New Hampshire State Board of Education
Department of Education
Hugh J. Gallen State Office Park
101 Pleasant Street
Concord NH 03301

February 8, 2017

REVISED AGENDA

I. CALL TO ORDER - 9:00 A.M.

II. PLEDGE OF ALLEGIANCE

III. PUBLIC COMMENT (*LIMITED TO 5 MINUTES, BOARD WILL ASK CLARIFYING QUESTIONS ONLY, OTHERWISE NO FEEDBACK PROVIDED***)**

IV. SPECIAL PRESENTATIONS *(TIMES ARE APPROXIMATE)*

A. 9:30 AM – North Country Charter School – *LISA LAVOIE, Principal*

B. 10:00 AM – Verville/School Administrative Unit #53 – SB-FY-18-07-000

C. 10:30 AM – Student/Dresden School Board – SB-17-05-004

D. 11:00 AM - Capital City Charter School, Concord, NH *– STEPHANIE ALICEA, Founder & Director*

E. NH ESSA Plan Update – *HEATHER GAGE, Director, Division of Educational Improvement*

V. OPEN BOARD DISCUSSIONS

VI. LEGISLATIVE ISSUES/RULES

A. 1:00-1:30 – PUBLIC HEARING – Specialist in Assessment of Intellectual Functioning (SAIF) (Ed 507.19 and Ed 614.08)

B. Adopt – "Guiding Principles: The Code of Ethics for New Hampshire Educators" and Initial Proposal – Professional Education Requirements (Ed 505.07 and Ed 610.02)

C. Initial Proposal – Professional Code of Conduct and Investigations (Ed 501)

D. Initial Proposal – Mathematics Teacher; General Requirements (Ed 507.26); Middle Level (Ed 507.27); Upper Level (Ed 612.17); Mathematics – Middle Level (Ed 612.17) and Mathematics – Upper Level (Ed 612.18)

E. Final Proposal – Alternative Education and Career and Technical Education (Ed 1300)

F. Final Proposal - Manifest Educational Hardship (Ed 320)

VII. REPORTS AND NEW DEPARTMENT BUSINESS

VIII. OLD BUSINESS

IX. CONSENT AGENDA

A. Meeting Minutes of January 11, 2018

B. Mill Falls Charter School Request for an Increase in Student Enrollment Starting in the 2018-2019 School Year

X. TABLED ITEMS

XI. NONPUBLIC SESSION

XII. ADJOURNMENT – 2:00 P.M.

If accommodations are needed for communication access such as interpreters, please call (603) 271-3144 at least 5 business days before the scheduled event. We request 5 business days' notice so that we may coordinate interpreters' schedules. Although we will attempt to accommodate any requests made, we cannot guarantee the presence of the service. Thank you for your cooperation.

ORIGINAL APPLICATION MATERIALS FROM NOVEMBER 9, 2017 STATE BOARD OF EDUCATION MEETING

NEW HAMPSHIRE CHARTER SCHOOLS PROGRAM

APPLICATION COVER SHEET

Name of Proposed Charter School:	Capital City Charter School
Name of Organization Sponsoring the Charter School (if any):	Tomorrow's Child Foundation
Name of Contact Person:	Stephanie C. Alicea
Mailing Address:	2 Stirrup Iron Road, Boscawen, NH 03303
Primary Telephone:	603.369.9000
Alternate Telephone:	603.369.9000
Email Address:	tomorrowschildnh@gmail.com
Projected Date of School Opening:	September 2018 (January 2018, pending NHDOE suggestion)
Proposed School Location:	Concord, NH

	SCHOOL YEAR	GRADE LEVELS	NUMBER OF KINDERGARTEN STUDENTS	TOTAL PROJECTED STUDENT ENROLLMENT
First Year	01/2018-06/2018	6-8	0	75
Second Year	08/2018-06/2019	6-9	0	151
Third Year	08/2019-06/2020	6-12	0	307
Fourth Year	08/2020-06/2021	6-12	0	420
Fifth Year	08/2021-06/2022	6-12	0	535

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.

Stephanie C Alicea
Signature

Director / Founder
Title

Stephanie C. Alicea
Printed Name

May 26, 2017
Date

CAPITAL CITY

CHARTER SCHOOL

CHARTER SCHOOL APPLICATION

Submitted by:
The Founding Members of
Capital City Charter School: A Public Charter School
Proposed location, Concord, NH
Original Submission: May 26, 2017

Tomorrowschildnh@gmail.com

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CAPITOL CITY CHARTER SCHOOL

"We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history's course".

-- President Barack Obama, upon signing the Edward M. Kennedy Serve America Act, 2009

An Introduction

The following pages articulate our request for a state-issued charter for grades 6-8 creating an alternative approach to learning for a high quality public education for the families of Concord, New Hampshire and the surrounding areas. We propose an integration of service learning (research-based teaching method of guided classroom learning applied through action) and the Common Core State Standards (provides teachers, parents, and students with a set of clear expectations that are aligned to the expectation in college and careers). Service groupings and an approach to teaching centered on the child, rather than the teacher, will allow children to move at their own pace, enabling children of all abilities and backgrounds to be successful.

The first phase of the School will begin with two classrooms of (grade 6) a two to three classrooms of mixed ages (grades 7-8), and gradually add additional high school classrooms as well as junior high classrooms (grades 6-8 and 9-12).

Why Service Learning?

Capitol City Charter School (CCCS) is dedicated to educational journey of middle and high school aged students in New Hampshire. Service learning is a research -based teaching method of guided or classroom learning that is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflections on the service

experience and demonstration of acquired skills and knowledge. Simply put, service learning connects school-based curriculum with the inherent caring and concern young people have for their world.

CCCS, at its core, will employ the Five states of Service Learning -- Investigation; Preparation and Planning; Action; Reflection; and Demonstration in all aspects of the school curriculum. These interdependent stages of successful service learning constitute a process that is key to a student's effectiveness and critical to their learning transferable skills and content, which will allow them to become 21st Century Learners, ready to conquer what lies ahead.

Investigation - All service learning begins with investigation: resources within student population, and investigation of the community need.

Preparation & Planning - Students explore, research and discuss the topic and the teacher and students set the state for learning and social action.

Action - Direct result of preparation & planning. Solid preparation allows students to carry out their plan of action and apply what they learned to benefit the community.

Reflection - One of the standards in service learning and one of the five stages. A vital and ongoing process that integrates learning & experience with personal growth and awareness.

Demonstration - What is often called "The Big Wow". Students make explicit what and how they have learned and what they have accomplished through community involvement.

CCCS hopes to create learners that are not only prepared for schoolwork and their future, but also give more than just book smarts. We aim to create an experiential learning environment that will allow other method to engage student to gain "real world" knowledge and better express the growth of their community and selves.

Why Concord?

Concord is our capital, centrally located and there is not an option for middle and high school choice that is public for anyone between exit 19 and 11 on 93 N&S and exit 1 to 10 on exit 89.

(A) EDUCATIONAL MISSION

Vision

Capital City Charter School CCCS) aspires to provide the conditions that enable each individual to become empowered with the knowledge and skills to use his or her voice effectively and with integrity in co-creating our public global world. Our vision is to create an environment in which students academic, social, and personal skills improve our schools and our communities by working together with communities and families to ensure each child's success.

Mission

The Capital City Charter School mission is both bold and pragmatic: to implements a service-learning program and high quality education to the 21st Century Learner. CCCS consciously integrates student experiences into the curriculum and addresses areas beyond the academic realm to include; leadership, communication, collaboration and critical thinking.

(B) GOVERNANCE, ORGANIZATIONAL STRUCTURE, AND PLAN ABILITY TO SUBMIT APPLICATION.

In accordance with provisions to RSA 194-B:3, V, the Capital City Charter School application to establish a public charter school has been submitted by a non-profit organization -- Tomorrow's Child Foundation.

The Founding Board

FOUNDING ORGANIZATION

The Tomorrow's Child Foundation, a 501(c)(3) organization dedicated to creating and sustaining student-centered learning communities, has served as the

Founding Organization of Capital City Charter School (CCCS). All of the members of Tomorrow's Child Foundation are involved with education, and have experience with budgets and financial management at both the school building and the district level. One of the founders have served as a school board and committee member, of Ethics, Finance and Policy, two have served as non-profit and for profit business owners, one has served as an educator. This experience includes the vast array of financial and fiscal responsibilities a school administrator takes on, including managing instructional supply budgets, professional development funds, capital projects, facilities, buildings and grounds, and technology. The group also has members with experience in state, federal, and private grant writing and management. The founders realize that the financial management of a charter school creates unique challenges and intricacies, so we will enlist the help and services of community representatives with a diverse set of financial, legal, and business skills, as well as school finance experts, entrepreneurs, and service providers.

Officers

Initial officers shall include: chair, vice chair, secretary, and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in March of each year and shall serve until the next annual organizational meeting.

Board of Trustees

In accordance with RSA 194-B:5, The Capital City Charter School will be governed by a five to nine-member Board of Trustees that has general supervisory control and authority over operations of the charter school. The Board has a statutory responsibility for reporting progress and achievement of the schools stated goals.

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

Two (2) members representing the parents of CCCSSs students or not fewer than 25% of the Board's total membership

Two (2) members representing sending school district(s) or not fewer than 25% of the Board's total membership

Two (2) members representing the community or not fewer than 25% of the Board's total membership

One (1) member representing the higher education community

One (1) member representing the business community

One (1) member will be the Director of the school.

During the first five years, there shall be no less than one (1) and no more than four (4) Founders on the Board of Trustees. The board will be developing a conflict of interest statement, policy, and form to ensure the school is never at risk of a conflict of interest. The Board of Trustees can establish ex officio board members and/or advisors who will be non-voting.

It is the goal of the Board that the Capital City Charter School and host school district(s) enter into mutually advantageous contractual relationships resulting in the sharing of transportation, instructional, athletic, maintenance, and other service and facilities. Similar contractual relationships will be explored with community based organizations.

For purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute[1], which applies to chartered public schools.

COMMITTEES

The Board of Trustees will have subcommittees such as fundraising, facilities, etc. as it deems necessary to pursue specific topics and report back to the board for action, unless the board specifically votes to delegate a subcommittee to

[1] See RSA91-A

act. One standing subcommittee will be for board recruitment (so potential board members can be identified in a timely manner) and one standing committee will be for finance and entrepreneurial revenue (to maintain focus on financial sustainability).

GOVERNANCE

The Board of Trustees of CCCS will be responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. CCCS's Board of Trustees oversees the school's finances. While school leadership and contracted business management consultants will hold primary responsibility for creating and maintaining a sound budget, they will report directly to the Board of Trustees, who will ultimately approve and be responsible for all of the school's budget and financial matters.

The Board of Trustees will be responsible for:

Approving an annual operating budget for the school.

Meeting monthly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development and sustainability.

Developing an annual financial timeline for the school.

Developing the CCCS's accounting and finance manual.

Ensuring proper accounting and reporting practices.

Creating a systematic fundraising plan and raising funds for the school.

Reviewing and evaluating the school's relationship and contract with any outside accounting, bookkeeping and other service providers.

Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; annual performance review of the CCCS's Director; the contract of the CCCS's Director; and all human resources decisions and contracts.

Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Director and CCCS faculty.

Creating a student recruitment plan in the unlikely case of low student enrollment in any particular school year.

Developing a long-range, strategic growth plan.

Developing public understanding, demand, and will for high quality education for every child.

The Board of Trustees will also have oversight and authority to render final decisions on matters pertaining to:

Appointing one or more advisory members or committees.

Reviewing and approving significant contracts, e.g., for facilities and benefits programs.

Matters for which the board serves as a hearing body for action or appeals.

Any other matters which are prescribed in statue or rule.

(D) METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

After forming the initial Board of Trustees, governance will transfer to the charter school Board of Trustees. An essential formal transition and induction will take place within four months of school authorization and before the school begins to operate. The initial Board of Trustees will develop the schedule of set terms for board members and policies for filling board vacancies. The suggested terms will be staggered in order to have the wisdom on veteran board members and still welcome new and fresh perspectives of incoming board members. Two trustees will be appointed for two years; two will be appointed for three years; one to two will be appointed for three to four years. The board may appoint a Trustee to fill a vacancy to complete a term according to establish term timelines. Board members may serve consecutive terms if so voted by a board majority up to three consecutive terms. The initial Board of Trustees will meet at least quarterly to review and report to the State Board of Education regarding the charter school's progress in achieving its stated goals. A copy of the quarterly report shall be available to participating school districts and parents of children attending the charter school.

