1, 2015;
- (16) How a credit used to track achievement of graduation competencies can be earned no later than July 1, 2015, as provided in Ed 306.27(e);
- (17) Recommending developmentally appropriate daily physical activity and exercise;
- (18) Behavior management and intervention for students;

(19) Homeless students;

(20) Wellness as required by Section 204 of the federal Child Nutrition and WIC 42 USC 1751;

(21) Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities;

(22) Meeting the special physical health needs of students;

(23) Supporting the availability and distribution of healthy foods and beverages that create a healthy environment in all schools throughout all school buildings during the school day;

(24) Air quality in school buildings as required by RSA 200:48;

(25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas ~~no later than July 1, 2015~~ as follows;

a. Arts education;

b. Digital literacy;

c. English;

d. Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis;

e. Physical sciences;

f. Biological sciences;

g. US and NH History;

h. US and NH government/civics;

***i. Holocaust and genocide education;***

i. Economics, including personal finance;

j. World history, global studies, or geography;

k. Health education; and

l. Physical education; and

(26) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation no later than July 1, 2015, that encompass multiple content areas outlining the knowledge, skills and work-study practices necessary for success in colleges and careers.

(b) The policies and procedures required by (a) above shall apply to each school except that (13)-(16), (25) and (26) shall not apply to elementary or middle schools.

(c) The policy relative to absenteeism and attendance shall specify procedures for the accountability and supervision of students. The policy relative to absenteeism shall not penalize students who miss class or a required school event because of a school scheduling conflict. Districts shall implement a cooperative approach which places responsibility for notification when a student is tardy, absent, or dismissed on both the parents/guardians and the school.

(d) The policy relative to promoting school safety shall require school administrators to implement procedures which relate to safe practices:

- (1) On school buses and on the school grounds, including playgrounds;
- (2) During authorized school activities, such as field trips;
- (3) Within the school building, including classrooms and laboratories;
- (4) Off school grounds during school-sanctioned activities, including, but not limited to, work-based learning and internships;
- (5) In the use of online resources; and
- (6) In managing the behavior of children including, describing how and under what circumstances restraint shall be used pursuant to RSA 126-U.

(e) Educators shall be required to know and implement the appropriate safety practices and procedures applicable to their assigned areas of responsibility and to include safety instruction in all applicable programs offered by the school.

(f) The policy relative to student discipline shall:

- (1) Include provisions regarding:
  - a. Student rights and responsibilities;
  - b. Rules of conduct; and
  - c. Penalties for misbehavior;
- (2) Be written in age-appropriate language;
- (3) Be disseminated to parents and guardians; and
- (4) Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever practical.

(g) The local school board shall review with the superintendent or chief administering officer the conditions and methods for suspension and expulsion of students developed and implemented by the superintendent or chief administering officer and the local school board in accordance with RSA 193:13.



The superintendent, chief administering officer, or designee shall keep students, parents, educators, and all other school personnel informed about school rules. Such information shall be readily available.

(h) The policy relative to records retention, including electronic files, disposition, and access shall require that complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. A schedule for the retention and disposition of original records and information shall be established in accordance with RSA 189:29-a. Access to all student records and information shall be controlled by written procedures designed to protect individual rights and to preserve the confidential nature of the various types of records in compliance with the federal "Family Educational Rights and Privacy Act," 20 U.S.C. §1232g, and RSA 91-A, Access to Public Records.

(i) The policy relative to character and citizenship development shall:

(1) Include those elements of character and citizenship to be incorporated in courses of study or instilled, by example, in a caring educational environment, including but not limited to:

- a. Self-discipline, self-respect, and self-control;
- b. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others;
- c. Fairness, integrity, and justice;
- d. Respect, courtesy, and human worth;
- e. Responsibility to oneself and others;
- f. Community service; and
- g. Pursuant to RSA 186:13, the rights and responsibilities of citizenship; and

(2) Be developed in consultation with school staff, administration, parents, and other representatives of the community.

(j) The policy relative to meeting the instructional needs of each student shall require administrators and educators to consider students' differing talents, interests, and development when planning the educational programs specified in Ed 306.

(k) The policy relative to partnerships among schools, families, and communities shall comply with the following standards:

(1) Schools shall strive to involve parents and family members of students of all ages and learning levels;

(2) Schools shall provide parent educational activities throughout the school year to help parents support their children's learning;

(3) Schools shall frequently communicate school performance, student progress, personalized learning strategies as adopted by the local school board and in accordance with district and graduation competencies, and academic opportunities, using both print and online formats;

(4) Schools shall work with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;

(5) Schools shall promote collaboration among parents, schools, and community on school improvement and student achievement projects;

(6) Schools shall strive to harness all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each student in achieving necessary skills and knowledge; and

(7) Schools shall encourage business partnerships to assist students in the successful transition to employment or further education.

(l) The policy relative to developmentally appropriate daily physical activity pursuant to Ed 310 shall recommend that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The developmentally appropriate daily physical activity policy shall be in addition to and shall not replace the physical education program requirement in Ed 306.41.

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

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

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

(1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and

(2) An instructional program that includes:

- a. Procedures for diagnosing learner needs, learning styles, and interests;
- b. Methods and strategies for teaching students;
- c. Research-based learning opportunities;
- d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
- e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

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

(1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;

(2) Child development and learning in all domains, including, but not limited to:

- a. Physical;
- b. Social;
- c. Cognitive; and
- d. Language;

(3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:

- a. Movement;
- b. Creative expression;
- c. Exploration;
- d. Socialization; and
- e. Music; and

(4) A guided-reading literacy program.

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

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

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; ~~and~~
- h. Ed 306.46, relative to a social studies program; and
- i. Ed 306.49, relative to Holocaust and genocide education, as applicable; and*

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;

- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; ~~and~~
- j. Ed 306.47, relative to a technology and engineering education; *and*

***k. Ed 306.49 relative to Holocaust and genocide education.***

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

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

(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

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

(1) Consist of activities designed to:

- a. Provide credit or supplement regular academic courses; and
- b. Promote the schools and individual students' educational goals and objectives;

(2) Be governed by a policy adopted by the local school board that:

- a. Provides for the administration and supervision of the program;
- b. Outlines how certified school personnel oversee an individual student's program;
- c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;
- d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
- e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;

(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;

- (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and
- (5) Be available to all students.

*(h) The local school board shall require, and each district shall establish, and provide comprehensive instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not later than 6<sup>th</sup> grade and continuing through grade 8 as a component of a course in social studies, English language arts, or both, and across the curriculum as applicable.*

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

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

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

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

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

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

(3) The instructional program shall include:

a. Procedures for diagnosing learner needs;

b. Methods and strategies for teaching that incorporate learner needs;

c. Resource-based learning opportunities;

d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and

e. The provision of remedial instruction as needed.

