



# Revised Charter

Submitted April 2011

**(a) Educational Mission:**

The mission of the Strong Foundations Charter School is to:

1. Build early literacy by using an Orton-Gillingham approach and building phonemic awareness so that children are reading at grade level by fourth grade.
2. Create a learning environment wherein 90% of the student population beginning Strong Foundations in Readiness or grade 1 will be proficient or advanced in reading by the end of grade 4.
3. Create a Readiness – grade 8 school where the entire faculty is trained in and uses the Orton-Gillingham approach so that other schools and districts can make use of the school for training of faculty, i.e. elementary teachers, reading specialists, learning disabilities specialists, tutors, and paraprofessionals.

Note: At the time of this writing, the 1992 -2009 data from the NAEP for NH students at or above proficient levels in grade 4 was:

Reading	1992 – 38%	2009 – 41%
Math	1992 – 25%	2009 – 56%

(Source: <http://nationsreportcard.gov>)

4. Incorporate the Core Knowledge Curriculum in grades R-8 in Science, Social Studies, Language Arts, Music, and Art in order to build students' background knowledge and reading comprehension.

**(a-1) Abstract:**

Target Population:

- Typical cross-section of any school's student population, grades R-8.

Unique Curriculum:

- Core Knowledge curriculum has been shown to “foster educational equity” by “narrowing the gap between high- and low- performing students (How Do we Know this Works?, 1).” Strong Foundations is one of two schools in NH listed on the Core Knowledge website as a Friend of Core Knowledge School. A study done in Oklahoma found the greatest gains for students in the areas of “reading comprehension, vocabulary, math, science, and social studies (How Do we Know this Works?, 1).”

- Phonemic awareness training using Lindamood Phonemic Sequencing (LiPS) techniques beginning in kindergarten and Orton-Gillingham (OG) to teach the alphabetic principle. The combination of instruction in phonemic awareness and the alphabetic principle help children be “better prepared to benefit from formal reading instruction (Eds. of the Nat’l. Research Council, 8).”

Despite this fact, only a few public schools in NH use the techniques widely. Two districts that do use LiPS and OG have had remarkable results.

1. The Bedford School District has a training cycle so that many regular and special education staff at the elementary level are trained in the Orton-Gillingham-based Project Read Phonology program. In 2004, 60% of their 3<sup>rd</sup> grade students tested at the proficient level or above on the NHEIAP at a time when the state average was 43%.
2. In the Shaker Regional School District, there are two elementary schools. The Canterbury Elementary School has a staff member trained in LiPS and certified in an Orton-Gillingham approach. The school actively uses these interventions. In 2004 82% of their 3<sup>rd</sup> grade students tested at the proficient level or above on the NHEIAP. The Belmont Elementary School, in the same district, does not use Orton-Gillingham and does not have a certified Orton-Gillingham staff member.

In contrast, 46% of Belmont's 3<sup>rd</sup> grade students tested at the proficient level or above that same year.

Differentiated Instruction:

- Frequent informal and norm-referenced assessment to guide instruction (IDEA)
- Additional review or acceleration based on assessment
- Multisensory and experiential learning

Class Size:

• Class size of: Readiness 1:12; grades 1-5 1:18; grades 6-8 1:20. Class size will be increased as students move through the grades as students move up through the grades. In this way, students will be prepared to participate successfully in larger classes when they transition to high school.

Benefits:

1. To the student: Students who otherwise would have struggled acquiring basic skills will not have to experience "declining motivation and impaired self-concept." (Lyon, 1996)
2. To the resident districts: "...a greater percentage of local and state dollars are being redirected from general education to special education." (Fuchs, 2003) By using LiPS and OG in the early elementary years, a larger percentage of children will be proficient readers. As a result, resources can be targeted towards those most in need of intensive intervention. (Blachman, 1991)
3. To the charter school pilot program: This would be an Orton-Gillingham demonstration school, accessible statewide.