Board of Advisors

The governing Board of Trustees may be augmented by a Board of Advisors, non-voting, who represents academia, research, international relations, students and faculty, legislators, and topics of interest to the board. This board will attempt to include diverse perspectives of partners collaborating with the school to advise on program quality, current research and developments, and business strategy.

AD HOC STEERING COMMITTEE, First year:

During the school's first year of planning, a design and development team shall work on all facets of start-up and readiness:

STEERING COMMITTEE INITIATIVES:

Develop and secure connections to community, service, and parent organizations,

Develop and secure connections to businesses,

Develop and secure connections to donors,

Develop and secure connections to government,

Develop and secure connections to colleges,

Develop and secure connections to public schools,

Develop and employ a strategic marketing campaign,

Assist with facility and program decisions.

(D) GENERAL DESCRIPTION AND PROPOSED OR POTENTIAL LOCATION OF FACILITIES TO BE USED

The Director for Capital City Charter School is working with community members and real estate agents in Central New Hampshire and in Concord to identify available properties large enough to house school programs for 40 – 120 students, faculty and staff during the first two years and for 200 – 400 students faculty and staff by the fourth and fifth years. Initially, we anticipate leasing a site that offers some room for growth, handicap accessibility, playground and parking

space. We will seek a site that is easily accessible by all members of the sending communities.

Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options. We will require additional space for offices and must have flexible outdoor space. In time we will also need library, resource and technology rooms, kitchen and a multipurpose/gym area.

The school makes no commitment at this time to boarding facilities for students; however, it is anticipated that students from distances too far for daily travel may seek attendance and assistance locating overnight housing.

(E) MAXIMUM NUMBER, GRADE OR AGE LEVELS, AND, AS APPLICABLE, OTHER INFORMATIONABOUT PUPILS TO BE SERVED.

During its opening year, the Capital City Charter School will serve middle-age students in grades 6-8, in one middle school classroom, which will serve students in grade 6, and two mixed-age classrooms, serving grades 7 and 8. Capital City Charter School will accept up to 100 students, with up to 60 in grades 6 – 8, and 40 in grades 9 – 12. The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, applicable. New, incoming classes will be added each year thereafter, including grades 9-12. Maximum enrollment at full capacity shall be approximately 320 students, with room for growth, based on the needs of the communities served.

Though we will be open to applications across all grades in the early years of operation, once the School fills to capacity, admission will be determined by available space, and therefore, for most students, the entry point will be in Either sixth or ninth grade. Should the number of potential students exceed the available spots; a blind, lottery will be conducted to determine which of the older student(s) would be invited to enroll.

(F&G) CURRICULUM THAT MEETS OR EXCEEDS STATED STANDARDS IN THE SUBJECT AREAS OFFERED

The intellectually conscious mission of The Capital City Charter School engages students in applying their knowledge through the deeper learning skills necessary for students to compete with their peers around the world. Students will, with the use of Common Core State Standards and Service-Learning (Experiential-Learning) curriculum, gain valuable knowledge in various domains and connecting academics to service learning, career paths, and internships. Students will engage directly with making meaning of the standards, co-designing work that will best engage them in deep exploration of the standards in order to gain deeper understanding of core academic content and simultaneously build deeper learning skills through the integration of content knowledge with application. In the middle school, 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 deliver specific content and skills, aligned with but exceeding the state and district content standards, for all subject areas.

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

State and national standards currently provide the footprint of our students' learning, with the Common Core Standards as the foundation. In concert with the Common Core Standards, that currently provide the footprint for student learning, the K-12 Service-Learning Standards will be aligned with New Hampshire state Grade-Level and Grade-Span Expectations and incorporated into CCCSs academic expectations. All curriculum standards will be correlated to the best practices for service learning and the eight key elements involved. The Eight elements are: Meaningful Service; Intentional Link to Curriculum; Reflection; Diversity; Youth Voice; Partnerships; Progress Monitoring; Duration and Intensity. Each element will be illustrated by appropriate Common Core Standards, NH Grade Level

Expectations, and social and emotional developmental tasks, with clearly defined documentations for progress.

Meaningful Service: Service learning actively engages students in significant and personally relevant service activities. Students identify, investigate, learn about, and articulate a genuine, recognized community need. This need is often verified through the media, surveys, observation, or interviews with informed community partners. With well thought-out plans, students can see their actions having verifiable consequences as they learn and apply academic skills and knowledge. When a service experience has meaning and students see the purpose, engagement and action are sure to follow.

Intentional Link to Curriculum: When service learning is employed as a teaching method to meet designated content and skills, academics come alive. Knowledge is applied with transparency, allowing students to make explicit connections between subject matter and application within the context of community. While the subject matter and social context may change, the skills learned and practiced by students are transferable. Ideally, the learning and the service weave together and reinforce each other, with the service informing the curriculum and the curriculum informing the service.

Reflection: Through service learning, students participate in systemic processes that integrate cognitive thinking--related to social issues and their lives--with empathetic response. This blend of affective and cognitive thought deepens the service learning as students apply and transfer new understandings of themselves, others, and the world around them. While all of the standards have importance, "reflection" is a word often repeated in the service learning community.

Diversity: Imagine all the possible ways service learning can expose young people to the concept of diversity. Whether it involves interfacing with a community partner, an elder in a retirement community, a veteran just returning from war, a recent immigrant or a government official, participation in service learning provides exposure to a range of backgrounds,

perspectives, and ways of thinking and solving problems. The term diversity takes on a deeper meaning and relevance. Social and cultural boundaries lessen as relationships resonate with mutual respect.

Youth Voice: Young people need ample opportunities to express their ideas and opinions, and to make constructive choices and see he results. Service learning enables students to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened. Students meet significant age-appropriate challenges with tasks that require thinking, initiative, problem solving, and responsibility in an environment safe enough for them to make mistakes and to succeed.

Partnerships: Students participate in the development of partnerships and share responsibility with community members, parents and other students, as well as with people from organizations business, and governments. These relationships give students opportunities to interact with people of diverse backgrounds in diverse settings. Through these dynamics, students and community members learn about each other and gain mutual respect, understanding, and appreciation. There is an exchange of information, ideas, and skills among all participants in the service learning experience.

Progress Monitoring: Even the best service learning intentions can fall flat or require a makeover. Since the service learning experience typically takes place in a youth group or classroom, which are laboratories for learning and efficacy, if something goes awry benefits may still occur. For example students can learn about the need for perseverance, or find a better strategy to turn a good idea into a city policy. With progress monitoring, students set a baseline of what the status quo is when they begin the process and learn the skill of comparing this with the results. Along the way they observe,

report, and calculate to have a sense of where they are headed allowing for modifications even while in process.

Duration and Intensity: How long should the service learning process last? As long as necessary for a quality experience. The charter is based in service learning, and therefore, will last the year. A sufficient duration allows the participants to move through the Five Sates of Service Learning--investigation, preparation and planning, action, reflection, and demonstration--with ample time to authenticate and address identified community needs and achieve learning outcomes. The emphasis is on process rather than aiming for a premeditated goal. Service learning is about moving forward with purpose, while allowing for flexibility.

Service learning can be defined as a researched based teaching method where guided classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge. In such settings, when service learning is used in a structured way that connects to classroom content, students will *Investigate; Prepare and Plan; Take Action; Reflect; and Demonstrate* across all content areas.

Through a variety of project based and experiential learning opportunities, ranging from interdisciplinary classes to personal learning experiences, students work with teachers and mentors to design personally meaningful work that addresses curriculum standards while infusing global competencies. Progress is mastery-based, with clearly identified benchmarks and documentation requirements articulated and shared with students and parents/families. Community based learning is an integral component of our learning program, beginning with service learning for younger students and culminating in internships (and apprenticeships as appropriate) for older 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.

Student achievement will be measured in a variety of assessment strategies, including formative and summative assessments, anecdotal records, portfolio assessments, and norm-referenced and criterion referenced tests. Achievement will be determined in a number of ways and not limited to the following:

Progress Reports will document students' progress in subject and critical skills areas, and can be reviewed for year-to-year comparisons.

Students will maintain portfolios of their work. Portfolios will include work selected by students and teachers, and will document progress over time. The portfolio will provide an opportunity for the student to reflect on their learning and progress.

Student Journaling of their work, experience and specifically service learning projects, will provide our students, their teachers and parents/guardians with a powerful means of assessing working knowledge across all areas of the curriculum throughout the year.

Daily Observations and recording of those observations using checklists and other means of adjusting the personalized learning plans and facilitating the teachers' work in recording and communicating each student's progress. This documentation will be made available to students and parents/guardians at any time upon request.

Group Projects and Collaborative Presentations will enable students and teachers to evaluate their skills at working cooperatively to solve problems, developing effective leadership, sharing and coordinating tasks and communicating efficiently.

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 civic and global 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.

Parent/Teacher/Student conferences will provide an opportunity to review the student's portfolio.

Standardized Testing: Per RSA 194-B:8 V, We will utilize standard testing including the Smarter Balanced Assessment (SBA) in addition to other supplemental testing methods such as the North West Evaluation Assessments (NEWA). At the beginning of the school year, students will be given benchmark assessments for reading and mathematics, using the Common Core State Standards. Basic skills of literacy and numeracy will be assessed using a combination of state required standardized tests (SBA) and a nationally norm-referenced achievement test such as the NWEA's MAP (Northwest Evaluation Association's Measurement of Academic Progress) or Smarter Balance.

(I) FOR SCHOOLS OFFERING HIGH SCHOOL GRADE LEVELS, GRADUATION REQUIREMENTS SUFFICIENT TO ENSURE THAT THE SCHOOL HAS PROVIDED AN ADEQUATE EDUCATION FOR ITS PUPILS.

Required Subjects	NH State Requirements	CCCS's Requirements	NH State Credits	CCCSs Credits
Arts and Music Education	Y	Y	.5 Credit	.5 Credit
Information and Communications Technologies 1 1	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		

(J) STAFF OVERVIEW INCLUDING QUALIFICATIONS SOUGHT FOR PROFESSIONALS AND PARAPROFESSIONALS

The school sets a goal of one teacher and one assistant for each classroom, with some assistant services provided by volunteers or teachers in training. No less than 50% of teachers employed by the school will have New Hampshire teaching certificates as required by New Hampshire Charter School statute. Because of our rigorous service learning based core curriculum, the school anticipates hiring teachers with Bachelors and Masters degrees, strong liberal arts backgrounds, and an interest or experience in service or experiential learning. In addition, we will seek adults who have prior experience working with children and have strong recommendations as ethical role models.

Teaching Assistants hired to work in the Capital City Charter School will meet three criteria:

intelligence, very supportive with children, and strong recommendations as ethical role models. Our goal is to hire Teaching Assistants who are working toward becoming classroom teachers.

(K) PERSONNEL COMPENSATION PLANS, INCLUDING PROVISION FOR LEAVES AND OTHER BENEFITS, IF ANY.

Salary

Our School Administrator, Learning Coordinator and Teachers will be paid a salary. The salaries of these full time personnel shall be paid bi-weekly (assuming approval is granted by the Commissioner of the Department of Labor).

Assistant Teachers, and other personnel, whether full-time or part-time, will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

Vacation

The Capital City Charter School will publish an annual calendar of holidays and vacations during which the School will officially be closed. Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave

Full-time salaried staff will receive five (5) sick days per school year, to be used in the year in which they are accrued. Part-time salaried employees will receive two (2) sick days per year. For purposes of sick leave for part-time salaried employees, one day will equal the number of hours in that employee's regularly scheduled workday.

(L) PUPIL TRANSPORTATION PLAN, INCLUDING REASONABLE PROVISION FROM THE CHARTER SCHOOL'S OWN RESOURCES FOR TRANSPORTATION OF PUPILS RESIDING OUTSIDE THE DISTRICT IN WHICH THE CHARTER SCHOOL IS PHYSICALLY LOCATED

As mentioned in Section D of this application, the site of Capital City Charter School will be finalized during our initial planning period. We will seek a centrally located site both to accommodate the resources of the surrounding School Districts, and for ease of access for families traveling from other areas.

The Capital City Charter School will follow the guidelines of 194-B: 2,V which states: "Pupils who reside in the school district in which the charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district." It is our expectation that students who attend the Capital City Charter School and reside in the host district shall have the opportunity to ride district transportation with the

charter school providing for added route costs, if so billed. Students attending the Capital City Charter School who do not reside in the host district will be required to arrange for their own transportation. The Capital City Charter School will make every effort to support families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means.