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

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

a. Consist of activities designed to:

1. Provide acknowledgement of achievement or supplement regular academic courses; and
  2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
1. Provides for the administration and supervision of the program;
  2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
  3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
  4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
  5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;
- c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and
- d. Be available to all students; and
- (6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:
- a. Intramural and interscholastic athletics;
  - b. Performing groups;
  - c. Academic clubs and societies;
  - d. Student government;
  - e. Activities and services that afford students with disabilities an equal opportunity to participate; and
  - f. Any other activities that:
    1. Supplement and enrich regular academic courses;
    2. Provide opportunities for social development;

3. Encourage participation in the arts, athletics, and other cooperative groups; and
4. Encourage service to school and community.

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

- (1) Ed 306.31, relative to an arts education;
- (2) Ed 306.33, relative to a business education;
- (3) Ed 306.34, relative to a career and technical education;
- (4) Ed 306.35, relative to a career education;
- (5) Ed 306.37, relative to an English/language arts and reading program;
- (6) Ed 306.38, relative to a family and consumer science education;
- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; ~~and~~
- (17) Ed 306.49 relative to Holocaust and genocide education; and**
- ~~(178)~~ Ed 306.27(b)(4), relative to extended learning opportunities.

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

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

(1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or

(2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.

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

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

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

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

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

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

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

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

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

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

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



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

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

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

Table 306-1 Required Program Areas and Courses

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

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

a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;

b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;

c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);

d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and

e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

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

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

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

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

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (1) Such action is in the best interests of the student; and
- (2) At least one of the following circumstances exists:
  - a. The student has a debilitating illness which limits school attendance;
  - b. The student has a physical disability which precludes participation in physical education;
  - c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
  - d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.

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

***(aj) The local school board shall require, and each district shall establish, and provide comprehensive instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not later than 6th grade and continuing through grade 12 as a component of a course in social studies, English language arts, or both, and across the curriculum as applicable.***

**Readopt with amendment Ed 306.37, effective 1-8-16 (Document #11020), to read as follows:**

Ed 306.37 English/Language Arts and Reading Program.

(a) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each elementary school provides:

- (1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;
- (2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;
- (3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;
- (4) An environment which promotes the importance of reading;
- (5) Opportunities for each child to become literate;
- (6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;

- (7) Support for teachers on interpreting test results;
- (8) Continuous monitoring of each student's progress from grade to grade;
- (9) Early intervention or remediation;
- (10) Instruction for teachers in reading in the content areas; and
- (11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.

(b) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each middle school provides:

- (1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;
- (2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and
- (3) Systematic instruction and activities designed to enable student to:
  - a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause/effect, comparison/contrast, and problem/solution;
  - b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;
  - c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;
  - d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;
  - e. Apply previously learned reading skills to content materials;
  - f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;
  - g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;
  - h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and

- i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.

(c) Pursuant to Ed 306.27, the local school board shall require that an English/language arts program in each high school provides:

- (1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;

- (2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;

- (3) Courses totaling at least 6 credits in English which shall be distributed as follows:

- a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:

1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;

2. The acquisition of knowledge; and

3. The understanding of literature and our literary heritage; and

- b. At least 2 elective credits designed to provide increased proficiency in the basic language skills and/or an expanded knowledge and understanding of literature and which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and

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

- a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;

- b. Write and present speeches for a variety of purposes and audiences;

- c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;

- d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;

- e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;

- f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;



- g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;
- h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;
- i. Understand literary analysis through discussion and writing activities;
- j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and
- k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.

***(d) Pursuant to Ed 306.26(h) and Ed 306.27(aj) the local school board shall require that, if not provided in the social studies program, an English/language arts and reading program in each grade, beginning not later than grade 6, provides comprehensive instruction in Holocaust and genocide education as described in Ed 306.49***

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

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, provides:

(1) Opportunities for students to:

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

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

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

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

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

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

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

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

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

- a. Acquire and use information to clarify issues and seek solutions to societal problems;
- b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;
- c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and
- d. Become familiar with careers in history, the humanities, and the social sciences.

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

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

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

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

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

- a. At least one credit in national and state history pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and

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

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

**Adopt Ed 306.49 as follows:**

Ed 306.49 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, to begin not later than grade 6, provides:

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

- a. An understanding of the terms genocide and Holocaust, as defined by RSA 193-E:3-a, II-a. and II-b.;
- b. Historical facts about the causes and events of the Holocaust and other genocides; and
- c. How and why intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved into the past into genocide and mass violence;

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

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

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

***(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, English language arts, or both, course(s) required as a condition of high school graduation for all students.***

how to prevent the evolution of such practices.

- 3) Identify and evaluate the power of individual choices in preventing hate and bias.

New Hampshire

State Board of Education

Minutes of the March 11, 2021 Meeting

Meeting held via Zoom webinar due to the COVID-19 State of Emergency

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education was convened at 9:13 a.m. The meeting was held via Zoom Webinar due to the COVID-19 state of emergency. Drew Cline presided as Chair.

Members present: Sally Griffin, Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, Ryan Terrell, and Drew Cline, Chair. Also in attendance were Commissioner of Education, Frank Edelblut and Deputy Commissioner, Christine Brennan.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Ryan Terrell led the pledge of allegiance.

**AGENDA ITEM III. PUBLIC COMMENT**

**March 11, 2021**

There was no live public comment and any written commentary submitted will be posted to the public materials on the Board's [website](#).

**AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES**

A. Student/Pinkerton Academy Board of Trustees~ SB-FY-21-11-005  
(Nonpublic Session)

The family requested the matter be heard in nonpublic session.

MOTION: Phil Nazzaro made the motion, seconded by Sally Griffin for the State Board to move to nonpublic session under RSA 91-A:3, II(c): Matters which, if discussed in public, would likely affect adversely the reputation of any person, **other than a member of this board**, unless such person requests an open meeting.

VOTE: The motion was approved to enter into nonpublic session at 9:22 a.m. by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro, Ryan Terrell and Chair Cline.

MOTION: Phil Nazzaro made the following motion, seconded by Ann Lane to return to public session.

VOTE: The motion was approved to return to public session at 10:26 a.m. by roll-call vote by State Board of Education Members Ann Lane, Sally Griffin, Kate Cassady, Richard Sala, Ryan Terrell, and Chair Cline.

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro to seal the minutes indefinitely of the nonpublic session.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Sally Griffin, Kate Cassady, Richard Sala, Ryan Terrell, and Chair Cline.

B. Comprehensive Support and Improvement (CSI) School Presentations

Katrina Esparaza, Principal, Beech Street School, shared that enrollment is slightly under 500 students with a lot of diversity. The school has approximately 140 English as a Second Language (ESOL) students, over 100 students receiving special education services, and 98% free and reduced lunch. The school goals surround the ideas of equity and access to education for all students. CSI funds

**March 11, 2021**

were used to achieve this goal. 96% of students completed iReady data with an approximately 4% improvement throughout K-5. The school staff has broken into committees to help students learn and grow as people as well as help families understand how to support students at home. The school is reaching out in multiple languages.

The current school goals are about access to equitable education for all students. The first goal focused on helping students learn; one year's growth in one year's time. All students had access to Tier 1 education in every grade level. All students had access to Tier 2 and Tier 3 if it was needed, even electronically. The second goal was about improving strategies with engaging families. In order to increase parent and community involvement, the school held events at school based on district protocols for safety in order to provide supplies and support. The school had also been utilizing Instagram, Facebook, the school website, and school messenger to connect with families. The staff works together weekly to collaborate and meet the needs of the school community. The intervention staff is working to maximize time for students who need interventions.