Revised Charter  
Submitted April 2011

Size: Full capacity: 222 students, projected growth timeline below:

Aug. 2011: 170

Aug. 2012: 210

Aug. 2013: 222

Community Involvement:

- Work with traditional public schools for demonstration classrooms and staff development (Sulzby, 2000). In our conversations with LEA administrators, there has been consistent interest in this aspect of our school. Most educators have had to travel out of state for training and practicums in order to become certified in Orton-Gillingham. Many schools must hire subcontracted tutors in order to have certified Orton-Gillingham instructors. It is more cost effective to have a NH based training site. Strong Foundations offers the training in NH, resulting in savings to LEA's and increased access to training for teachers.

- Partner with colleges and universities as a student teacher site(American Teacher, 1996) SFCS has worked with New England College and Plymouth State University to accept student teachers..

- Publicize the availability of Strong Foundations as a public charter school option through venues open to the public such as the Parent Information Center, libraries, and doctors' offices.

**b) Governance and organizational structure and plan:**

In accordance with Section 194-B:5, a charter public school is governed by a Board of Trustees, who function much like any public school board.

- Size: Board of up to 9 trustees

- Prerequisite: Committed to the philosophy, missions, and goals of this program

- Primary function: Meeting its statutory duties

**Board composition** will be:

- Three (3) members will be parents of students enrolled in the school (RSA 194-B:5, III).
- The balance of members will be chosen for their expertise in areas of business, government, finance, law, technology, fund-raising, or other specialty.

For purposes of conducting business, a quorum shall be defined as a simple majority of the Board members who may be present in person or through video or voice communication. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute, which applies to all public schools.

The Board of Trustees will have school policies that structure and outline the Board's governance and financial management. Initial officers shall include: Chairman, Vice Chairman, Secretary, and Treasurer. Officers of the board shall be elected by a majority vote of those present at the annual organizational meeting, to serve until the next annual organizational meeting. Governance policies outline the duties of board officers.

The Board of Trustees will have subcommittees of the Board or advisory committees as they deem necessary to pursue specific topics and report to the Board for action, unless the Board specifically votes to give a subcommittee specific authority to act.

The Board of Trustees will exercise its authority to set policy and make decisions that serve the mission of the school and will additionally

Revised Charter  
Submitted April 2011

have oversight and authority to render final decisions on matters pertaining

to:

1. Approval and oversight of annual budget
  2. Hiring of the school's director and professional personnel
  3. Setting policy
  4. Appointment of one or more subcommittees or advisory
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committees

5. Delineating educational priorities
6. Overseeing and revising procedures, as needed
7. Setting professional salaries and total compensation program
8. Any other matters that are not administrative in nature and/or that are prescribed in statute or rule

Organizational Structure:

The Board of Trustees will be the governing board of the school in accordance with statutory duties and authority.

The school's day-to-day administration will be implemented by one or more administrators/ teachers. "Strong Foundations Charter School" will use technical and consultant support in areas where specialty services are needed.

The school plans for the instructors in each class to receive the consistent and extensive teacher training necessary to assure consistency among and between classrooms in instructional methods, curriculum, assessment, data-collection, and program development. This training is to be provided by the instructional coordinator.

Students needing more intensive instruction to succeed will receive more instructional time from Reading and/or Learning Disabilities Specialists. The most highly trained and experienced teachers will work with the needier students.

**c) Methods by which trustees and their terms are determined:**

The originators have provided the schedule of terms for the Board of Trustees. Board members will review, nominate, and affirm new Board members and officers by vote at the annual meeting.

Terms of trustees will be staggered, 3-year terms. Parent members will have 2-year terms, the exception being a parent who is a founder of the school, if any. Approximately one half of the initial trustees may be appointed for 2- or 4-year terms to allow for initial school stability and evolving staggered terms. The Board may appoint a member to fill a vacancy for an unfulfilled term according to that position's established term timeline. Board members may serve consecutive terms if so voted by Board majority.