(M) STATEMENT OF ASSURANCES RELATED TO COMMITMENT TO NONDISCRIMINATION

Our school's success depends on a dynamic and diverse student body and staff. The Capital City Charter School will celebrate and welcome diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns.

(N) METHOD OF COORDINATING WITH PUPIL'S LOCAL EDUCATION AGENCY (LEA) 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.

Charter School Responsibility & Method of Coordinating with Student's Sending School District

The Capital City Charter School will comply with all federal and state special education laws and rules applicable to New Hampshire charter schools.

Charter Public Schools & Special Education

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

School District Special Education Responsibility

ED 1104.01, effective 6/28/08, sets forth the following sequence of the special education process:

(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.

It is clear pursuant to RSA 194-B:11, III that decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the child's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. Any federal funding or other funding available to a sending district related to special education, to the extent and in a manner acceptable to the funding source, shall also be directed to the receiving chartered public school on an eligible per pupil basis pursuant to RSA 194-B:11, IV. These important provisions allow the responsible sending district and the Capital City Charter School to cooperate creatively to meet

a student's special education needs. The sending district will be required to provide the Capital City Charter School with a complete copy of each student's IEP for implementation and monitoring purposes.

(O) ADMISSION PROCEDURES

Eligibility

CCCS is an open enrollment, public school. New Hampshire students who meet the schools' admission criteria may apply. The school may accept out-of-state students on a space-available basis.

There are two criteria for admission eligibility:

1.) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations (see Admissions Agreement).

2.) If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to an established lottery policy. Eligible students who are not chosen in the lottery will be listed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the waitlist declines admission, the board will continue to contact students/parents in the order listed.

Application Procedures

The CCCS Charter School 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. The school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. CCCS will have a website with complete application procedures and forms available online.

The application process allows the school to understand student needs and abilities to ensure experience at CCCS is positive if the student is enrolled. CCCS offers a unique opportunity for students to become deeply involved in their own education. CCCS recognizes such a shift in responsibility will not necessarily happen naturally or easily, and is committed to supporting students and their parents or guardians through that process. CCCS wants to ensure each student and his or her parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to CCCS. The process of establishing a mutual relationship focused on student needs begins at the time of application.

At a minimum, the admissions process will include the following:

Prospective students and their families will tour the School and attend at least one informational meeting at which our educational approach and school of students and their families will be explained.

Application packets with information about the School, and its philosophy and expectations of attending students and their families, will be shared, along with student related policies. 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.
- A committee will review the applications for comprehensiveness.
- To successfully develop functioning classrooms and at the same time ensure the opportunity that our school experience is available to all, the school will offer space to students without previous service learning experience.
- Should applicants exceed the number of allotted slots, a formal lottery, organized by grade and service learning experience will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive notification. Those who have been wait-listed will be notified.

Soon after the enrollment process is complete, the CCCS will hold meetings for admitted students and their families and provide an orientation for students and families.

The Board of Trustees of the CCCS will establish an Admissions Committee. reserve the right to have the Admissions Committee further develop and amend the specific admissions process during the planning year.

Enrollment Provisions

The CCCS will offer automatic re-enrollment to its students, provided they are in good standing. Families will have to provide a letter of intent to re-enroll by a stated date preceding the lottery, so there is clarity about available spaces.
CCCS will admit from the wait-list should space become available after the lottery.
Siblings of children already enrolled at the School will receive preference.
The Board will reserve the right to give preference in enrollment to up to five total children of School Faculty as part of the employee benefits package.
Up to three children of the Founders of the CCCS will receive priority for placement, as a means of recognition of their sweat equity in establishing the School.

It will be a priority at the Capital City Charter School that students are physically and emotionally safe while at school. In our planning period, a code of ethics will be established to address this priority both with regard to infringements on safety and respect, and to create clear and meaningful methods of problem solving. A core value of the CCCS is the development of student character and global citizenship and civic mindedness. In CCCS, students will develop important self-monitoring, communication, and leadership skills as they progress academically and develop socially. Self-discipline, self-advocacy, governance, communication and conflict resolution will be inherent to the curriculum. Our Wellness Guide will work to support teachers in addressing any behavior issues they are experiencing with

students in their classrooms in a manner that is respectful of the student, their family and in keeping with our mission.

In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to equally provide opportunities for positive recognition. The school recognizes that education includes evolving maturity and will provide programs, such as mediation, to teach skills. Situations requiring intervention not available at the school will be discussed and handled with parents.

(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.

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

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

The Board will approve an accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure proper tracking and use of CCCS funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check. Each individual with check-writing authority will be covered by a fidelity

bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

CCCS shall comply shall comply with all requirements specified in the law pertaining to reporting requirement (RSA 194-B: 101-V). This list includes annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to ED 318.07, CCCS will produce an annual report that will include, at a minimum, the following elements:

A general progress report to establish the initial school program, a process that will require considerable flexibility and energy,

An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement,

Changes, if any, in the organizational structure and make-up of the Board of Trustees,

Assessment and report of business, parent, and volunteer involvement in CCCS,

Description of community services available at the site,

A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,

School calendar,

Transportation services,

Financial statement and balance sheet identifying Charter School's assets, liabilities, and fund balances or equities,

Projections of income and expenses for the upcoming school year.

(R) ANNUAL BUDGET, INCLUDING SOURCES OF FUNDING

Please see the budget that appears in Appendix B.

The included budget reflects estimated expenses for the first four years of operations. We have developed a list of our most likely and most important Mission-driven plans and costs, recognizing that the budget as represented surpasses the

expected income in the first few years. Appendix B also includes expected sources of revenue related to the federal start-up grant, and the state per-pupil allotment based on our projected enrollment. Work to raise the additional funds necessary to support the budget will begin and will increase in intensity once the charter has been granted. During our planning period we will also examine the feasibility of additional revenue sources, including extra-curricular activities, which might bring income as well as exposure to the School.

We have entered into this project with the full understanding that the state per-pupil allotment is likely not enough to support a New Hampshire independent charter school's full goals and mission and guarantee sustainability. We will offset this gap through of the fundraising efforts of the CCCS Board of Trustees Fundraising Committee including securing grant monies, and private and corporate contributions. Strategic partnerships and other fundraising efforts will also be important. Rather than seek out a few high dollar investors, we hope to cultivate many committed supporters from the business community and the greater community to support the Mission of the CCCS.

Capital City Charter School, Board Members, staff and families will understand the need to make contributions to augment the state-provided funds in order to deliver the quality of educational services and variety of service learning opportunities that will make up the curriculum that is central to this project. Contributions from the School community will take many forms — volunteer time in the classroom or within the school, assistance in various areas dependent on expertise (computer support, construction, etc.), and possibly even financial contributions from individuals who choose to contribute in this way. All donations will be tax deductible to the extent permitted by law.

Once the CCCS has been established, the CCCS Board of Trustees will organize a fundraising committee. This committee's mission will be to support the School's economic viability. As the School's development arm, the committee will focus on securing the support of local, state and national foundations and charitable organizations as well as cultivating support from community members and

businesses. The unique character of the School, its blend of service learning based instruction and approach to teaching and the resource and value it brings to our local community will be highlighted in our fundraising efforts. A major focus of the committee will be to begin to develop an endowment fund. School-focused fundraising will include events small and large, aimed at financial gain and the solidifying of the School community and Mission.

(S) SCHOOL CALENDAR ARRANGEMENT AND THE NUMBER AND DURATION OF DAY PUPILS ARE TO BE SERVED PURSUANT TO RSA 194-B:8, III

We will follow, at a minimum, a 180-day school year in accordance with the RSA 194-B:8, III. We expect to follow the calendar of the district in which the charter school is located in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. It is expected that days will begin at approximately 8:45 am and end at 2:15, though some flexibility may be required to meet our host district's bus route schedule. We are willing to open our doors as early as 7:20 am to account for such route scheduling and use this as individual work time for service learning projects. We are willing to leave our doors open until 3:30 pm to do that same. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

Pursuant to RSA 194-B:1, the Capital City Charter School will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents. The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School.

(U) IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES, IF KNOWN

During the period of startup and development, we may require tasks addressed by and conducted by specialist in certain field. At this time however, no consultants have been identified.

(V) PHILOSOPHY OF PARENT INVOLVEMENT AND RELATED PLANS AND PROCEDURES

A key component of the CCCS design is that parents, legal guardians, and adult advocates are partners in students' learning and essential members of the CCCSs school community. Their knowledge of their children is sought throughout every aspect of their children's school careers. Resources, support, and training are provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning. Parents and legal guardians are encouraged to participate in school governance structures, including the Board of Trustees and the Ad Hoc Governance Structure Committee for the first two years. Parents and legal guardians receive daily communications about their children's learning, along with periodic progress reports. Parents and legal guardians have real-time access to their children's work and learning progress through the online portfolios.

(W) A PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENT AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated. During the initial months of planning and operating, information will be disseminated through bulletins, advisories, and postings on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and community and faith based organizations and service agencies.

(X) A GLOBAL HOLD HARMLESS CLAUSE

In accordance with RSA 194-B: 3, II (x) Capital City 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, office directors, agents, employee, all funding districts and sources, and their successor and signs, (the "indemnified parties) from any and all claims, demands, actions and causes action, whether in law or in equity, and all damages, costs, losses, and expenses, including, but not limited to, reasonable attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(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 regulations shall not be enforceable.

(Z) PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL INCLUDING DISPOSITION OF ITS ASSETS

If the CCCS ceases operation, the Board shall consult with an attorney and the Department 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(c)(3) of the Internal Revenue code of 1986, or any corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public educational purpose.

(AA) IN THE CASE OF THE CONVERSION OF A PUBLIC SCHOOL TO A CHARTER 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 students 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 students 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 all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

(CC) IN ADDITION TO AN APPLICATION, EACH CHARTER SCHOOL APPLICANT, IN CONSULTATION WITH THE LOCAL SCHOOL BOARD, SHALL PREPARE A PROPOSED CONTRACT

Not Applicable.

(DD) AN OUTLINE OF THE PROPOSED ACCOUNTABILITY PLAN WHICH CLARIFIES EXPECTATIONS FOR EVALUATING THE SCHOOLS PROGRAM AND WHICH CONTAINS AN ACKNOWLEDGEMENT THAT A FULL ACCOUNTABILITY PLAN SHALL BE DEVELOPED AND READY TO IMPLEMENT PRIOR TO THE DATE OF OPENING.

Capital City Charter School will collect and report data regarding student progress and program effectiveness in a number of ways especially as outline in section (g) Academic and Other Learning Goals and Objectives A annual report will be prepared and submitted to the State Board of Education for their review in August following each academic year. The accountability plan shall be developed and ready to implement prior to the date of opening.

Appendix A: Charter School Foundation Board/Bios

Appendix B: Project Budget

Appendix C: ASLER Standards

Appendix D: Computer Science Unit Template

Appendix E: Service-Learning Curriculum

Appendix A

Stephanie Alicea

Ms. Alicea has been a middle and high school educator since 1999 who has a Master's of Education in Curriculum and Instruction. Her focus while teaching has been curriculum focused on the whole student and their experience. She has been the Coordinator for a a thousand student plus faculty Community Service-Day, a coach, advisor and life-skills educator. Service-Learning has been Ms. Alicea's focus of all classes and life. Awards and certifications include Alt 3 Educator Certification, Prime for Life Instructor Certification, Mac Certified.

Caroletta Alicea

President & CEO of Granite Bay Connections, Inc., Concord, NH. Mrs. Alicea provides direction to Agency Management and serves as the liaison between the Board of Trustees and the Executive Management Team. With over thirty (30) years of experience in all levels of management, finance/accounting and leadership. Mrs. Alicea serves as a NH State Legislator, (Boscawen) for three terms, currently she is the Clerk, Assistant Floor Leader and President of the Order of Women Legislators (OWLs). Her educational interest and experience comes in part from her sixteen (16) years on the Merrimack Valley School Board in which she has served as the Policy Chair, and on the Finance, Negotiations, and Student Ethics Committee's.

Stephanie Carter

Stephanie Carter has lived and worked in the Concord Area for 40 years. Currently working as an Executive Administrative Assistant, she has spent the last 14+ years managing roughly 200 people and the building she works in.

Stephanie believes alternative/charter schools benefit students with non-traditional approaches in teaching that allow for bigger/better growth in a society with every changing needs and is excited to be part of Tomorrows Child and its mission.