Chair Cline asked about the 4% gain. Ms. Esparaza attributed the gain to the routines and relationships between students and teachers. Teachers review data with students to show them the growth they are making. Chair Cline asked for more information on paraprofessionals. Ms. Esparaza responded that paraprofessionals have been strategically aligned with the needs of the students.



Paraprofessionals have to be certified or have 48 credits at a college level. It can be difficult to find staff willing to work for the salary offered. There are currently two paraprofessional openings that need to be filled.

Ann Lane asked for an example of how staff inspires students. Ms. Esparaza shared that they used social media to address students who have been doing incredibly well both in the building and virtually. The video reads aloud the names and why he/she are nominated, which allows students to feel noticed and connected while virtual.

Kate Cassady asked how many teachers are currently on staff. Ms. Esparaza responded the school had 24 classroom teachers, 7 ESOL teachers and 5 special education teachers as well as 9 paraprofessionals.

Sally Griffin asked about the allocation of CSI funds received by the school. Ms. Esparaza shared that they also receive Title I funds. The school ensured that all of the teachers had the same academic materials. The school had a consultant to assist in developing both an academic and social emotional multi-tiered system. The school purchased supplies to send home to students while virtual as well as replenishing when returning to face to face. The staff was given upgraded Mac books. The school has 4 intervention teachers. A science program was also purchased promoting hands on learning.

Sally Griffin asked about students who did not have laptops and computers. Ms. Esparaza shared that the district provided all students with a Chrome book. Staff also had an open house to show families how to use. The school's social worker has also helped families with technical difficulties to limit virtual learning interruptions.

Richard Sala asked about methods learned during COVID that can be transitioned to in school. Ms. Esparaza shared that not moving locations/classrooms can save time for multi-tiered supports and does not have to always be in person. Using social media has increased family involvement and can incorporate various languages.

Elaine Sherry, Principal, Pittsburg Elementary, shared that enrollment continues to decline. They collaborate with surrounding districts. The school has no ESOL students. Individual Education Plans (IEPs) are lower than state average and fluctuates with enrollment. Free and reduced lunch is higher than the state average. The school has a higher-than-average number of students being raised by grandparents. Math scores went down in 2017/2018 and mentioned there was an 8<sup>th</sup> grade class that bet on who could do the worst on the testing. Those scores caused the entire class to score below proficient in both reading and math. The scores increased dramatically in 2018/2019. COVID put a strain on the school. CSI funds have supplied professional development, computers for students and

staff, as well as internet hotspots. The rural area of the school has decreased access to the internet.

Students are in school full time, socially distanced. The CSI grant was used to purchase interactive white boards, Chrome books for all students, new computers for staff, new printers for all staff with scanners, and technology training for staff. The school is working towards access to data. The data team looks at data on a regular basis. A leadership team has been developed to work on data, discipline models, and professional learning communities (PLCs). The call survey conducted in 2020 went up in most categories.

The school goals are to empower educators and engage students. Tom Ladue from Demonstrated Success worked to develop PLC teams, observed staff in the classroom and provided feedback. All educators in the school are now training and use Google suites. Another goal was to remove barriers that hinder the school's ability to diagnose and respond to student learning. The PLC groups help the school look at the data more regularly. A new superintendent created changes in the school. It is Ms. Sherry's last year. She stayed an additional year due to COVID.

Kate Cassady asked the student count. Ms. Sherry shared they have 90 students.

### C. Trends in Education

The Commissioner shared that there was some emerging activity in some school systems that would be considered controversial. For example, there was a high school course entitled, Exploring Whiteness and Becoming an Antiracist Activist.

Ian Rowe, Resident Fellow, American Enterprise Institute, shared that he is also a member of 1776 Unites which is a black led, nonpartisan and intellectually diverse alliance of writers, thinkers, activists trying to craft solutions. The country is having conversations about race and racial disparities. New Hampshire is considering a bill that defines and prohibits the dissemination of certain divisive concepts related to sex and race. There is a need to reaffirm and advance core principals of Brown vs Board of Education. He included a brief overview of the 1776 Unites curriculum that they believe tells stories of the African American experience in the United States.

Ryan Terrell asked when Mr. Rowe saw a shift in the view of America and when it started to enter into school curriculum. Mr. Rowe responded that it is something that developed over time. It has been defeated in the past because even though the country is not perfect, it keeps moving towards ideals. Over the last couple of years an intensity has increased after many incidents across the country.

Richard Sala asked if 1776 Unites would come back to help provide schools with alternative programs. There are so many ways to celebrate the struggles and resiliency throughout history. Mr. Rowe shared that he worked with other programs to help provide curriculum and tells the complete story.

Phil Nazzaro asked how the Board can help reinforce a diversity of dialogue on these topics rather than just the dominant narrative. Mr. Rowe responded that diversity is not just race and diverse viewpoints can be the most important. The starting point is not assuming viewpoints based upon race.

Sally Griffin asked the commissioner if New Hampshire will incorporate the 1776 United curriculum. Commissioner Edelblut answered that curriculum is determined by local districts. He wants to begin the conversation with the Board to meet the needs of all students. Mr. Rowe added that the curriculum has been downloaded by parents and teachers. The resource was created to be used however it is deemed helpful.

Chair Cline clarified that this presentation was for informational purposes and there was no motion to vote on.

Kate Cassady asked about curriculum being high school only. Mr. Rowe responded that it will eventually be K-12. The younger curriculum will revolve around a character who goes back in time to witness significant events.

#### **AGENDA ITEM V. PUBLIC CHARTER SCHOOL REPORTS/UPDATES**

##### **A. Gathering Waters Public Charter School Charter Amendment Request**

Jane Waterhouse, NHDOE, Charter School Administrator, shared that Gathering Waters has requested two amendments to their charter, which was approved by the State Board of Education on December 10, 2020. The first amendment request is to increase the enrollment due to a much greater than anticipated response from families in the community. There is currently a wait list in most grades. The second amendment request is to add a kindergarten program due to significant demand. Gabrielle Schuerman, one of the school's founders, current chair of the board of trustees, and recently approved school director is present to answer questions.

Chair Cline asked about an existing school closing after the charter. Gabrielle Schuerman shared that did happen given that they are tuition free. There are some homeschool students who have applied.

Ann Lane asked about the school utilizing two separate buildings. Ms. Schuerman shared that was based upon availability, but the goal is to eventually be on one campus. There is a challenge of administrative availability. They have hired two administrators, an office manager, and are looking to hire an academic support administrator. The two campuses are less than a mile apart. Specials teachers may have to go back and forth. Ann Lane asked about classrooms being mixed grades and the anticipated student to teacher ratio. Ms. Schuerman responded that each grade in K-5 are held in classrooms. The anticipated ratio is roughly 1:20-1:22. Luke Goodwin, Lead Administrator, shared that with support staff, the ratio will be roughly 1:15. He also shared that he has experience with multiple campuses.