The Board will honor the tradition of New Hampshire by having the school's Administrator involved in all Board meetings.

**d) General description and location of facilities:**

SFCS is located at 715 Riverwood Drive in Pembroke, NH. Expansion is currently planned at the existing 9,600 square foot building. In addition, negotiations are in process for purchase of an adjacent property. SFCS is in the 4<sup>th</sup> year of a 20 year lease with the 501(c)(3) organization that founded the charter school, Strong Foundations Elementary School, Inc.



**e) Maximum number, grade or age levels, and other information about pupils to be served.**

The school will be a statewide open enrollment school, accepting students from anywhere in the state without prejudice and by lottery if requests exceed capacity. The school will seek mutually-advantageous contracts with school districts for blocks of spaces.

- Approximate number and grade levels:

- Year 5: 170 students, grades R-7
- Year 6: 210 students, grades R-8
- Year 7: 222 students, grades R-8
- Year 8: Maintain enrollment

- Pupils to be served: a typical cross-section of any elementary school, including high achievers, typical learners, and struggling students. The curriculum and instructional program will benefit any student. The structure and monitoring available will be crucial for the struggling learners.

The school follows federal and state law and NH Department of Education guidelines in order to conform with student identification, placement, servicing, monitoring and funding of services for identified students(RSA 194-B:11, III). The school is staffed with one or more individuals with the following endorsements: general special education, learning disabilities, and reading specialist. These individuals would be qualified to service and consult regarding:

- other health impaired students, to include ADD/ADHD
- organizational/study skills
- specific learning disability
- general special education

The school will not be staffed with specialists in the areas of:

- speech or language impairment
- occupational therapy
- hearing impairment
- counseling

Otherwise eligible students who would need these services as part of their educational program would need referral and specialist support from the resident school or parent in accordance with federal and state law and NH Department of Education guidelines.

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

Delivery of the curriculum is the most unique aspect of Strong Foundations. It will be unique in the following ways:

- Emphasis on phonemic awareness and sequencing (Lyon, 1996) as a foundation for learning to read and spell.
- All teachers and paraprofessionals trained in and using Orton-Gillingham to teach the alphabetic principle. Parallel objectives reflected in the curriculum include: spelling rules and generalizations; syllable types; syllable division; vowel and consonant sounds; roots and affixes; word analysis. No other public school currently does this on a school-wide basis.
- The most experienced teachers will provide intervention for the students needing the most intense intervention.
- Teachers will use the Orton-Gillingham approach in language arts classes when teaching the alphabetic principle. In addition, these skills will be integrated and reinforced in other subjects when written language is involved.

Revised Charter  
Submitted April 2011

- Screening of all students prior to admission in order to identify mastery of grade level skills needed to be successful in the grade level the student is entering.
- Based on screening, students will immediately receive the most appropriate intensity of intervention for them to develop literacy skills.
- A Response to Intervention (RTI) Literacy model will be used with all students through Tier I (general education instruction and assessment) and Tier II (30 minutes of additional instruction each day with a trained Orton-Gillingham instructional therapist). Students who do not make progress after six weeks at Tier II will be considered for further evaluation and assessment. Tier III, a more intense intervention would be available to students at our school. Curriculum-based assessment will be one tool used to track progress in the Tiers.
  - Multisensory and experiential learning to reach all learners
  - Detailed objectives for writing and grammar beginning in first grade
  - Fluency objectives for reading and math
  - Emphasis on mastery of computer skills and other technology-related objectives
- Diagnostic prescriptive teaching based on frequent assessments (IDEA)
- Consistent instructional approach from grade to grade and classroom to classroom
- Class sizes to allow for frequent teacher feedback and interaction with students as they develop skills and concepts as follows: Readiness, 12; grades 1-5, 18; grades 6-8, 20.

The school's core curriculum includes language arts, math, science, geography/social studies, art, and music. It has been designed using the

Core Knowledge curriculum.. In this way, “Strong Foundations Charter School” will meet or exceed New Hampshire grade-level curriculum standards.