Lavinia Jackson
A Tappahannock, VA native, began both writing and reciting at an early age. First Published at 13, by graduation, she'd won awards for her poetry. Lavinia received her degree in Creative Writing/Philosophy, with a concentration in Poetry, from Loyola College in 1994. She continued to publish her poetry online and in various collections. She continued to publish poetry and receive awards, while she served in the USCG.

As a resident of Greensboro, NC, Lavinia took her passion for poetry into the community. Her peace campers were published in a local anthology by partnering with the Creative Writing Dept at UNCG. She is one of the Founders of Sigma Theta Lambda Literary Sorority. She has written for the Greensboro Voice, performed her work with Artists4Justice in an original production. She also has facilitated writing classes for the homeless and has co-facilitated the Visual Poetry Walk. She is currently an artist-in-residence at Revolution Mill. "Poetry in Plain Sight" is her first collection of work, spanning over 20 years. Her book has earned her both 2015 Best Author Award and The 2016 Maya Angelou Literary award.

Kasai Mumpini

As Senior Executive Vice President, Mr. Mumpini provides direction to Agency Management and has more the twenty- five (25) years of leadership and organizational behavior experience. Mr. Mumpini, through business, serves individuals with cognitive and physical disabilities throughout New England, he affords the organization an expansive understanding of service delivery systems. He also actively coaches and volunteers with middle and high school football, cheer and other teams and events throughout the year.

Articles Of Agreement of Tomorrow's Child Foundation

Articles of Agreement

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name
The name of the corporation shall be Tomorrow's Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized to support increased options in public education including public charter schools in the Capitol city of Concord. This is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: The provisions for establishing membership and participation in the corporation are:

There are no members.

Registered Office

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400.

ARTICLE 4: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7).

The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicéa, Boscawen, NH 03303 - Chair
Kasai Mumpini Bedford, NH 03110 – Vice Chair
Stephanie C. Alicéa Boscawen. NH 03303 – Secretary
Lavinia Jackson, North Carolina – Voting Member
Stephanie Carter, Concord NH 03301 - Treasurer

ARTICLE 5: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303. The business email shall be tomorrowschildnh@gmail.com.

ARTICLE 6: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 7: Provision eliminating or limiting the personal liability of a director, an officer or both, to the corporation or its shareholders for monetary damages for breech of fiduciary duty as a director, an officer of both is:

The officers of the corporation shall not be liable to the corporation or to its shareholders or members for monetary damages for breach of their fiduciary duties to the full extent permitted by N.H. RSA 292.

ARTICLE 8: Signatures and post office address of each of the persons associating together to form the corporation.

Signature, Name and Post Office Address

Incorporators:

Stephanie C. Alicea
2 Stirrup Iron Road, Boscawen, NH 03303

4 Stirrup Iron Road, Boscawen, NH 03303

Kasai Mumpini
64 Old Suncook Road, Concord, NH 03303

Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407

Stephanie Carter
10 Bow Street Concord, NH 03303

Revised effective the 30th day of May 2017.

Caroletta C. Alicéa
4 Stirrup Iron Rd Boscawen, NH 03303

Kasai Mumpini
64 Old Suncook Road, Concord, NH 03301

Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407

Stephanie Carter
10 Bow Street, Concord, NH 0301

Articles Of Incorporation of Tomorrow's Child Foundation

Articles of Incorporation

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name
The name of the corporation shall be Tomorrow's Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized to support increased options in public education including public charter schools in the Capitol city of Concord. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: Registered Office

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400.

ARTICLE 4:

Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicéa, Boscawen, NH 03303 - Chair
Kasai Mumpini Bedford, NH 03110 – Vice Chair
Stephanie C. Alicéa Boscawen. NH 03303 – Secretary
Lavinia Jackson, North Carolina – Secretary
Stephanie Carter, Concord NH 03301 - Treasurer

ARTICLE 5: Incorporators

The name and address of the initial incorporators are:

Stephanie C. Alicea, 2 Stirrup Iron Road, Boscawen, NH 03303.
Caroletta C. Alicéa, 4 Stirrup Iron Road Boscawen, NH 03303
Kasai Mumpini 64 Old Suncook Road, Concord, NH
Lavinia Jackson, 4112 Bramlet Place, Greensboro, North Carolina
Stephanie Carter, 10 Bow Street, Concord NH 03301

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303. The business email shall be tomorrowschildnh@gmail.com.

ARTICLE 7: The provisions for establishing membership and participation in the corporation are:

There are no members.

ARTICLE 8: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles
These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 30th day of May 2017.

Incorporators:

Stephanie C. Alicea
2 Stirrup Iron Road, Boscawen, NH 03303

4 Stirrup Iron Road, Boscawen, NH 03303

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TOMORROW'S CHILD FOUNDATION BYLAWS

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be Tomorrow's Child Foundation. It shall be a nonprofit organization incorporated under the laws of the State of New Hampshire.

Section 2 — Purpose:
Tomorrow's Child Foundation is organized exclusively for charitable, scientific and education purposes within the state of New Hampshire and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.
The purpose of this corporation is:
Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE II — MEMBERSHIP

Section 1 — Membership: Membership shall consist of the board of directors.

ARTICLE III — BOARD OF DIRECTORS

Section 1 — Board role, size, and compensation: The board is responsible for overall policy and direction of the association, and delegates responsibility of day-to-day operations to the staff and committees. The board shall have up to seven (7), but not fewer than five (5) members. The board receives no compensation other than reasonable expenses.

Section 2 — Terms: All board members shall serve two-year terms, but are eligible for re-election for up to five consecutive terms.

Section 3 — Meetings and notice: The board shall meet at least quarterly, at an agreed upon time and place. An official board meeting requires that each board member have written notice at least two weeks in advance.

Section 4 — Board elections: During the last quarter of each fiscal year of the corporation, the board of directors shall elect Directors to replace those whose terms will expire at the end of the fiscal year. This election shall take place during a regular meeting of the directors, called in accordance with the provisions of these bylaws.

Section 5 — Election procedures: New directors shall be elected by a majority of directors present at such a meeting, provided there is a quorum present. Directors so elected shall serve a term beginning on the first day of the next fiscal year.

Section 6 — Quorum: A quorum must be attended by at least 4 percent of board members for business transactions to take place and motions to pass.

Section 7 — Officers and Duties: There shall be four officers of the board, consisting of a chair, vice-chair, secretary and treasurer. Their duties are as follows:

The chair shall convene regularly scheduled board meetings, shall preside or arrange for other members of the Executive Committee to preside at each meeting in the following order: vice-chair, secretary, treasurer.

The vice-chair shall chair committees on special subjects as designated by the board.

The secretary shall be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member, and assuring that corporate records are maintained.

The treasurer shall make a report at each board meeting. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public.

Section 8 — Vacancies: When a vacancy on the board exists mid-term, the secretary must receive nominations for new members from present board members two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular board meeting announcement, to be voted upon at the next board meeting. These vacancies will be filled only to the end of the particular board member's term.

Section 9 — Resignation, termination, and absences: Resignation from the board must be in writing and received by the secretary. Board members shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10 — Special meetings: Special meetings of the board shall be called upon the request of the chair, or one-third of the board. Notices of special meetings shall be sent out by the secretary to each board member at least two weeks in advance.

ARTICLE IV — COMMITTEES

Section 1 — Committee formation: The board may create committees as needed, such as fundraising, housing, public relations, data collection, etc. The board Chair appoints all committee chairs.

Section 2 — Executive Committee: The four officers serve as the members of the Executive Committee. Except for the power to amend the articles of incorporation and bylaws, the Executive Committee shall have all the powers and authority of the board of directors in the intervals between meetings of the board of directors, and is subject to the direction and control of the full board.

Section 3 — Finance Committee: The treasurer is the chair of the Finance Committee, which includes three other board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plan, and annual budget with staff and other board

members. The board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the board or the Executive Committee. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to board members and the public.

ARTICLE V — DIRECTOR AND STAFF

Section 1 —Founding and Director: The director is hired by the board. The director has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The executive director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate other duties as necessary.

ARTICLE VI — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by two-thirds majority of the board of directors. Proposed amendments must be submitted to the secretary to be sent out with regular board announcements.

CERTIFICATION

These bylaws were approved at a meeting of the board of directors by a two-thirds majority vote on May 23, 2017.

Secretary Signature

May 23, 2017
Date

Appendix B

Capital Center Charter School

Sheet Name	Table Name	Worksheet Name
Capital City Charter School Budget Spreadsheet		
	Table 1	Capital City Budget
Budget Summary		
	Table 1-1	Budget Summary
Food Service		
	Table 1-1	Food Service
Revenue		
	Table 1	Revenue - Table 1
Assumptions		
	Table 1	Assumptions - Table 1
	Table 1-1	Assumptions - Table 1-1

Capital City Charter School

			Fed Grant Year 1	Fed Grant Year 2	Fed Grant Year 3	Total Federal Grant
	grade level	6th - 8th				
	...ged income	%6,534.00				
	projected initial # students	50	$326,700.00	$326,700.00	$326,700.00	$980,100.00
	# classrooms to begin with	4				
	projected initial # teachers/aides	5				
FUNC						
1000	***Instructional Services***					
2200	***Instructional Salaries and Benefits***					
2400	***Administrative Salaries and Benefits***					
	Object					
	Instruction General					
1000	110 Salaries - Teachers		$165,000.00	$180,000.00	$225,000.00	
	111 Salaries, Support Staff, Teachers Assistants		$40,000.00	$60,000.00	$80,000.00	
	200 Teachers/Aids benefits		$0.00	$6,000.00		
2400	200 FICA - Teachers		$16,500.00	$18,000.00	$22,500.00	
	260 Workers Compensation					
	320 Consultants & Contracted Support		$10,000.00	$12,000.00	$15,000.00	
	580 Instructional Travel		$2,000.00	$2,800.00	$3,400.00	
	610 Supplies for Art, Music, Language		$12,000.00	$15,000.00	$18,000.00	
	641 Textbooks, Other Media & Core Instruction		$25,000.00	$25,000.00	$25,000.00	
	734 Computer, Software, Licenses		$3,900.00	$2,900.00	$2,900.00	
	730 Office Furniture & Equipment		$6,000.00	$6,000.00	$8,000.00	
	734 Computers and Communication Equipment		$10,000.00	$13,000.00	$15,000.00	
	SUBTOTAL		***$298,400.00***	***$340,700.00***	***$415,800.00***	$1,045,900.00
	SPECIAL EDUCATION					
1200	110 Teacher Liaisons Special Education		$1,000.00	$3,000.00	$5,000.00	
	320 Contracted Special Services		$2,000.00	$2,700.00	$4,000.00	
	SUBTOTAL		***$3,000.00***	***$5,700.00***	***$9,000.00***	$23,700.00
2300	**110 STUDENT SUPPORT SERVICES**					
2322	360 Testing/Appraisal & Support Services		$12,000.00	$40,000.00	$12,000.00	
2322	390 Contracted Services, Guidance & Counseling		$1,600.00	$1,900.00	$4,500.00	
2322	610 Supplies, Building & Grounds (including signage)		$1,000.00	$1,000.00	$1,000.00	
2700	320 Bussing,Insurance,Maintenance		$8,000.00	$18,000.00	$28,000.00	
2322	734 Computers and Communication Equipment		$1,000.00	$800.00	$800.00	
	SUBTOTAL		***$23,600.00***	***$61,700.00***	***$46,300.00***	$131,600.00
2130	**HEATH SERVICES**					
2134	110 Nurse Salary Contracted		$1,000.00	$1,500.00	$1,700.00	
2134	220 Nurse FICA		$100.00	$100.00	$100.00	
2134	610 Supplies, Health		$800.00	$1,000.00	$1,200.00	
	SUBTOTAL		***$1,900.00***	***$2,600.00***	***$3,000.00***	$7,500.00
2222	**LIBRARY & MEDIA SERVICES**					
2222	641 Books, Library		$1,500.00	$1,500.00	$2,100.00	
	SUBTOTAL		***$1,500.00***	***$1,500.00***	***$2,100.00***	$5,100.00
2225	**PURCHASED PROFESSIONAL/TECHNICAL SERVICES**					
2225	110 Contract Services, IT		$800.00	$800.00	$800.00	
2225	110 Computer Coordinator Salary		$0.00	$0.00	$0.00	
2225	610 Computer Supplies		$1,700.00	$800.00	$800.00	
2225	734 Computer Equipment		$8,000.00	$7,000.00	$7,000.00	
	SUBTOTAL		***$10,500.00***	***$8,600.00***	***$8,600.00***	$27,700.00
2410	**OFFICE OF PRINCIPLE SERVICES**					
2410	110 Start Up Director Salary		$62,000.00	$0.00	$0.00	
2410	110 School Director Salary		$0.00	$60,000.00	$68,000.00	
2410	210 Director Benefits		$0.00	$2,000.00	$2,000.00	
2410	210 Support Staff Benefits		$0.00	$2,000.00	$2,000.00	
2410	220 FICA - School Director		$6,200.00	$6,000.00	$6,800.00	
2410	221 FICA - Support Staff, Teacher Assistants		$4,000.00	$6,000.00	$8,000.00	
2318	330 Legal Services		$2,500.00	$2,500.00	$2,500.00	
2317	331 Auditors		$3,000.00	$3,000.00	$3,000.00	
2410	534 Postage		$1,500.00	$2,500.00	$3,000.00	
2410	540 Advertising & Program Material Dissemination		$1,500.00	$1,500.00	$1,500.00	
2410	550 Printing		$600.00	$500.00	$500.00	
2410	390 Contracted Services,School Board Management		$8,000.00	$8,000.00	$8,000.00	
2410	340 Network Cabling & Set-up, Security		$2,000.00	$1,000.00	$1,000.00	
2410	739 Other Equipment		$2,500.00	$700.00	$700.00	
2319	500 Other Purchased Services Background Checks		$350.00	$300.00	$300.00	
	SUBTOTAL		***$94,150.00***	***$96,000.00***	***$107,300.00***	$297,450.00
2600	**OPERATIONAL AND MAINTENANCE OF FACILITIES**					
2620	423 Trash removal, Plowing, Grounds, Etc		$1,000.00	$1,000.00	$1,500.00	
2620	440 Rental (for a reasonable period of time in preparation for the school s opening)		$5,000.00	$5,000.00	$5,000.00	
2620	450 Building Repairs and Renovations (be used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient operating condition)		$5,000.00	$6.00	$8,000.00	
	620 Heat		$2,600.00	$3,000.00	$4,000.00	
	622 Electricity		$2,300.00	$2,700.00	$3,500.00	
	520 Property Liability Insurance		$4,000.00	$4,000.00	$4,000.00	
	530 Phone		$1,500.00	$3,000.00	$4,000.00	
	SUBTOTAL		***$21,400.00***	***$18,700.00***	***$30,000.00***	$70,100.00
	Total		$436,450.00	$537,500.00	$623,100.00	$467,350.00