Ann Lane asked about anticipated challenges as a brand-new school after a diverse learning experience for students due to COVID. Ms. Schuerman shared that there will be a challenge in figuring out where students are when entering. The community has a strong history of Waldorf education so a lot of people who applied know what to expect. Teachers have Waldorf education and training, resulting in shared expectations. Mr. Goodwin shared that an initial focus will be creating a community, culture, and norms from a community standpoint.

Kate Cassady asked about the increase from 135 to 250 students. Ms. Schuerman shared that applications made them jump to their third-year projected

enrollment numbers. The community response would allow the school to start at its maximum enrollment rather than a slower rollout.

MOTION: Ann Lane made the motion, seconded by Sally Griffin, that the State Board authorize Gathering Waters Charter School to amend the charter to: 1.) Add a kindergarten class of 25 students and 2.) Increase the student enrollment in 2021-2022 school year from 135 to 250.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, Ryan Terrell and Chair Cline.

B. Gate City Public Charter School 5-Year Renewal

Jane Waterhouse shared that Gate City came before the State Board of Education for a charter renewal in February 2019. The school was approved for a 2-year extension due to concerns with student performance data, comparative performance data, academic support for lower-than-expected student performance, communication with families, bullying policy and process for managing incidents and a system to track student data, sustainability in the areas of comprehensive fundraising, partnerships and enrollment, a 5-year budget, and a comprehensive strategic plan. Gate City has provided documentation as



evidence to demonstrate their progress in the area of concerns. The school is now requesting a 5-year renewal, believing they are now compliant with the requirements for renewal.

Astrid Alvarado, Director of Operations, shared their academic data collection in terms of improvement of test scores. They focused on iReady data analysis because of its consistency. This data is used to create school goals and measure progress. The 2019/2020 scores showed growth in English language arts (ELA) and math scores prior to schools going remote due to COVID. Math curriculum was updated to a more visual style of learning. After a year of implementation, math scores have improved. It is rigorous for high achievers and also provides intervention tools. The online component made remote learning easier. The school analyzed data by grade level and graduation year. Both graphs show decrease during remote learning.

The school was provided with Title I math support for K-8. They also acquired a hands-on math curriculum for target interventions. They hired a highly qualified math educator. They acquired iReady math instructional for K-8 to aide in differentiated instruction. They purchased digital educational elective activities. They increased professional development in small group instruction for educational assistants.

State test scores cannot be compared to other districts due to various administration options during 2020. There were no significant gains shown on the state testing while remote. Remote instruction posed challenges, but staff created live meetings with whole group instruction, independent work while teachers were available, meetings were recorded for absent students, small group instruction supported by educational assistants. Middle school was offered study halls.

The school increased documentation of information provided to families. Three times a year, prospective families are provided an information session. Families receive weekly reminders of things going on at school as well as a monthly newsletter highlighting academic successes, curriculum updates, updated policies and procedures, as well as upcoming events. The webpage was redesigned to be more user friendly and accessible. Parents have a digital program to access progress reports and report cards. Conferences are held twice a year or as needed per parent request. The school increased their social media presence using its Facebook page.

Faculty retention strategies include health care program, paid time off for maternity and paternity leave, and continuous offerings of high-quality professional development options. There are currently 6 faculty members with over 5 years of experience at Gate City, 13 faculty members have over 3 years of experience, 8 out of 11 classroom teachers have been at Gate City for at least 2 years, and all

directors have been with Gate City for 3 years. The main source of turnover is educational assistants.

Bullying policy was updated and there were zero reported bullying incidents in the current year, last year 3 were reported and 1 investigated and reported as actual bullying. Some mitigating factors were updated technology policy, investigation protocols, implementation of social-emotional curriculum, and early intervention from school guidance counselor. The school has created a school community even in a remote setting through multigrade electives and monthly community meetings.

Enrollment declined from 174 to 142. Families opted to remain remote or homeschool. Since the beginning of the year some students have enrolled. The school hoped to attract enrollment through educational activities offered to the general public. Some families have expressed interest in returning when full time school is possible.

The school has local partnerships with the YMCA to include after school and summer opportunities, participation in Great American Downtown scarecrow competition, and Chamber of Commerce leadership program speaker panel for alternative education.

In order to increase systems to maintain data records, the school had utilized Google account to store information and documentation and administrative documentation so that it is easily accessible. They also tried to maximize use of Sycamore Education resources for batch communication for email and text messaging services, IEP and 504 Plan documentation, behavioral tracking, and enrollment forms.

In order to increase fundraising, the school implemented online fundraiser which allows students to take donations and then pay it forward as acts of kindness. The revenue generated was \$6,660. They created gift baskets of donated items to be raffled. They plan to hold a gala to include an auction, student performances and performances of local artists. Future fundraising plans include donation drives and an art auction.

The five-year budget shows a deficit due to a decrease in enrollment. The school is hoping to close the gap with fundraising. Kate Cassady asked what revenue items were contained in “other” on the budget document. Ms. Alvarado responded that it includes fundraising, possible grants, and COVID relief funds. Subsequent years will include lunch and snack programs. A loan will be considered if needed to assist in the deficit. Phil Nazzaro asked about the budget relying on enrollment returning to pre-COVID and whether there is risk mitigation in place if enrollment does not increase. Ms. Alvarado responded that the budget team is watching these numbers. Drew Cline asked about the

\$285,000 rent. Ms. Alvarado responded that number includes maintenance, internet and insurance. Chair Cline asked if there is any interest in buying the building based on such a high rent or renegotiating the lease to save on rent. Ms. Alvarado responded that the lease is up in 2 years and possibly moving to a new building or purchasing the existing building has been discussed.

Drew Cline asked about the status of the financial audit. Ms. Alvarado responded that the 2017/2018 was completed in August and the 2018/2019 is in progress. They have sought out an alternative auditing firm to ensure they are completed timelier. They have also transferred to a bookkeeping service. The audit will be provided to the Board and was submitted to Jane Waterhouse.

Kate Cassady shared concern about the large cost of building and grounds maintenance. Ms. Alvarado shared that the majority of the cost is the cleaning company. Kate Cassady asked about the lack of finance manager and assistant director. Ms. Alvarado responded that there are three directors: curriculum and instruction, student services, and operations. Kate Cassady asked about payroll taxes. Ms. Alvarado shared there is a payroll company who does taxes. Advertising and marketing budget covered Facebook, Parenting NH magazine. New hire expense includes background checks and drug testing. Postage, printing and copy services includes a rental fee for copiers. The bookkeeping service budget includes monthly reconciliation reports and maintaining QuickBooks. Gifts for students includes assisting families in need. Dues and fees include Sycamore

Education services. Instructional computer equipment and supplies include student devices and maintenance. Cafeteria includes a catering service to provide lunch for students, paper products, and disposable utensils. Art and music equipment and supplies includes updating instruments, paint, clay, and paintbrushes.