See Appendix I for full curriculum.

**g) Academic and other learning goals and objectives:**

Language Arts:

- Students will read text fluently and with comprehension at or above grade level.
- Students will express themselves in writing that suits the assigned purpose, with clarity and descriptiveness at or above grade level.
- Students will write using grade appropriate mechanics for sentence structure, capitalization, punctuation, and spelling.

Math:

- Students will calculate accurately without charts or calculators at or above grade level.
- Students will apply math skills to problem solving and real-life situations, at or above grade level.

Science:

- Students will demonstrate an understanding of science content and use the scientific process, at or above grade level.

Social Studies:

- Students will demonstrate an understanding of the physical and cultural components of their community, their country, and the world, at a level that is developmentally appropriate.

School Community:

- Students will work productively in groups doing academic and problem solving tasks.

Technology:

- Students will demonstrate the ability to use computer technology and keyboarding skills at an accelerated level.
- State standards for technology objectives adopted at all grade levels.

Parent Participation:

- The school will strive for 100% parent participation and support of the school with time, talent, donations, or fundraising as the Board of Trustees may define; however, no tuition will be charged to any parent.

Transition to Receiving School:

The process will be much like that followed by traditional public schools when their students transition from one school to the next. Students will transition from Strong Foundations for 1 of 3 reasons: 1) either the family is moving, 2) the family does not want the program for some reason, or 3) and most likely, the student is finishing the elementary program.

Unless the family is moving with little notice, the charter school will always have prior notice about a change of student placement. Transition for matriculation will involve the student, the parents, the receiving school and Strong Foundations. For students who would be transitioning at the end of the year, this will be the process:

- Meet with parents the previous fall to explain what Strong Foundations needs from parents to share information with the receiving school.
- Review the process we recommend for a smooth transition, detailed below.
- Encourage parents to contact the receiving schools in February to schedule a visit so that their children can see their new school and meet their teachers.

- Upon request school records will be forwarded.
- Records will include report cards as well as results of assessments.
- Results of either Childrens' Progress assessment, Progress Towards Standards (PTS3) testing, and Aimsweb assessments.
- The Principal or designee from Strong Foundations will be available to aid with the matriculation process.

The biggest difference most students would notice when moving to high school is the class size. Because students at Strong Foundations will be taught to independently apply what they have learned, we expect students to function well in a larger classroom. Some subjects in the 6<sup>th</sup>-8<sup>th</sup> grade will be taught with combined classrooms so students can practice learning in a larger group of students.

**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:**

- Grades 3-8: NH state assessment, as of this writing, NECAP
- Grade 4 and 8: NAEP, if selected for sample
- Grades R through 3: Childrens' Progress
- Criterion-referenced tests for content areas

**i) Not applicable. This would be a R-8 school.**

**j) Staffing overview, including qualifications sought for professionals and paraprofessionals:**

Staffing will be dependent upon funding revenue, but the basic classroom will likely be staffed with one teacher, and some assistance.

School faculty will have additional help in the classroom from interns, parents, volunteers, college students, apprenticeships, and community service tutors. 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).

All personnel need to be committed to in-school supervision and training in order to help the school meet its mission and goals.

Qualifications of professional staff will include:

- College degree
- Strong understanding of the structure of language
- Effective multisensory teaching techniques
- Demonstrated style for communicating clearly and kindly with children
- Strong potential for leadership and team collaboration
- Intellectual curiosity
- Demonstrated skill in written language

Qualifications for paraprofessional staff and others:

- Similar to above without the college degree requirement

**k) Personnel compensation plan, including provisions for leaves and other benefits:**

The rate of compensation and benefits will be decided by the Board of Trustees, guided by their revenue and innovative options that are possible. All faculty will have leave provisions and all full-time faculty will have some amount of funding for health or other choice benefit programs.