Capital City Charter Sch

Budget Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Revenue					
District and state revenue	$ 1,280,100	$ 986,634	$ 2,005,938	$ 2,744,280	$ 3,495,690
Federal revenue	$ 5,785	$ 11,525	$ 33,797	$ 42,352	$ 50,427
Interest and other revenue	$ -	$ -	$ -	$ -	$ -
Total revenue Ex-Fundraising	$ 1,285,885	$ 998,159	$ 2,039,735	$ 2,786,632	$ 3,546,117
$ Per Student	17,145.13	6,610.32	6,644.09	6,634.84	6,628.26
Expenses					
Compensation					
Salaries	$ 267,000	$ 300,000	$ 373,000	$ 373,000	$ 373,000
Payroll taxes and benefits	$ 26,700	$ 40,000	$ 41,300	$ 41,300	$ 41,300
					$ -
Revenue Ex Compensation	$ 992,185	$ 658,159	$ 1,625,435	$ 2,372,332	$ 3,131,817
Facility					
Occupancy costs	$ 21,400	$ 18,700	$ 30,000	$ 18,700	$ 18,700
Other facility costs	$ 4,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Total facility expense	$ 25,900	$ 21,200	$ 32,500	$ 21,200	$ 21,200
Revenue Ex Comp, Facility	$ 966,285	$ 636,959	$ 1,592,935	$ 2,351,132	$ 3,110,617
Other Expenses					
Classroom Expenses	$ 51,000	$ 53,600	$ 60,500	$ 60,500	$ 60,500
Contracted professional services: instructional	$ 12,000	$ 14,700	$ 19,000	$ 19,000	$ 19,000
School-related services	$ 7,850	$ 7,800	$ 7,800	$ 7,800	$ 7,800
Operational Expenses	$ 42,900	$ 50,100	$ 73,900	$ 73,900	$ 73,900
Contracted professional services: non instruction	$ 12,300	$ 13,300	$ 16,300	$ 16,300	$ 16,300
Depreciation	$ -	$ -	$ -	$ -	$ -
Dissolution escrow	$ -	$ -	$ -	$ -	$ -
Surplus / deficit pre-fundraising	$ 840,235	$ 497,459	$ 1,415,435	$ 2,173,632	$ 2,933,117
Fundraising revenues	$ 355,000	$ 163,000	$ 246,000	$ 329,000	$ 362,000
Surplus / deficit	$ 1,195,235	$ 660,459	$ 1,661,435	$ 2,502,632	$ 3,295,117
Payroll taxes and benefits % salaries	10%	13%	11%	0%	0%
Compensation % revenue	23%	34%	20%	15%	12%

Capital City Charter School
Food Service

Some unknowns. (Exact Food Costs)

Food service (Assuming NH DOE School Food)

		Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment		75	151	307	420	535
School Days		190	190	190	190	190
Collection Rate from Parents		50%	50%	50%	50%	50%

Number of meals

Full price meals served		2.93	3.03	3.16	3.30	3.45
Reduced price meals served		2.93	3.03	3.06	3.07	3.08
Free meals served		0.28	0.38	0.41	0.42	0.43

NH DOE SchoolFood Costs

Breakfast	Free all students	$ -	$ -	$ -	$ -	$ -
Lunch	Full price	$ 1.50	$ 1.50	$ 1.50	$ 1.50	$ 1.50
Lunch	Reduced price	$ 0.25	$ 0.25	$ 0.25	$ 0.25	$ 0.25
Snack	Full price	$ 0.75	$ 0.75	$ 0.75	$ 0.75	$ 0.75
Snack	Reduced price	$ 0.15	$ 0.15	$ 0.15	$ 0.15	$ 0.15

DOE SchoolFood Cost

Lunch		$ 9	$ 10	$ 10	$ 10	$ 10
Snack		$ 5	$ 5	$ 5	$ 5	$ 5
Total		**$14**	**$14**	**$15**	**$15**	**$16**

Parent Contribution

Lunch full		$ 4	$ 5	$ 5	$ 5	$ 5
Lunch reduced		$ 1	$ 1	$ 1	$ 1	$ 1
Snack full		$ 2	$ 2	$ 2	$ 2	$ 3
Snack reduced		$ 0	$ 0	$ 0	$ 0	$ 0
Total possible parent contribution		**$8**	**$8**	**$8**	**$9**	**$9**
Collected parent contribution		**$4**	**$4**	**$4**	**$4**	**$5**

Net SchoolFood Cost		**$10**	**$10**	**$11**	**$11**	**$11**

Capital City Charter School
Revenue

		Amount	Year 1	Year 2	Year 3	Year 4	Year 5
District and state revenue							
Per pupil income	Per student	$6,534	$490,050	$986,634	$2,005,938	$2,744,280	$3,495,690
Special ed (less than 20%)	Per student	$0					
Special ed (20% - 59%)	Per student	$0					
Special ed (more than 60%)	Per student	$0					
Special ed funding			$ -	$ -	$ -	$ -	$ -
NHDOE start up funds		3000,000	$ 300,000	$ -	$ -	$ -	$ -
Total District and State Revenue			$ 1,280,100	$ 986,634	$ 2,005,938	$ 2,744,280	$ 3,495,690
Federal revenue							
Title I	Per student	$500	$5,625.00	$11,325.00	$23,025.00	$31,500.00	$39,375.00
Title II	Per student	$40	$160.00	$200.00	$320.00	$400.00	$600.00
Title III (ELL Students)	Per student	$156	$0	$0	$10,452	$10,452	$10,452
E-rate			$ -	$ -	$ -	$ -	$ -
Total federal revenue			$ 5,785	$ 11,525	$ 33,797	$ 42,352	$ 50,427
Interest and other revenue			$ -	$ -	$ -	$ -	$ -
Total Revenues Ex-Fundraising			**$ 1,285,885**	**$ 998,159**	**$ 2,039,735**	**$ 2,786,632**	**$ 3,546,117**
Fundraising							
Federal Charter School Program Grant (CSP)			$300,000.00	$ -	$ -	$ -	$ -
Other source 1 (state stimulus funds)			$ 5,000	$ 8,000	$ 11,000	$ 14,000	$ 17,000
Other source 2			$ 25,000	$ 30,000	$ 35,000	$ 40,000	$ 45,000
Donations and gifts			$ 25,000	$ 125,000	$ 200,000	$ 275,000	$ 300,000
Total Fundraising			**$ 355,000**	**$ 163,000**	**$ 246,000**	**$ 329,000**	**$ 362,000**
TOTAL REVENUE			**$ 1,640,885**	**$ 1,161,159**	**$ 2,285,735**	**$ 3,115,632**	**$ 3,908,117**

Capital City Charter School

Master assumptions

Enrollment Assumptions

New Students	Year 1	Year 2	Year 3	Year 4	Year 5
6	25	37	68	78	85
7	25	37	68	78	85
8	25	37	68	78	85
9	0	25	68	78	85
10	0	5	25	78	85
11	0	5	5	25	85
12	0	5	5	5	25

Middle School Student Total	75	111	204	234	255
High School Student Total	0	40	103	186	280
Enrollment Total	75	151	307	420	535
New students	75	76	156	113	115

Note: Middle assumed to be 6-8 grades; can be changed

Students per classroom	12	14	15	15	15
Classrooms	6	11	20	28	36

Free and reduced-price lunch	
Free lunch	60%
Reduced lunch	15%
Full lunch	25%
Total	100%
Title 1 Percentage	75%

Should be 100%

ASSUMPTIONS FOR YEAR TWO

School-related Services

Transportation	Year 1	Year 2	Year 3	Year 4	Year 5
School Days	190	190	190	190	190
Students	75	151	307	420	535
Number of students elgible for busing	56	113	230	315	401
Number of days over 180	10	10	10	10	10
Number of routes	2	4	8	11	13
Average cost per route, per day	$ 450	$ 450	$ 450	$ 450	$ 450
Total transportation	$ 9,000	$ 18,000	$ 36,000	$ 49,500	$ 58,500

Note: if over 180 days, you will have to pay for busing for the extra days

Note: it is difficult to estimate how many students are eligible for busing; 75% used, can be changed

Note: it is very difficult to estimate the number of routes

Facility-related services

Facility type	UNKOWN

Note: If not in [illegible]E shared space, please select type of service provision below (in-h[illegible]se employee or outsourced agency)

Security servi[illegible]	Employee
Nursing services	Agency
Maintenance/ Cleaning Services	npl/School

Other personnel costs

FICA		6.2%
Federal unemployment- FUTA	Per employee	$0.00
State Disability		0.8%
Medicare - employer expense		1.45%
Workers Compensation Insurance		1.0%

Substitute teachers (days/ year/teacher)	5
Substitute teachers ($/day)	$175

Extra teaching hours (per hour)	$30
Leadership extra teaching (per hour)	$40

Inflation factors and price increases

Revenue	1%
Expenses	3%
Health insurance increases/ year	5%
Dental insurance increases/ year	5%

Appendix C

ASLER STANDARDS

Members of the Alliance for Service Learning in Education Reform (ASLER) developed these standards to promote quality in school-based and community-based service-learning programs.

I. Effective service-learning efforts strengthen service and academic learning.

II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.

III. Preparation and reflection are essential elements in service learning.

IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.

V. Youth are involved in the planning.

VI. The service students perform makes a meaningful contribution to the community.

VII. Effective service learning integrates systematic formative and summative evaluation.

VIII. Service learning connects the school or sponsoring organization and its community in new and positive ways.

IX. Service learning is understood and supported as an integral element i n the life of a school or sponsoring organization and its community.

X. Skilled adult guidance and supervision are essential to the success of service learning.

XI. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Source: Standards of Quality for School-bused and Community-based Service-Learning, Alliance for Service-Learning in Education Reform, March, 1995.

If your Service-Learning Project meets six to seven of these eleven ASLER Standards, you have a project that is consistent in the principles of Service-Learning.

Append D

Understanding By Design Unit Template

Title of Unit	What's On My Mind?	**Grade Level**	7-12th (can be adjusted for grade 6)
Curriculum Area	Computer Science – Technology	**Time Frame**	1-2 weeks
Developed By	Stephanie Alicea		

Identify Desired Results (Stage 1)

Big Idea:

Content Standards

Students will incorporate Digital Images into their work.
Students will understand and recognize various tool features when working within a document or publication.
NHTEA: A1. Design, develop, manage and evaluate activities using identified problem-solving techniques;
NHTEA: 4d. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use.