Ryan Terrell asked about the leadership culture at the school. Ms. Alvarado responded that the team thought the presentation would be more cohesive if given by one person. There is a collaborative leadership team and board. Tasks are broken up by each director's area. Directors meet on a weekly basis.

Phil Nazzaro asked about the tight budget and the cohort-based math numbers. Jennifer Blanchett responded that they are working toward improving math curriculum. The Title I math and the Response for Intervention (RTI) resources are newly implemented.

Kate Cassady asked about student lunch, snack, milk expenses in addition to catering services. Ms. Alvarado shared that there is one expense for cafeteria supplies and there is a separate expense for food items.

Drew Cline shared that the school had shown progress from the previous meeting. A five-year renewal is appropriate, but due to concerns in budget to have the school come back in a year to allow the Board to be a resource.

MOTION: Ann Lane made the motion seconded by Ryan Terrell that the State Board of Education authorized the renewal of the charter of Gate City Charter School for the Arts for 5 years, asking to return in one year for an update.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Phil Nazzaro, Ryan Terrell and Chair Cline.

#### **AGENDA ITEM VI. LEGISLATIVE UPDATES**

A. Initial Proposal ~Criminal History Record Check Clearance Credentials (Ed 504.12, Ed505.07(b)& (d) &Ed 505.08)

Amanda Phelps, NHDOE, Administrative Rules Coordinator, shared that the statute changed requiring the entire rule be included in change proposals.

Richard Sala asked if a 5-year renewal is an industry standard and how was the fee schedule generated. Steve Appleby, NHDOE, Director, Division of Educator Support and Higher Education, responded that the 5 years matched the Department of Safety's bus driver license cycle. The fee was in line with what is

charged to educators and the cost of administering background checks for state employees.

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board of Education withdraw the February 11, 2021 initial proposal for Ed 504.12, Ed 505.07, Ed 505.08 and Ed 505.09 regarding criminal history record check clearance credentials and approve the initial proposal for Ed 504.12, Ed 505.07, Ed 505.08 and Ed 505.09 regarding criminal history record check clearance credentials.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

B. Initial Proposal ~ School Librarian (Ed508.06)

Chair Cline shared that the school librarian proposal came through the Professional Standards Board (PSB) and is on the agenda before board members have had a chance to review it. He asked to move it to April to allow members to review the large number of changes.



MOTION: Ann Lane made the motion, seconded by Richard Sala that the State Board of Education to table the discussion of the proposal until the April meeting.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

C. Final Proposal ~ Chartered Public Schools (Ed 318)

Amanda Phelps shared that the final proposal for chartered public schools had a public hearing, without public comment. Amendments were made based upon staff comments at the Office of Legislative Services (OLS). These amendments were based on incorporating a document by reference, and an application or form. The form is not required if all of the information is included in a cover sheet. The team removed the reference to a form. The rule said, "may offer a stipend" and the word may cannot be used in rules. The word "may" was changed to "shall". There were other editorial changes made. Richard Sala asked about the waiver provision. Ms. Phelps answered that they removed the words "other circumstance."

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board of Education approve the final proposal for Ed 318 Charter Public Schools.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

D. Final Proposal ~CTE and Charter School Lease Aid (Ed 322 & Ed 323)

Amanda Phelps shared that there were changes made based upon OLS comments. Most changes were editorial, such as the name of the Regional Career and Technical Education Center throughout the document. There were references to state fire marshal code that were fixed based on updated rules. Ann Lane asked if the rules align with the building aide rules. Ms. Phelps responded that Ed 322 is Career and Technical Education (CTE), and Ed 323 is charter schools. Prior to this proposal, CTE and charter school lease aid were in one set of rules. This proposal separated them because CTE and charter school lease aid requirements are different. Lease aid and building aid rules are aligned with relevant statutes that provide the funds.

MOTION: Kate Cassady made the motion, seconded by Ann Lane that the State Board of Education approve the final proposal for Ed 322 and Ed 323 CTE and Charter School Lease Aid.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

#### **AGENDA ITEM VII. COMMISSIONER'S UPDATE**

Commissioner Edelblut shared that there is a new member of the team at the Department of Education. McKenzie Snow is the new Director for the Division of Learner Support. She is relocating to New Hampshire in April. Previously, she had been in Washington D.C. working for the US Department of Education.

Commissioner Edelblut shared a document of Coronavirus, Aid, Relief, and Economic Security (CARES) Act federal relief funds schools have received, totaling approximately \$650 million. This includes Elementary and Secondary School Emergency Relief Funds, ESSER I and II. The ESSER II funds are accessible through 2023. ESSER III funding may be about \$300 million in additional funding with many additional stipulations for schools. Funds were also made available through the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act to our nonpublic schools through the Emergency

Assistance to Non-Public Schools (EANS). Funds were also made available through the Governor's Emergency Education Relief Fund (GEER I & II). \$47 million was also made available from US Department of Agriculture for food and nutrition. There are additional waivers that extended meal waiver programs through the summer.

We are currently working on a summer program referred to as ReKINDling Curiosity. Local school districts provide programs over the summer as part of mental health and behavioral health interventions. The summer program will give students the chance to be outside and give them a mental health break. We are also working on programs through grant programs to meet needs of students. There is also a program for professional development for educators over the summer around designing virtual instruction. There will also be a program for all school administrators around school finance.

Commissioner Edelblut shared that there was a rollout to accelerate vaccinations for educators. This plan is already being planned and executed across the state.

He shared that there was an abbreviated assessment in the fall for math and English language arts (ELA) for grades 4-8. It is expected that a full in person summative assessment will take place in the spring. The federal government has indicated that this is the direction they are heading in as well. The only waiver they

may request is participation percentage due to uncertainty in student participation virtually.

McKenzie Snow shared that she has worked in education for 10 years with the goal of all students having access to high quality education that meets their needs. She has worked on reforms in the area of accountability, innovation and opportunity. Kate Cassady asked why she chose New Hampshire. Ms. Snow answered that she has appreciated that New Hampshire has been a leader in innovation, especially around work-based learning. She was in her last job for three years.

#### **AGENDA ITEM VII. OPEN BOARD DISCUSSIONS**

There were no comments.

#### **AGENDA ITEM IX. OLD BUSINESS**

A. Draft an Endorsement Response to the National Center for Competency Based Learning (NCCBL) New Vision Initiative

Chair Cline shared that a draft of an endorsement response to the National Center for Competency Based Learning on a new vision initiative was an effort to present a vision of New Hampshire providing every graduate with a degree and a

competency or certificate qualifying them for a job. The center is hoping for an endorsement from the Board of Education.

Ann Lane shared that she would be willing to endorse a vision that every New Hampshire high school student has an opportunity to earn or be on a personalized path earning a postsecondary degree or career leading credential. Kate Cassady added that it would be beneficial to show employers what was taken in high school. Chair Cline shared that current K-12 education is geared toward preparing kids for college. Public school should be preparing students for either postsecondary education or a credential so the student can start working without a postsecondary degree. Ann Lane cautioned against wording that would imply an unfunded mandate. An endorsement is of the vision/concept and application would be discussed at a later time.