The actual Board of Trustees and Principal will make personnel compensation decisions based upon their own study, so specific commitments as to salary range are not provided in this charter. The framework from the budget will be used to determine the total amount allocated for salaries.

**l) Pupil transportation plan:**

Students located within the city or town that is the school's host district are entitled to local transportation from the district. The charter school will reimburse the host district for mileage, if charged and according to current requirements (RSA 194-B:2, IX).

In all other instances, the charter school will work with parents to assist them with carpooling and other transportation options depending on their own residence location. The school will budget for off-location experiences such as field trips.

**m) Statement of assurances related to nondiscrimination:**

The school does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the policy of our school and refers to, but is not limited to, the provisions of the following laws:

Titles IV, VI, and VII of the Civil Rights Act of 1964 - race color, national origin

The Age Discrimination in Employment Act of 1967

The Age Discrimination Act of 1975

Title IX of the Education Amendments of 1972 (Title IX) - sex



Revised Charter  
Submitted April 2011

Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability

The Americans with Disabilities Act of 1990 (ADA) - disability

NH Law against discrimination (RSA 354-A)

The Board of Trustees will adopt as policy the most current lawful statement of assurances. The policy will be included in the student and parent handbook.

**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:**

Students who were admitted to the school without a special education identification, upon suspicion of having special needs, will be referred to their LEA to initiate the special education referral process (RSA 194-B:11, III and Chapter 186:C). The charter school will designate a liaison to meet with districts for purposes of coordinating discussion and planning for the children.

While evaluations and team meetings are being carried out, and Individual Educational Plans (I.E.P.'s) are being developed, Strong Foundations will continue to serve that student. If the student is then identified as having special needs, the student's educational team will make a decision regarding how best to provide an appropriate education.

"The funding and educational decision-making process for educationally handicapped pupils attending a charter or open enrollment school shall be the responsibility of the local education agency (LEA) and shall retain all current options available to the parent and to the LEA (RSA 194-B:11, III)."

If the placement chosen for the student is Strong Foundations, it will carry out the I.E.P. through a cooperative arrangement with the LEA. "A sending district may provide funds, services, equipment, materials or personnel to a charter or open enrollment school, in addition to the amounts specified in this section in accordance with the policies of the sending school district (RSA 194-B:11, V(a)."

The LEA and parents of students referred for evaluation or already enrolled in special education retain all current options open to them, and identified students will be admitted based on federal and NH state law and NH Department of Education guidelines (RSA 194-B:11, III and V).

Our school commits in this charter to fulfill its obligations to follow federal and state law and NH Department of Education guidelines regarding special education as it applies to a state-authorized charter school (Section 504, IDEA, NH RSA Chapters 186:C, and 194:B).

**o) Admission procedures:**

A student who meets the admission requirements of Strong Foundations Charter School and is a resident of the district where the school is located shall be given admission preference over a nonresident pupil per RSA 194-B:2, VIII and RSA 194-B9, I(c)(3). If the number of otherwise eligible applicants exceeds the school's maximum published enrollment, lottery selection shall be used as a basis for admission in accordance with RSA-B:2, VIII. The deadline for the lottery will be June 30 prior to the school year. The children of faculty will not be given admission preference over any other student applying to the school.

Students whose applications are to be selected by lottery must be accepted conditionally. Prior to admission, the student's parent or guardian will

Revised Charter  
Submitted April 2011

complete an application to the school. School personnel will then meet with both the student and parent/guardian to discuss the school's goals, structure, staffing, and expectations. Through this dialogue, the school personnel and parent/guardian could explore the appropriateness of the school for the student. Applicants will be notified of whether or not they were selected by lottery, and those who were not selected by lottery will be eligible for a waiting list. Those who were selected for admission will be sent a registration packet. In the packet will be a registration form, releases of information for records, and other pertinent forms such as health and emergency forms. Upon receipt of the completed forms, the student would be considered registered. At that time, the student's LEA will be notified of the student's enrollment in the charter school. Students whose completed forms have not been received within 30 days of notification may, at the discretion of school personnel, be notified that the opening will be awarded to a student on the waiting list.