W:RC:12:1.4: Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate (Local)

R:V:12:1.1b: Using strategies to unlock meaning including prior knowledge, base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words (Local)

Enduring Understandings	Essential Questions	
Overarching	**Overarching**	**Topical**
Images and ideas come with regulations attached.	Is taking images from the internet ethical?	What can this tool do for me that I cannot do for myself? How doe the page layout affect the symmetry and balance of a page?
Topical		
You must use program functions appropriately, so you do not overshadow the purpose of your document and or presentation. Images can be imported through a variety of computer peripherals.		

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)
Revised: February 2010

Knowledge Students will know...	**Skills** Students will be able to...
Create and apply various designs to enhance a document/publication/presentation. Navigate through layers within a document publication.	Use digital peripherals for importing images. Using software programs, students will be able to create, edit, manipulate, and merge digital images.

Assessment Evidence (Stage 2)

Performance Task Description: *(write a paragraph)*

Goal	Design a creative document about the student, focusing on their interests. Students will incorporate Digital Images into their work Students will utilize Various multimedia software programs for presentation design Students will understand the basic functions and purposes of desktop graphics
Role	The document will focus on utilizing extraction methods, Photoshop tools, and filter and layer effects.
Audience	Other Students and teachers within the school community.
Situation	Students must select a creative background image that represents a "place" that the student would rather be verses school. The selection must meet certain criteria: First, it must be school appropriate and must be of high quality (non-aliased). After the student has chosen their image, their task is to implement various graphics/image techniques to enhance the background. Examples of this would be adding filters (film grain, various distortions methods). Next the student will utilize various extraction techniques to place images (at least 12) that are important to them within the background. The student will place a "sketched" image of himself/herself within the document. The final step is to add two selections of text that utilizes various effects. Upon completion of the What's On My Mind project, the students will completes a quiz on a keyboard shortcuts, Photoshop tools, filters and effects, and sequential processes.
Product/Performance	Creative Document, i.e., Newsletter, pamphlet, poster, catalog, signs etc.
Standards	NHTEA: A1. Design, develop, manage and evaluate activities using identified problem-solving techniques; NHTEA: 4d. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. W:RC:12:1.4: Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate (Local) R:V:12:1.1b: Using strategies to unlock meaning including prior knowledge, base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words (Local)

Other Evidence (quizzes, test, prompts, observations, dialogues, student self-assessment, work samples.)

Question and answer session in class.
Individualized student instruction (during work time).

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)
Revised: February 2010

Learning Plan (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Upon completion of the project, the class will take a quiz to assess the knowledge gained in areas such as keyboard shortcuts, filters, layer effect, and extraction techniques.
How will you hook students at the beginning of the unit?	This assignment comes as the initial experience for students in Digital Image Editing using the smart board.
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Students will be given group instruction via the SmartBoard. Students will be asked to model certain techniques. Such as extracting methods, filter techniques and layer effects.
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	This assignment is assessed via a rubric (which will be reviewed prior to embarking on the project and referred to in some manner when modeling techniques and skills to be utilized).
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Informal assessments will be utilized during both group and individual instructions. Rationale – shape future discussions.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Students will receive individualized instruction (some more than others depending on their needs), which will give the students time to complete the task and internalize learned skills.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	A typical day consists of techniques/skills being modeled and discussed on the SmartBoard. Questions and answers, as well as focus points and guiding questions will be paramount. Informal assessments (dip-sticking...) will be utilized. Students will be given ample class time to individually work on their project. The instructor shall use this time to 'manage' the class, spend time with each student and have individual conferences and instruction. The instructor will perform informal data collection and will call the attention of the class to the SmartBoard again to discuss any consistent issues.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)
Revised: February 2010

Healthy Lives, Healthy Choices

Keeping your body healthy is an expression of gratitude to the whole cosmos—the trees, the clouds, everything.

—*Thich Nhat Hanh, peace activist*

Creating a healthy life involves an ongoing series of personal choices. Kids are faced with a wide range of decisions, such as: *What will I eat for lunch? Should I play outside or watch television? I don't like wearing a bike helmet . . . should I leave it at home? Other kids are doing drugs . . . do I want to? Some people say to wait to have sex until I am older or married, but with so many mixed messages, how do I decide what to do?* Many situations require kids of all ages to consider options, seek helpful information, and make choices that promote personal and collective well-being, even when these choices could be difficult or unpopular.

To make matters even more complicated, circumstances can sometimes create enormous challenges and require an immediate call to action. When a loved one has a life threatening illness, families and friends may have to find new strengths and support. If a classmate is injured in a drunken driving accident, a new cause can arise to prevent this from happening again.

The idea of healthy lives, while having many personal aspects, also reaches into the community. Are there parks where kids can play outdoors in every neighborhood? Do local markets sell affordable fresh fruits and vegetables? Is the water toxic in the stream where children play after school? Every community can create a map that shows what is already good and what is ready for change, and kids can instigate or be contributors to this exploration, which can lead to action.

These days, discussing health brings up a host of other topics—many of which are chapter themes in this book. For example, you might end up talking about the environment and how global warming causes drought, which in turn causes illness. Or you might discuss how over-fishing is damaging our waters and causing a lack of food supplies for future generations. Health also relates to issues of class and poverty, for instance, when the cost of fresh, healthful food is prohibitive, or the basic need for physical education in schools is not being met in some communities.

What we *can* do is become knowledgeable about how to optimize our own health. We can become sensitized to what others are experiencing and respond in thoughtful, caring ways. We can recognize that service learning provides a process to extend what we learn to a broader community where young people—and everyone they reach and teach—can benefit.

He who has health has hope, and he who has hope has everything.

—*Arabian proverb*

Preparation: Getting Ready for Service Learning Involving Healthy Lives, Healthy Choices

The following activities can be used to promote learning and skill development related to healthy lives and choices. These activities are easily adapted to different grade levels during investigation, preparation, and planning to help your students research key issues, analyze community needs, and gain the knowledge they need to effectively contribute to the design of their service plan. They can often be integrated into the reflection and demonstration stages also, as students

lead the activities with others to build awareness. Since literature is often an important part of preparation, you can find recommended titles on this theme in the Healthy Lives, Healthy Choices Bookshelf later in this chapter.

Activity: The Picture of Health. You likely have heard that phrase, "Oh, isn't she *the picture of health!*" What exactly does that look like? This preparation activity easily adapts to a range of grades and abilities. Begin a discussion by asking questions like, "What does health look like?" or "What images come to mind when you hear the word *health* or *healthy?*" Even these two words might evoke different visuals or thoughts. Then have students brainstorm what mediums they might use to construct a representation of this "picture." Depending on materials and resources, students could create magazine collages, draw, take photographs, or use abstract images. Once the visuals are created—and they may all be completely different—discuss how they could be used. With technology, they could be digitally photographed or scanned into documents, which could be turned into posters for a media campaign related to health. Consider having a display of all the "pictures of health." Have students look at their visuals and recommend slogans that could be provocative and eye catching if placed at bus stops, on billboards, or in community centers, or given to influential organizations looking to help the community live healthily. Perhaps there is a sequence to these pictures, so they could be displayed in a particular order or rotated to tell a story.

Students may develop their ideas and their visuals individually, in pairs, or in small groups with same-age or cross-age partners depending on the purpose of the experience. While they are immersed in the creative process, urge them to think personally and practically. Have students consider: What does this have to do with me? In what ways am I already making healthy choices? Have students use their visuals to create lists: What I already do to be healthy; What would be easy to start doing; and What requires more long-term commitment. As the students launch their campaign, they will be able to say, "We are moving toward becoming our own 'picture of health'!"

> Health and good humor are to the human body like sunshine to vegetation.
>
> —*Jean Baptiste Massillon, bishop*

Activity: A Range of Possibilities. With so many issues related to health, what's a young person to do? In schools, with all the academic standards and benchmarks to meet, how can all of these health issues be addressed? For example, students learn about health issues in science class studying anatomy and nutrition. In social studies, they read about plagues or influenzas that affected large populations. In mathematics, they may study insurance costs related to teens and driving. In physical education, the intent is often to develop personal health. Each of these examples can be connected to service learning: Students might create multilingual brochures educating people about free community talks on healthy eating. Students may raise community awareness and contribute to the organization Nothing But Nets, to help mitigate the spread of malaria. Students could campaign to reduce car accidents caused by texting. Or students might create exercise videos for children living in shelters or group homes to promote physical activity.

Consider the ways young people around the globe are responding to health issues:

- **A School-Wide Event.** Many schools participate in events like Pennies for Patience or Jump for Heart in which students earn or collect money for a cause. These experiences can go further to follow the five stages of service learning. Otherwise, adults may end up doing more than their fair share, while young people miss the opportunity to learn about the topic and find answers to questions such as: How does the heart pump differently when I am sitting at a computer compared to when I jump rope? Always keep these events noncompetitive so everyone is working toward a common cause.
- **An Unexpected Circumstance.** When an illness strikes a member of a family or the school community, people want to help. Even when the response must happen immediately—such as a

fundraiser for a family with burdensome medical expenses—everyone will move immediately to the "planning" and "action" stages, and rightfully so. However, keep in mind that all of these situations generate questions and concerns. Young people crave information and resources to make sense of the world around them. As you read the interview with author Jordan Sonnenblick on the CD-ROM, note how he was approached by a parent of a student in his class whose sibling had cancer—this parent was looking for a book to help her daughter understand. Students benefit significantly when they are able to ask questions, meet with knowledgeable people, access helpful literature, and reflect to place all the pieces into a context.

- **An Issue of Common Concern.** Young people have rallied around issues they care about and have even astounded adults in the process. In diverse settings, both urban and rural, kids and teens have worked to create recreation centers or coffee houses where they can congregate for healthy social times together. Students have taken initiative to clean up toxic dumps near their schools. And youth clubs have led major citywide biking campaigns to support healthy lifestyles.

Find out what matters most to your students. Provide the support and guidance they need to develop skills and to experience the process of activism. Then let them begin! While younger children may need more structure and assistance, this is an opportunity for youth leadership to evolve for upper elementary students and adolescents. Remember, the process of service learning incorporates ongoing student reflection, so check in and stay attune to their needs and progress.

Making Connections Across the Curriculum

Some service learning activities naturally lend themselves to interdisciplinary work and making connections across the curriculum. These connections strengthen and broaden students' learning, helping them meet academic standards. More than likely, you'll be looking for these connections and ways to encourage them well before the students ever start working on service learning activities. As with the entire service learning process, it helps to remain flexible, because some connections can be spontaneously generated by the questions raised throughout and by the community needs identified by the students. To help you think about cross-curricular connections and where you can look for them, the curricular web for this chapter (page 146) gives examples of many ways this theme can be used in different academic areas. (The service learning scenarios in the next section of the chapter also demonstrate various ways this theme can be used across the curriculum.)

Find Out More About Healthy Lives, Healthy Choices

To learn more about these issues and to get ideas for service and action, visit these Web sites and organizations online:

Farm to School (www.farmtoschool.org) connects schools (K–12) and local farms with the objectives of serving healthy meals in school cafeterias; improving student nutrition; providing agriculture, health, and nutrition education opportunities; and supporting local and regional farmers.

It's My Life (www.pbskids.org/itsmylife) is a place kids and teens can find informative articles about issues they face, share their stories, play games, take quizzes, watch videos, get advice from peers and experts, and contribute their own comments and questions.

KidsHealth (www.kidshealth.org/kid) is the largest and most-visited site on the Web providing trusted health information for kids of all ages.

MyPlate.gov (www.choosemyplate.gov) is a project of The Center for Nutrition Policy and Promotion whose mission is to advance and promote dietary guidance for adults and children.