**MOTION:** Ann Lane made the motion, seconded by Kate Cassady that the State Board of Education embraces the vision that every New Hampshire high school student will have the opportunity to earn or be on a personalized path to earning a postsecondary or career leading certification upon graduation.

**VOTE:** The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, Ryan Terrell with Chair Cline abstaining.

**AGENDA ITEM X. CONSENT AGENDA****A. Meeting Minutes of February 11, 2021**

Ann Lane questioned the last paragraph on page 5074, where it states, "Frank responded that there have been grants in with federal partners and the grant would allow funding of 46 million over three and a half years." The language was not clear. The 46 million grant is a five-year grant available to applicants on a competitive basis. Angela will listen to the audio to clarify.

Chair Cline stated that on page 5058, here should be hear.

MOTION: Ann Lane made the motion, seconded by Richard Sala to approve the February meeting minutes subject to noted changes.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, Ryan Terrell and Chair Cline.

**AGENDA ITEM XI. NONPUBLIC SESSION**

There was no nonpublic session.

**AGENDA ITEM XII. ADJOURNMENT**

MOTION: Ann Lane made the motion, seconded by Richard Sala to adjourn the meeting at 3:42 p.m.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, Ryan Terrell and Chair Cline.



## Goshen School District

SAU#102  
P.O. Box#417  
Goshen, New Hampshire 03752  
(603) 495-1293

Dr. Gail E. Paludi, Superintendent

School Board Members

Mrs. Bonnie Belden	Ms. Alicia Baker
Ms. Christine Downing	Mr. John Scranton
Mrs. Laurie Wilkinson	

March 26, 2021

Dear Commissioner Edelblut:

This letter is written to request that the tuition agreement contract between SAU #102 and SAU #6 be approved by the State Board of Education. The contract has been approved by the Goshen School Board and ratified by the voters in Goshen as the sending district. It has also been approved by the Aaremont and Unity School Boards.

Enclosed is a signed copy of the tuition agreement contract signed by the School Board members of all three districts.

Please let us know if you need additional information regarding this matter.

Sincerely,

*LA. I. fc. J.*

Dr. Gail Paludi  
Superintendent, SAU #102



Michael C. Tempesta  
Superintendent, SAU #6

**TUITION AGREEMENT  
BETWEEN THE  
CLAREMONT & UNITY SCHOOL DISTRICTS  
AND  
GOSHEN SCHOOL DISTRICT**

**THIS AGREEMENT** is entered into by and between the Claremont & Unity School Districts ("Receiving Districts") and the Goshen School District ("Goshen"), all of which are located in the County of Sullivan and State of New Hampshire.

**WHEREAS** Goshen is desirous of providing its students, grades K-12, who seek a public-school education, the opportunity to attend a school in one of the Receiving Districts; and

**WHEREAS** the Receiving Districts operate public schools approved by the Department of Education of the State of New Hampshire, and desires to receive eligible students from Goshen, and to afford them the complete course of instruction; and

**NOW, THEREFORE**, in consideration of the promises and of the covenants and agreements hereinafter set forth it is mutually covenanted and agreed as follows:

1. Agreement to Send and Receive Students. The Receiving Districts shall accept all Goshen students wishing to attend a school within one of Receiving Districts. For the purposes of this agreement, home schooled students residing in Goshen may attend a Receiving Districts school, in whole or in part, as permitted or required by law. It is specifically understood that Goshen students in grades K-8 may have the option to attend either Claremont or Unity Schools. Accordingly, the Receiving Districts shall jointly serve as the anchor schools for grades K-8 and the school where the student is enrolled shall be considered the least restrictive environment for special education purposes. Once this agreement is approved by the N.H. Department of Education, Stevens High School shall be considered the high school maintained by Goshen and the Unity K-8 School and Claremont Elementary and Middle Schools shall also be considered schools that are maintained by Goshen for the purpose of Goshen's assignment of students to those schools as set forth in RSA 194:22. Student registration and residency requirements shall conform to Goshen's current policies and practices.
2. Excluded Students. Goshen may reassign regular education students who demonstrate a manifest educational hardship in accordance with RSA 193:3 I and II, or who demonstrate that reassignment is in the best interest of the child in accordance with RSA 193:3 III. Special education students placed in out-of-district placements shall also be excluded from attendance. For the purposes of this agreement, special education students placed at another public high

school after the effective date of this agreement shall be considered to be in an out-of-district placement. It is understood that some of Goshen's students may choose to remain in Newport schools under the terms and conditions of the Goshen School District's past contract with Newport. Lastly, nothing in this Agreement shall prohibit Goshen from assigning students to another public school pursuant to RSA 193:3 (IV) and Goshen's responsibility for the resultant tuition and transportation shall be governed by Goshen School Board Policy JEDA.

3. Term of Agreement. The initial term of this Agreement shall be for three (3) years, with a two (2) year extension and shall commence with the school year beginning July 1, 2021 and shall terminate on June 30, 2026. The School Boards shall meet at least one year prior to the expiration of the initial or any extended term and shall declare whether it is their intent to renew or further extend this Agreement. If an extension is mutually agreed, this Agreement may be extended for unlimited two (2) year agreements.
4. Educational Equality. The Receiving Districts shall provide Goshen students with access to the same education and opportunities that it provides to Claremont and Unity students. Goshen students shall be treated in the same fashion as Claremont and Unity students and shall be subject to the same disciplinary procedures and protections as resident students, including suspension and expulsion from school. The Receiving Districts shall ensure that Goshen students are subject to the same academic expectations and obligations as are imposed upon its resident students. The Receiving Districts shall ensure that Goshen students are afforded all the same rights, protections, privileges, and opportunities it extends to its resident students. The Receiving Districts shall provide the same quality of special education service and support that it provides to resident students. Access to a Career Technical Education Center (CTE) shall be governed by the rules of the New Hampshire Department of Education but access to CTE programs for Goshen students shall be the same as for residents in the receiving district.
5. Tuition and Costs.
  - a. Base Tuition. Beginning in the 2020-2021 school year, the Receiving Districts shall charge Goshen an initial base tuition rate as set forth below. This initial base tuition rate shall be adjusted each year thereafter by a percentage equal to the increase or decrease in the operating budget for the respective Receiving District for the ensuing school year. Notice of the anticipated base tuition rate for the ensuing school year along with a detailed explanation and spreadsheet of how the rate was calculated shall be provided to Goshen by November 15<sup>th</sup> of the year preceding the effective date of the base tuition. If this is not provided, a meeting of the Boards will take place to resolve any problems. This rate shall be further recalculated by April 1<sup>st</sup>, as necessary, if the approved operating budget



differs from the amount used to calculate the anticipated base tuition rate. This recalculated amount and updated spreadsheet shall be provided no later than June 1<sup>st</sup>. Provided however, the base tuition rate in any year shall not be lower than the initial base tuition rate. The initial base tuition rates are as follows:

Unity & Claremont Grades K-5: \$14,100.00  
Unity & Claremont Grades 6-12: \$15,300.00

- b. Special Education/504. In addition to the base tuition rate set forth above, Goshen shall pay for all special education and 504 costs for services or supports in excess of services and supports for all students which are delivered/provided to Goshen special education/504 students assigned to receiving District's anchor schools. A list of special education and 504 services and their associated rates for which Goshen will be billed in addition to tuition are set forth in the attached Exhibit A. Special Education and 504 case management are included in the base tuition rate. Goshen shall be responsible for the legal costs in special education and 504 matters pertaining to the appropriateness of the programming for its students which result in formal hearings, legal consults, or administrative proceedings.