**p) Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion:**

The charter school commits to following New Hampshire statutory guidelines regarding these, and all, school policies (193:13 and 194-B:9, III). Discipline for students with disabilities will be handled consistent with IDEA or Section 504 as applicable. Students will be expected to be respectful of themselves, other students, and school staff. School staff will treat all students respectfully. Students will be expected to be fair and kind to others and to take responsibility for their own actions. Students will be respectful of the bodies of others, and specifically not causing intentional harm. Students may not threaten

violence or commit acts of violence upon others. Weapons of any kind will not be permitted in school.

The purpose of discipline is to promote acceptable student conduct. Therefore, positive behavior will be rewarded and negative behavior will have consequences. Examples of rewards for positive behavior include praise, awards, extra activity time, and letters to the family praising the student. For negative behavior, students may be subject to one or more of the following consequences: warning or reprimand, time out, loss of recess privilege, referral to the school director, parent contact, parent/teacher/director conference, before or after-school detention, or suspension/expulsion. Suspension or expulsion would be considered an extreme measure. Those actions would only be considered if other measures had been unsuccessful or if the student posed a danger of harm to self or others in the school community.

**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.**

The procedures used by the Board of Trustees to administer and report financial accounts will conform to state requirements for charter schools. The charter school will comply with the annual audit. The Board of Trustees has financial policies in place.

Annual audits and reports will be conducted by an independent certified public accountant.

**r) Annual budget, including all sources of funding, and a projected budget for the next 2 years.**

The school will seek the following funding sources:

- Rural Education Achievement Program grant

Revised Charter  
Submitted April 2011

- State adequacy funds
- Federal funds related to IDEA and Title I available through the Local Education Agency
- Other Federal and State grants for which Strong Foundations qualifies.
- Entrepreneurial revenue from teacher training programs
- Additional tuition from collaborating school districts
- Grants from private foundations: Information has been gathered on more than 35 trusts and foundations identified as potential funding sources based on the organizations to which they are willing to donate.
- Donations from NH businesses
- Donations from private individuals.

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

Typically the school calendar would closely follow the Concord School District calendar. There may be some slight differences. The instructional year would meet or exceed the New Hampshire state standards because there would be more than the required number of hours and/or days in the school year.

A typical week would be five days long with 6 ½ hours of instructional time per day. The last half hour would be “the day in review,” during which students would review, practice, or apply targeted academics from the day. The students would have two 15 minute recess breaks and 30 minutes for lunch. The lunch break would not

count towards the instructional day, per ED 306.18(3.b. – d.).

There would be the equivalent of 38 typical weeks of school (190 days) per year, with the typical duration of the school year being 42 weeks to allow for holidays and teacher workshop days. This combined with a longer school day exceeds the policy outlined in ED 306.18. Strong Foundations Charter School would comply with current state law by providing more than the number of days/hours required. RSA 194-B:8, III allows for innovative scheduling. Each year the school calendar would be submitted for approval to the Department of Education.

**t) Provision for providing continuing evidence of adequate insurance coverage.**

The charter school commits to having insurance that is in compliance with state requirements for charter schools. Currently SFCS purchases coverage from the Local Government Center. This figure is reflected in the proposed budget of the charter. The school will keep on file at all times proof of type and extent of statutory insurance coverage.

**u) Identity of consultants to be used for various services, if known.**

Consultants proposed are the accounting firm of Smith & Hennessey to provide required audits and reports. Thomas Laurie has offered to donate his services to consult related to technology. No other consultants have been identified at this time. Contracting for services will be handled in accordance with RSA-B:8, VII and RSA 194-B:5, V.

**v) Philosophy of parent involvement and related plans and procedures.**

Parent/guardian involvement is important to the development of the school's community, particularly with a choice school that will draw from more than one town.