Healthy Lives, Healthy Choices Across the Curriculum

Healthy Lives, Healthy Choices

English/Language Arts

- Read a picture book or novel, and look at the choices made by the characters that contributed to their well-being
- Create a persuasive speech to convince a target audience (elders, young children, parents) about healthy habits
- Examine how marketing has been used to promote smoking cigarettes and to stop people from smoking cigarettes

Social Studies/History

- Compare global diets and lifespans
- Study the health traditions and folk remedies of different cultures
- Learn about the economics of local farms versus factory or industrial farming
- Find out about the "slow food" movement
- Interview elders to find out how popular diets have changed since their childhoods

Languages

- Read recipes in different languages and learn about the food ingredients from various cultures
- Examine how language barriers interfere with health care in developing countries and among immigrant populations
- Look at media campaigns in different countries to address a variety of healthy life choices of interest to students

Theater, Music, & Visual Arts

- Create dramatizations of challenging situations with "what would you do?" moments, and include examples of healthy responses
- Find lyrics of current songs that illustrate some of the difficult choices young people face and create a musical response
- Using photography, capture images of community health

Math

- Compare health care costs in rural, suburban, and urban communities
- Compare food labels for a variety of products
- Chart the percentage of fat, protein, sodium, and carbohydrates eaten in daily diets
- Find statistics regarding the reaction time of braking in a vehicle while under the influence of drugs and alcohol

Physical Education

- Develop workout routines for different age groups and for people with various physical restrictions
- Use pedometers and chart physical activity of students in a class
- Interview athletes for information about how food choices and exercise can build strength and endurance

Computer

- Research how increased recreational computer use (video games, social networking, etc.) impacts young people's health
- Design screen savers with positive messages about healthy choices and distribute to students and the community
- Create a template for keeping track of daily health habits

Science

- Find out how weather can affect the health of people living with conditions like asthma
- Learn what blood pressure is and how to check it
- Study the impact of cigarettes and alcohol on the body

transformed a run-of-the-mill Pennies for Patients coin collection drive into action stemming from knowledge. The cause was children with leukemia, and students met academic standards while researching leukemia, understanding statistics and health issues involved, developing questions for interviews with healthcare providers, reading the novel *Sadako and the Thousand Paper Cranes* by Eleanor Coerr, and using technology to prepare interactive presentations for every classroom in the school. Do you think the school raised more or fewer pennies than in prior years? Apparently they broke local records, so a member of Pennies for Patients called with good news: the class had been awarded a pizza party! The students' unanimous response was: Give the money to the cause instead. For Albion students involved in service learning, the intrinsic experience is what counts. After this story was published in a local paper, a parent wrote to the class congratulating them on their efforts and telling them what a good organization they were supporting. She explained that her son had leukemia and was almost through with his treatments. She also developed a Web site that charted her son's journey with the disease, so the Albion students were able to connect to someone just a few miles away and watch his progress as he went through treatment.

Taking a Stand: Grades 6–8

Tacoma Park Middle School students in Silver Spring, Maryland, addressed the cruel treatment of animals in the food industry. As part of the process, they led a campaign that included research, community outreach and awareness, and advocacy through policy development. Students researched groups seeking to prevent animal cruelty. They set out to teach other students how their economic decisions directly affect the treatment of animals. Their message: Promote farms, meat processors, and grocers that produce, process, and stock meats from animals that were treated humanely. Students then posted advertisements and held a fair to promote businesses that support humane practices. They raised funds for organizations and wrote letters to restaurants and grocers asking them to check their sources and buy humane. Students also made a presentation to Silver Spring's City Council asking that cruel practices be prohibited, and to the Maryland Board of Education requesting that only humanely produced meats be served in the state's schools. The students kept journals, wrote articles for a newsletter and Web site, and reflected frequently on their effectiveness.

Kids' Health Matters: Grade 7

The poor nutritional habits of teens and the consequences of those habits have become headline news. But obesity and diabetes aren't the only health threats facing kids. Asthma, often linked to air pollution, is the third-ranking cause of hospitalization among kids under 15. Domestic violence also remains a silent stalker. And for children living in areas with high housing density, low socioeconomic status, and no safe play environments, getting hit by a car is a real concern. The injury rate among black children is almost twice that of white children.* Seventh graders at the Lang Youth Medical Program in Manhattan created four sixty-second public service announcements about these pressing health concerns. Their PSAs combined photographs with audio that they composed, performed, and edited.

Break from Boredom: Grade 8

"There's nothing to do in this boring town." This is a common refrain heard from teens in a typical small town. Students in Eldorado, Texas, were no exception. Six years ago, a group of at-risk students in an eighth-grade language arts class wrestled with a solution to this problem. Out of that discussion, the Eagle Arcade Youth Center was born. Once the students knew their purpose, they began to work on the plan. They crafted a proposal, appeared before the county commissioners' court, and received the green light to proceed with their proposal. The county commissioners allowed the students to convert a basement room in a building adjacent to the courthouse into a teen's dream room! Each student brought his or her idea of what to include in the room. Then they created a school-wide survey and polled the student body. After determining which items were most popular, the students priced pool tables, foosball games, ping-pong tables, and other items on their list. The county commissioners committed to a modest yearly stipend, and local individuals contributed money as well. After several shopping trips and many hours of set up time, the Eagle Arcade Youth Center opened its doors to a curious and

* National SAFE KIDS Campaign (NSKC). Pedestrian Injury Fact Sheet. Washington, DC: NSKC, 2004.

excited group of teens and tweens. Six years later, the center still exists. The dreamers in that eighth-grade class have graduated, but their contribution to their community continues.

> It is our choices, Harry, that show who we truly are, far more than our abilities.
>
> —*Professor Dumbledore, in* Harry Potter and the Chamber of Secrets

Knowing the Triggers: Grades 7 and 8

Confidence, stress reduction, and homework completion are interwoven topics covered by middle school students in Hialeah, Florida. First semester, seventh and eighth graders studied stress reduction methods and anger management to overcome tension and anger that interfere with learning. After learning the triggers for emotional conflict, they wrote lessons for mentoring projects and taught third graders homework strategies. School counselors had identified third grade as the time when learning good homework habits was essential for the transition to the upper elementary grades. Second semester, the tutoring continued every week.

Beauty Is More than Skin Deep: Grades 9–12

If "we are what we eat," does it also matter what we put *on* our bodies in the form of cosmetics? Based in Marin County, California, the Teens for Safe Cosmetics Web site states that many cosmetics expose consumers to toxic chemicals. Do we suffer from complacency about environmental toxins? Influenced by parent organization Search for the Cause, a group that aims to "investigate how exposures in our daily lives increase the risk of cancer," Teens for Safe Cosmetics focused on spreading awareness among young people about potentially carcinogenic ingredients found in personal care and beauty products. According to the Teens for Cosmetics Web site, the average teen is exposed to about 200 chemicals a day through personal cosmetic products like eye shadow, mascara, shampoo, and deodorant. Since our skin is our largest organ, should we be paying more attention to these products? On the site, teens posted their "Dirty Dozen"—twelve toxic chemicals and the everyday products they are found in. Though young, these activists were seriously engaged in study and sharp political analysis to address the sixty-billion-dollar cosmetics industry head-on. Their work took them to California's state capitol to lobby for a new law that requires the reporting of cosmetic ingredients to the government. This law passed in January 2007. Visit the Teens for Cosmetics Web site at www.teensturninggreen.org to see what's next for these kids determined to have both health and beauty!

Get Up, Power Up: Grades 9–12

Teens in North Anson, Maine, not only got up early, they also got in shape and influenced their peers to do the same. Making adolescent obesity their challenge—an issue that has troubled the nation's top health experts—this group of high school athletes set out to reverse the trend by starting before-school exercise groups. Along the way, they hoped to discover some factors that prevent teens from keeping fit. Students used electronic Body Composition Monitors and learned to measure their percentages of body fat and muscle mass and chart their metabolic rate. To monitor progress and outcomes, the teens charted the progress of members and nonmembers of the exercise groups to determine whether physical fitness relates to such indicators as school attendance, academic achievement, or disciplinary referrals. Their aim was to combine factual education and tough physical conditioning with the influential social networking that characterizes the high school years. What was learned from this combination? One student stated, "We learned a lot about how to make better choices in our lives—like eating right and not drinking on the weekends. And we learned to 'do the right thing,' which means treating people fairly and helping each other out."

Lessons from the Middle Ages: Grades 9–12

High school teachers in Berkeley used *When Plague Strikes: The Black Death, Smallpox, AIDS* to address issues of tolerance on their campus. The book discusses the issues of intolerance, blame, and scapegoating as they relate to the diseases in the title. Students have used their studies to plan a tolerance campaign at their high school, educating their peers about the perils of scapegoating and the possibilities of creating a more tolerant and inclusive campus.

Hunger, Homelessness, and Poverty

If you don't like the way the world is, you change it. You have an obligation to change it. You just do it one step at a time.

—*Marian Wright Edelman, founder, Children's Defense Fund*

Hunger and homelessness are global concerns. They are sometimes considered urban ills, but the reality is they are found in every country and in every community, rural and urban. Hunger and homelessness have many different causes. People throughout history have been uprooted and left without homes because of war or famine. Indigenous groups such as the Native Americans in the United States have been driven from their ancestral lands. Natural disasters also take a toll: floods, droughts, tornados, hurricanes, earthquakes, and fires can all devastate a community or destroy crops. Sometimes, events that do not affect entire communities create havoc in individual lives: People may face poverty and homelessness after losing their jobs or because of unexpected medical expenses, a downturn in the economy, or an advance in technology that replaces traditional work skills.

Children are frequently those most affected by poverty in modern society. Many children live at or below the poverty level.

- In the United States, almost 14 million children live in poverty.*
- More than 1.5 million U.S. children are without a home—that's 1 in 50 kids.**
- Worldwide nearly 650 million children live in extreme poverty.***

Other children may see people living on the streets, in cars, and in shelters and wonder why. During their first years of school, children learn about people's basic needs: food, clothing, and shelter. Yet some of the same children lack these basic necessities, and most are cognizant that many people live and struggle without them.

Peace, in the sense of absence of war, is of little value to someone who is dying of hunger or cold. Peace can only last where human rights are respected, where people are fed, and where individuals and nations are free.

—*Tenzin Gyatso, the Fourteenth Dalai Lama*

Through service learning, students examine conditions that cause poverty and lead to hunger and homelessness. They can become familiar with local needs and the services that address them. Studying history through the lenses of hunger, homelessness, and poverty makes issues of politics, power, and class struggles come alive by placing real people in real situations. Literature, both fiction and nonfiction, also vividly depicts events and the people who live in difficult circumstances, and can help clarify the myths and erroneous assumptions that create greater distances between people on different sides of the issue. Today, young people around the globe are contributing to the immediate needs related to this theme and becoming more adept at examining systems, questioning existing policies, and being part of the long-term meaningful response.

* *Basic Facts About Low-Income Children: Children Under Age 18*, Vanessa R. Wight and Michelle Chau, National Center for Children in Poverty, 2009

** The National Center on Family Homelessness, 2009

*** The Global Study on Child Poverty and Disparities (Bangladesh: UNICEF, 2007–2009)

Preparation: Getting Ready for Service Learning Involving Hunger, Homelessness, and Poverty

The following activities can be used to promote learning and skill development related to hunger, homelessness, and poverty. These activities are easily adapted to different grade levels during investigation, preparation, and planning to help your students examine key issues through research, analyze community needs, and gain the knowledge they need to effectively contribute to the design of their service plan. They can often be integrated into reflection and demonstration as students can lead the activities with others to build awareness. Since literature is often an important part of preparation, you can find recommended titles on this theme in the Hunger, Homelessness, and Poverty Bookshelf later in this chapter.

Activity: What Shape Is Your Pyramid? From the four food groups to the food pyramid, is there really one shape for all of us? Ask students to share their families' particular relationship to eating and nutrition. In diverse communities, students will have the opportunity to learn about a range of foods, from bok choy and dal to grits and falafel, and to find out how different cultures and communities address their dietary requirements. This can help students develop appreciation for the diversity in their communities and better analyze and understand the needs of those communities.

Activity: Learning About the Issues. How do we put a face on hunger and homelessness? How do we separate fact from fiction, myth from knowledge? You can try one or all of the following activities to start your students thinking.

- Give each student a piece of drawing paper and a crayon or marker (keep this simple). Ask students to draw a picture of somebody who is hungry. Let them know they can make a simple drawing and that they will have five minutes to finish. Encourage them to work individually and quietly. When everyone is done, ask students to place their drawings where others can see them. Ask the students to describe the person they drew—young, old, single, part of a family, man, woman, child—and how this person portrays hunger.
- Have students work in small groups. Assign each group one population: senior citizens, veterans, immigrants, families with children, unemployed people, people who are homeless. The students will spend five minutes thinking why this particular population might be hungry and

Find Out More About Hunger, Homelessness, and Poverty

To learn more about these issues and to get ideas for service and action, visit these Web sites and organizations online:

Free Rice (www.freerice.com) is a nonprofit Web site run by the United Nations World Food Program to help end hunger. By providing correct answers to trivia questions on the home page, rice grains are donated where needed across the globe.