In the event that Goshen is the subject of a complaint to the Office for Civil Rights regarding conduct of the Receiving Districts, the Receiving Districts shall be responsible for the costs of responding to the complaint. In the event that the Receiving Districts are the subject of a complaint to the Office for Civil Rights regarding conduct by Goshen, Goshen shall be responsible for the cost of responding to the complaint.

Catastrophic aid and any other aid will be credited to the student's district of residence. The Receiving Districts shall supply Goshen with any service logs and other documentation required for application for Medicaid reimbursement.

The parties agree that IEP and 504 programming and placement decisions, including decisions as to whether Goshen student needs can be met within the receiving district, rest with the student's IEP team which will include Goshen's LEA representative. The receiving district will give careful consideration to input from the Goshen LEA representative. If a decision is made that a student's needs cannot be met in the receiving district, it shall be Goshen's responsibility to determine student placement. Goshen shall bear all the costs of any such special program or facility and the transportation to that facility.

6. Special Education Liaison. Unless otherwise agreed, the parties agree that the interests of students and all districts are served by requiring the Goshen LEA to be present at all Goshen IEP meetings.

c. Preschool

Goshen preschool students shall be entitled to attend preschool programs offered by the Receiving Districts with the tuition amounts calculated on a yearly basis based upon anticipated staffing requirements, actual operating costs, and student enrollment. Transportation shall be the responsibility of the parents or legal guardian. Anticipated tuition rates shall be given to Goshen in the month of November in the year preceding the effective date of such rates and adjusted in accordance with the process used to adjust base tuition.

d. Financial Records. Goshen, or its representative, shall be provided with access to all accounting records, service logs, DOE 25, data, reports, and all materials of any nature used to calculate or finalize costs billed under this Agreement or otherwise used to calculate the base tuition or preschool rate set forth herein. Requests for information from Goshen shall be responded to within ten (10) business days excluding holidays and school vacations.

e. Tuition Reconciliation. The total student enrollment shall be calculated on October 1 of each school year, and any tuition shall be assessed as of that date. Reconciliation shall occur two times during the school year. The first reconciliation shall occur on or about February 1, and the final reconciliation shall occur no later than May 31. The purpose of these reconciliations shall be to adjust any tuition amounts charged or owing due to changing enrollment.

7. Payments Schedule and Adjustments for Enrollments and Withdrawals. Goshen agrees to pay the applicable tuition for all students attending the receiving district (referred to in the aggregate for all Goshen students as the "total annual tuition"), in three installments: the first payment shall be a minimum of 25% of the total annual tuition and shall be paid on or before October 15 of each year; the second payment shall be for 50% of the total annual tuition and shall be paid by February 15 of each year; and the third payment shall be for 25% of the total annual tuition and shall be paid by May 1 of each year.

Special education costs shall be invoiced to Goshen on a quarterly basis. The invoices shall provide detail of the services provided and a breakdown of costs. The parties shall work collaboratively to develop a mutually acceptable form containing sufficient information for Goshen to determine the accuracy and validity of the invoice. Service logs and associated documentation will be provided to Goshen as needed to support the reimbursement of services through Medicaid. Any consultant or medical costs associated with Medicaid billing shall be paid by Goshen. All invoices shall be paid by Goshen within thirty (30) days of receipt unless material irregularities are discovered which cannot be corrected

through future credits and/or adjustments. Notwithstanding, all special education cost shall be paid by Goshen within the fiscal year incurred. The base tuition rate plus any additional special education/504 costs for specialized programs, including but not limited to, speech therapy, occupational therapy or any other related service, if any, shall be considered the "applicable tuition" for each student. The bills for out-of-district placements or private special education providers shall be invoiced directly to Goshen.

Goshen shall pay the applicable tuition for each student enrolled for an entire school year. In the event a Goshen student is enrolled or withdraws after commencement of the then school year, the applicable tuition will be pro-rated on a daily basis. All daily pro-rations shall be based on the then length of the student school year. Notwithstanding, if a regular education Goshen student is expelled from a Receiving District school, the pro-ration shall occur to the end of the then current semester. No tuition adjustments shall occur for out-of-school suspensions. Unless otherwise agreed, all adjustments in the applicable tuition owe or credited shall occur in accordance with the reconciliation procedures set forth in paragraph 5-e above.

8. Tuition Notification.

- a. On or before November 15th of each year, the Receiving Districts, by and through School Administrative Unit 6, shall supply to the Goshen School Board a written estimate of total annual tuition rate for the next succeeding school year. This notification shall also include a breakdown of the anticipated student enrollment, base tuition rate, and any anticipated special education/504 costs as set forth herein.
- b. Goshen shall timely notify the Receiving Districts of any changes it expects in student enrollment based on school choice.
- c. Dual Enrollment. Goshen will pay a tuition rate determined on a case-by-case basis for non-public or home educated pupils from Goshen who access public school programs K-12. In such a case, the tuition shall be pro-rated based on the number of courses and/or the extra-curricular activities in which the pupil participates.

9. Termination of Agreement. The Receiving Districts agree to allow the continued attendance for Goshen students through graduation (grade 12), matriculation or until such time as the student no longer is eligible for public school attendance for those students who exhibit appropriate citizenship, attendance, and academic progress. As such, the Receiving Districts understand that at the termination of this Agreement, there will likely be a gradual phasing out of Goshen students as they complete their school career. The terms and conditions of this Agreement shall survive the termination or expiration of this Agreement and shall govern the continued enrollment of such Goshen students.



10. School Accreditation. The Receiving Districts agree that during the term of this Agreement, it will provide a course of studies for grades K-12, and such facilities and equipment so that at all times during the term of this Agreement all schools qualify as approved school under RSA 194:23-b for attendance (For the purposes of this Agreement, an "approved school" is a school fully approved under Ed 306.28 or approved under an alternative method of compliance in accordance with Ed 306.29 or those statute and rules future equivalent.)

If any school fails to maintain its status as defined herein, the relevant Receiving District shall notify Goshen of its changed status, and this Agreement may be renegotiated or terminated at the end of the year that the school is no longer considered approved by the NH Department of Education.