Revised Charter  
Submitted April 2011

Parent involvement will be defined as an important part of the school's culture. Volunteer goal: 50% of families to average 20 hours per school year.

Typical volunteer activities would include:

- Reading in the classroom
- Beautification of the school building
- Participation in field trips
- Donation of equipment, materials, or professional expertise
- Fundraising for special projects

During the application process, parents/guardians will be presented with the options to be involved in the school. Part of the application will include an opportunity to choose from the options, and will be returned with the application form. Parents wishing to become involved in the school volunteer program will complete a criminal records check if their volunteer choices will result in their interaction with students. Part of the budget will need to include proposed expenses related to these checks.

Another important aspect of parent involvement includes communication between home and school. Each student will have a communication and homework book that they will take between home and school. Parent support monitoring homework completion will be expected. By communicating between home and school several days per week, the consistency between the two can be strengthened for the benefit of the students.

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

The Board has already taken steps to build collaborative relationships:

- with school districts to build positive collaborative relationships so that information will be available through area schools.

Revised Charter

Submitted April 2011

- with the United Way in order to work through Child and Family Services so the school can reach a diversity of families.

The school has developed a website on which parents can freely access answers to many typical questions. It is important to publicize Strong Foundations as a public school option, especially during the open enrollment period. Each year the school will schedule presentations to community groups and an open house publicized through the media. School representatives will present to other groups upon request. In addition, school representatives will continue meeting with administrators of surrounding schools to explain the school's mission and structure. The purpose of such meetings will be to both provide information and to strengthen a sense of cooperation between the charter school and area school districts. The charter school must maintain an attitude of service directed towards area families and schools.

Brochures will be placed, with permission, at area businesses that serve children. These include such places as pediatricians' and dentists' offices, the YMCA, the Boys and Girls Club, and sports and gymnastics centers.

Public service announcements will be distributed to NH radio stations and newspapers. Informational advertisements will be placed in the major newspapers serving central NH, including the Concord Monitor, the Union Leader, and the Laconia Citizen directing people to the school's website, informational meetings, and other information sources.

School representatives will make themselves available by phone, e-mail, and face-to-face meetings with parents and pupils to answer questions.

**x) A global hold-harmless clause:**

The school will adopt a global hold-harmless clause to read as follows:



Revised Charter  
Submitted April 2011

The charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

**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.**

Should any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation, it shall not be enforceable.

**z) Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan.**

If the program plan of the charter school needs to be amended, the school will amend the program to the approval of the state of NH within 120 days or within a mutually agreed upon time-frame between the school and the state of NH. Upon dissolution of the charter school, the Board shall, after paying or making provision for the payment of all liabilities of the corporation, distribute all assets of the corporation to such organization or organizations as shall at the time qualify as exempt organizations under Section 501c(3) of the IRC, as amended from time to time, in such manner as the Board shall determine. Any

such assets not so distributed shall be distributed by the superior court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, as such court shall determine to be consistent with the purposes of the corporation and consistent with this plan.

**aa) Not applicable. This is not a charter conversion school.**

**bb) A plan for the education of the school's pupils after the charter school may cease operation:**

After the school may cease operation, pupils may attend school in their resident district, or attend a different school of their parents'/guardians' choice.

**cc) Not applicable. This is a charter school with its charter granted by the state.**

**dd) 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.**

The school would conduct yearly testing to evaluate the progress of its students. The school would be monitored by quarterly reports by the school's Board of Trustees on benchmarks reached related to the school's charter, enrollment, and fiscal responsibility. The report would be submitted to the NH Department of Education School Approval (RSA 194-B:5, IV). These reports could be combined with a review by an organization such as SERESC one year prior to the renewal of the charter.

A full accountability plan shall be developed and ready to implement prior to the date of opening. This plan will provide for the current requirements of charter school law and rule.

References:

1. Bailey, Deborah Smith. "Who is Learning Disabled?" Monitor on Psychology.  
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