11. Joint School Board Meetings. The parties agree that the School Boards will meet at least two (2) times each year (one in the fall and one in the spring) and at such additional times as the parties shall agree, so that the Claremont and Unity School Boards may have the benefit of the suggestions and recommendations of the Goshen School Board on curriculum, financial matters, and policies of the Receiving Districts. Additional meetings, by mutual consent, will be scheduled, as needed, to address concerns with the contract or the educational programming provided. Goshen shall be given reports detailing student achievement, discipline reports, test results, grades, new course offerings, and other information relating to overall performance of the schools.
12. School Board Representation. The parties agree that the Goshen School Board may annually appoint one (1) of its members to serve as a liaison to the Claremont and Unity School Boards and such member may attend the Receiving District's school board meetings to the extent Goshen determines appropriate or necessary.
13. Report Cards and Progress Reports. The Receiving Districts shall provide Goshen with report cards and attendance records for the pupils enrolled under the provisions of this Agreement to the extent permitted or required by law. Upon request, the Receiving Districts also agree to provide Goshen with academic progress reports for high school students including information relative to projected course load and expected date of graduation. When the report cards are provided to Goshen, the receiving district shall also provide a report to the Goshen District which identifies any student who may not be on target to adequately complete education and credit requirements for advancement into the next grade level.
14. Discipline. All Goshen students shall be subject to the same rules and regulations as resident students. The Receiving Districts shall be legally

responsible for student discipline and any matters arising out of such discipline, including any alleged violations of students' rights.

15. Student Transportation. Unity/Claremont will provide transportation to Goshen students in grades K-12 in compliance with RSA 189:6 to their assigned anchor school. The Goshen and SAU tt6 Superintendents will review and jointly agree upon the final bus routes by April 1<sup>st</sup> of the preceding year. The first priority in development of bus routes will be student and public safety.

The parties agree that up to four student aggregation points (bus stops) will be included in the bus routes, at no extra cost, as part of the base tuition rate.

Cost for any additional bus stops will be as follows:

\*5-7 stops will be charged at 2% of the base tuition rate for each student riding the bus.

\*8-10 stops will be charged at 3% of the base tuition rate for each student riding the bus.

\*over 10 stops will be charged at 4% of the base tuition rate for each student riding the bus.

- "The number of bus stops and students riding the bus will be determined at the beginning of each semester and will be used to assess transportation fees for that semester".

Notwithstanding, Goshen shall, in addition to any transportation costs included in the base tuition rate, pay of the costs of transportation for special education students to and from any out-of-district placements and/or any related service provider.

Goshen students shall be permitted to access the field trip and sports transportation provided to their respective anchor school students.

16. Dispute. Should either party have a complaint as to the operation of this Agreement, that complaint shall be stated in writing to the Superintendent of Schools. If the Superintendents cannot resolve the dispute within 30 days and either Superintendent of Schools declares their inability to resolve the dispute it shall be presented to the School Boards which shall jointly seek to resolve the dispute within 30 days. If either School Board determines that the matter cannot be resolved after 30 days of the Superintendent's decision, the dispute shall be immediately referred to private mediation or mediation through the State Department of Education. Mediation must bring about a resolution within 90 days of the Board's referral to mediation, failing which, the matter will be referred to the State Board of Education for a decision in accordance with Administrative Rules Ed 200



17. School Year Calendar. The parties agree that coordination of school year calendars is to be encouraged and that the Administration shall establish appropriate vehicles to facilitate such coordination on an annual basis.
18. Termination. Either party may terminate this Agreement for cause. Cause shall be deemed to exist if Goshen fails to pay tuition that is lawfully due and owing or the Receiving Districts fail to provide an adequate public education in accord with the terms of this Agreement. Further, cause shall also include the material failure of the Receiving Districts to timely process requests for information or to otherwise discharge obligations under this agreement. This Agreement shall not be terminated prior to exhaustion of the dispute resolution process set forth in Paragraph 15.
19. Modification. The parties agree that this agreement can be modified by the mutual agreement. Except in emergencies, any request to modify the agreement should be provided in writing at least ninety (90) days prior to the anticipated effective date of any such modification.
20. Severability. In the event any provision of this Agreement is found to be invalid, the remaining provisions shall continue in full force and effect to the maximum extent possible.
21. State Board of Education Approval. The parties agree that this Agreement shall be binding after its approval by Goshen School Board, the Goshen School District, the Claremont and Unity School Boards and approval by the State Board of Education pursuant to RSA194:22.

New Hampshire Commissioner of Education-----

Date Approved by the State Board of Education\_\_\_\_\_

Date Signed by the New Hampshire Commissioner of Education\_\_\_\_\_

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Additional Exhibits to be completed no later than 30 days following Goshen District approval of the contract will include:

\*Sample SPED Invoice

\*Registration/Residency Procedures

\*Tuition Calculation Spreadsheet with sample

12/18/20

IN WITNESS WHEREOF, the School Board of each School District has caused this Agreement to be executed by its duly authorized officers, on the day and year first written below.

CLAREMONT SCHOOL BOARD

[Signature] 12/18/20  
DATE  
[Signature] 12/18/20  
[Signature] 12/22/20  
[Signature] 12/25/20  
[Signature] 12/30/20

[Signature] 12-18-2020  
DATE  
[Signature] 12-18-2020  
[Signature] 12/22/20  
[Signature] 12/22/20  
[Signature] 12/23/20

GOSHEN SCHOOL BOARD

[Signature] 12/18/20  
DATE  
[Signature] 12/18/20  
[Signature] 12/18/20  
[Signature] 12/14/20  
[Signature] 12/14/20

12/18/20

12/18/20

12/18/20

12/18/20

12/18/20

Special Education Support Services billed to Goshen in addition to tuition-Exhibit A	Rate/hr.-Exhibit A	
School Psychology (Direct/Evaluation/Consult)	*\$60.00-130.00/hr.	
Counseling (Direct/Evaluation/Consult)	\$60.00/hr.	
Speech/Language Pathologist (Direct/Evaluation/Consult)	*\$60.00-90.00/hr.	
Speech/Language Assistant (Direct Service/Consult)	\$24.00/hr.	
Occupational Therapist (Direct/Evaluation/Consult)	*\$60.00-90.00/hr.	
Occupational Therapy Assistant (Direct/Evaluation/Consult)	\$24.00/hr.	
Physical Therapist (Direct/Evaluation/Consult)	\$68.00/hr.	
Physical Therapist Assistant (Direct/Evaluation/Consult)	\$24.00/hr.	
Board Certified Behavior Analyst (Direct/Evaluation/Consult)	*\$60.00-80.00/hr.	
Special Educator (Direct/Evaluation/Consult)	*\$40.00-60.00/hr.	
Paraeducator (Direct Service)	*\$15.00-25.00/hr.	
Audiologist (Direct/Evaluation/Consult)	\$135.00/hr.	
Academic Evaluator-Elementary Only (Direct/Evaluation/Consult)	\$72.00/hr.	
Special Education Transportation	\$150.00/day	
Other less common Special Education Services as determined by the spec. Ed team	Varies	
<p align="center"><b><u>NOTES:</u> EXHIBIT A</b></p> <p>*Special Education and 504 Case management included in base tuition rate</p> <p>*All other support services will be billed per the schedule.</p> <p>*Goshen LEA attends all special education meetings (ensures services are necessary and approves IEP/services before services are rendered/billed)</p> <p>*Pre-K base tuition rate prorated based on 'time in seat'</p>	<b>EXHIBIT A</b>	



*•a rate range Indicates there are multiple employees in that position. Hourly rate is then calculated based on the individual providers salary.*

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