Habitat for Humanity's youth programs (www.habitat.org/youthprograms) offer ways for young people to get involved in the organization's mission to eliminate poverty housing and homelessness and make decent shelter a matter of conscience and action.

Oxfam America (www.oxfamamerica.org) and **Oxfam International** (www.oxfam.org) are dedicated to finding long-term solutions to poverty, hunger, and social injustice around the world. Visit their "Cool Planet" site (www.oxfam.org.uk/coolplanet/kidsweb) for kid-friendly activities and stories.

Share Our Strength (www.strength.org) mobilizes individuals and industries to lend their talents to raise funds and awareness for the fight against hunger and poverty, addressing immediate and long-term solutions. Their Great American Bake Sale program offers educational curriculum and opportunities to work toward eliminating childhood hunger in America.

might need assistance with food. They will then share their thoughts with classmates, who can ask questions. As a follow up, you or a guest speaker can present facts on these populations (provided by local, state, or national agencies), *and/or* each small group can research its assigned population to gather information about hunger and poverty to be presented to the class.

- Invite a representative from a local agency who works with people who are in need of assistance with food to help answer questions and brainstorm ways the class can provide meaningful assistance.

The outrage of hunger amidst plenty will never be solved by "experts" somewhere. It will only be solved when people like you and me decide to act.

—Frances Moore Lappe, author

Making Connections Across the Curriculum

Some service learning activities naturally lend themselves to interdisciplinary work and making connections across the curriculum. These connections strengthen and broaden student learning, helping them meet academic standards. More than likely, you'll be looking for these connections and ways to encourage them well before the students ever start working on service learning activities. As with the entire service learning process, it helps to remain flexible, because some connections can be spontaneously generated by the questions raised throughout and by the community needs identified by the students. To help you think about cross-curricular connections and where you can look for them, the curricular web for this chapter (page 160) gives examples of many different ways this theme can be used in different academic areas. (The service learning scenarios in the next section of the chapter also demonstrate various ways this theme can be used across the curriculum.)

Service Learning Scenarios: Ideas for Action

Ready to take action? The service learning descriptions that follow have been successfully carried out by elementary, middle, or high school students in schools and with community organizations. Most of these scenarios and examples explicitly include some aspects of investigation, preparation and planning, action, reflection, and demonstration, and all have strong curricular connections. These scenarios can be a rich source of ideas for you to draw upon. Keep in mind that grade levels are provided as a reference; most scenarios can be adapted to suit younger or older students, and many are suitable for cross-age partnerships.

Activists and Authors: Grade K

In Hudson, Massachusetts, kindergarten students were serious about meeting community needs. They listened astutely to the facts and information presented by adults, including the district superintendent. They visited the food bank and recorded how much food was on the shelves. Back in class, they improved their math skills while calculating what quantities were needed by the food bank. Then, they conducted a food drive that matched what the agency needed. Following their sizeable contribution, they took digital photographs to document each step in the food drive process and created a book to inform others about the importance of service learning and to let the public know what still needs to be done.

A Community Collaboration: Grades K–12

Eight hundred public school students in Rhode Island have worked together in a cross-age service learning project to produce food that will feed people who are hungry in their community. The local food bank has received five tons of produce from the students' gardening efforts over four years. While older students teach younger ones about civic involvement, the environment, and how everyone can have a role in ending hunger, both groups enjoy working in the gardens and greenhouse—the latter built through the support of local businesses and volunteers. The broad scale of this project has encouraged the whole community to explore how food, agriculture, abundance, hunger, and society interconnect.

Hunger, Homelessness, and Poverty Across the Curriculum

Hunger, Homelessness, and Poverty

English/Language Arts

- Define "home" and its attributes; contrast with "homelessness"
- Research myths and facts about homelessness and use them in a persuasive writing piece to share information
- Find examples of how people who are homeless or living in poverty are depicted in literature

Social Studies/History

- Study historical events that led to hunger or homelessness such as the Irish famine
- Interview a city council member or deputy about the government's role in providing services for people in need
- Conduct a demographic and economic study of people who are hungry or homeless in your community

Languages

- Look at and compare the statistics for poverty and hunger in different countries
- Discuss issues of poverty and government programs in a country where this language is spoken
- Study the different kinds of structures used for homes in different countries and learn the associated vocabulary

Theater, Music, & Visual Arts

- Adapt literature that features a person who is homeless into a performance piece with opportunities for discussion with the audience
- Compose simple songs that teach basic concepts like numbers or colors; record and distribute them to a family shelter
- Research what art supplies are needed at a local shelter and prepare art kits

Math

- Read food labels to find out serving quantities and nutritional values
- Create a statistical chart to compare national and local statistics on hunger; discuss how statistics can be used in a food drive campaign
- Chart how many cans or pounds of food are needed and received by the local food bank in order to serve their target population

Physical Education

- Discuss the effects of malnutrition on physical health and well-being
- Create a child-friendly exercise video for a family shelter
- Visit a food bank and "get physical" while sorting cans and stocking shelves

Computer

- Develop a brochure for a local food shelter
- Type résumés for people who are looking for work and have no computer access
- On the Internet, find slogans and quotes to use in a marketing campaign for a food drive

Science

- Learn about the food pyramid and nutritional needs of children and adults
- Study the effect of hunger on student achievement in school and on adults trying to enter the workforce
- Compare the nutritional value of different foods and the associated costs

Quilting: Grade 2 Famous People

In a second-grade class, a teacher read *The Teddy Bear* to initiate conversation about people who are homeless. Students eagerly discussed people they had observed in their semi-rural Washington state community who seemed to have no residence. The children expressed concern and wanted to know who helped people who were homeless in their community. A speaker from a local shelter was invited to answer prepared questions and listen to students' ideas for helping. The class decided to make two quilts that could be used at the shelter. Students applied math and art skills and learned to sew. With parental assistance, they delivered two quilts for permanent use at the shelter.

Children's Hunger Network: Grades 4 and 5

In Los Angeles, Westwood Elementary students in a fourth/fifth-grade combined classroom created a Children's Hunger Network to study national geography, to explore issues of hunger and poverty around the United States, and finally to work on these issues in their own Los Angeles community. To start their geography unit, they identified a school in each of six regions in the United States. Through letters, faxes, and email, they challenged participating classrooms to learn about hunger and homelessness in their communities, find out what organizations were already helping, find a way to make a difference, and report back what they had learned. A local college student helped document the results, and copies were sent to all participating classrooms. For the initiating classroom, U.S. geography came alive as students connected with peers across the country who also wanted to help others. A variety of methods—speakers, field trips, books, and journals—were part of the learning process. The students' direct service included conducting an art exchange with children who lived in a shelter and donating art supplies for their use.

An Art-Full Environment: Grade 6

After a food bank relocated, its coordinator visited a class and described how "sterile and unwelcoming" the new waiting area appeared with its rows of chairs and bare white walls. The middle school students made posters and art work to decorate the area and created a childcare area stocked with donated art supplies.

A Garden That Serves: Grades 6–8 Science

What began as a garden for a class science project expanded when students wanted to continue planting, weeding, and harvesting. After five years of year-round participation at school, the students continue to tend an organic garden in a community lot to provide fresh produce for families in need and hundreds of residents of local shelters. A partner agency assists with food distribution.

What Is Hunger? Grade 7 Social Studies

Everyone says it: "I'm hungry!" Is "hungry" a growling stomach before the lunch bell or a longing for an after-school snack? Students in social studies classes discussed hunger and came to understand how the word is experienced by people in poverty. They found out that people who don't eat, or who don't eat regular, nutritionally balanced meals, have impaired immune systems and may get sick more often. Their ability to study or work is reduced, too. These effects can lead to a downward economic spiral unless intervention and assistance are provided. Students partnered with local agencies to prepare written materials for distribution at schools, libraries, youth clubs, and other organizations. The materials provided facts about local hunger, ways in which people can help, and tips for running food and clothing drives.

Kids Sew for Kids: Grade 8 Home Economics

In an eighth-grade home economics class, students working in pairs selected an outfit to make for a child at a homeless shelter. The outfits were color coordinated, and each partner sewed one piece. Outfits ranged from sweat suits to shorts sets. Some students also made backpacks for school. To fund the project, community partnerships were established with local fabric stores.

Functional Math: Grade 8 Business Math

Middle school students combined math lessons with studies of homelessness to provide community assistance. The students learned about the business math concepts of profit, loss, gross, net, discounts, taxes, and so forth and then applied these skills in a fund-raiser aimed at buying food to make bag lunches for a local soup kitchen. Partnerships were created among the students, the school, community food wholesalers, potential donors, and the soup kitchen itself.

Social Change Across the Curriculum

English/Language Arts

- Read a biography about a person who has worked for social change
- Compare newspaper editorials to learn about methods and styles used to persuade public opinion
- Discuss and write an essay on how young people experience stereotyping and prejudice

Social Studies/History

- Study how each branch of government directly impacts the life of your community
- Read about César Chávez and his movement; find out about current migrant worker issues
- Learn how voting rights were gained by suffragettes, the civil rights movement, and the events after South Africa's apartheid era

Languages

- Create public service videos in different languages about the school, local government, or helpful organizations; distribute through local agencies and cable access
- Learn about opportunities to serve in other countries, including the Peace Corps
- Study the needs of refugees in the United States, including the challenges of language and prejudice

Theater, Music, & Visual Arts

- Adapt a piece of literature about social change for a reader's theater performance
- Find out how folk music has been used to communicate social and political messages, inspiring people to learn and to take action
- Examine murals as artistic and cultural methods of expressing public opinion; include graffiti art in the research

Social Change

Math

- Create a public opinion poll regarding an issue of concern in the community; survey, tabulate, and report student responses
- Write about famous mathematicians and the impact of their work on society
- Examine the cost and benefits of fund-raising events that aid the community; develop ideas for cost-cutting measures and efficient record-keeping methods

Physical Education

- Study how Title IX became landmark legislation that bans sex discrimination in schools, and especially how this impacts school athletics
- Research playground safety information and visit a public playground; document needed changes and make recommendations to the appropriate local government agencies
- Research how physical challenges such as walk-a-thons and bike rallies engage the community and also benefit social causes

Computer

- Survey local community agencies such as shelters, meals-on-wheels, or immigrant centers to find out how students can help with computer technology needs
- Create a database of agencies that need student volunteers and a database of ideas and student skills that community agencies can access
- Do Internet research on careers in public service; create a Web page with links to service agencies and organizations throughout your community

Science

- Find out how funding of global initiatives has affected the fight against disease and the movement toward global health and stabilization in developing countries
- Research community needs of people in low-income housing for safety equipment such as smoke alarms or emergency kits
- Learn about the connection between science and public relations by researching how social marketing campaigns are used to educate communities about health related problems such as potable water

Service Learning Scenarios: Ideas for Action

Ready to take action? The service learning descriptions that follow have been successfully carried out by elementary, middle, or high school students in schools and with community organizations. Most of these scenarios and examples explicitly include some aspects of investigation, preparation and planning, action, reflection, and demonstration, and all have strong curricular connections. These scenarios can be a rich source of ideas for you to draw upon. Keep in mind that grade levels are provided as a reference; most scenarios can be adapted to suit younger or older students, and many are suitable for cross-age partnerships.

Young Advocates: Preschool

At the Pacific Oaks Preschool in Pasadena, California, when handed a "flesh-colored" adhesive bandage for a cut, a student remarked, "That's not the color of *my* skin!" This comment led to an impromptu classroom survey. Each child took a turn to see if the bandage matched her or his skin color. Within this classroom's diverse population, ten percent more or less matched, forty percent of the children came close, but fifty percent definitely didn't match. After discussing how melanin contributed to the color of their skin and reading books that featured children of all skin colors, the kids decided to write the bandage company and report their results. They also suggested that the company find a new term to describe the product. The company responded with a thank-you letter and another box of "flesh-colored" bandages. Still, the seeds of activism had been planted.

> Pick battles big enough to matter, small enough to win.
>
> —*Jonathan Kozol, author*

Kids That Type: Grade 1

After hearing the book *Click, Clack, Moo: Cows That Type* read aloud by their teacher, first-grade students decided they wanted to be "Kids That Type." They decided to look for improvements needed in their surroundings and to write letters to start things changing for the better. They walked around their school and found several areas on the playground in disrepair. They met with the principal to learn about getting the playground fixed and found out that three requests had already been submitted to the district office. The children composed a letter and visited other first-grade

Find Out More About Social Change

To learn more about these issues and to get ideas for service and action, visit these Web sites and organizations online:

Randomkid (www.randomkid.org), founded by a "kid," works to harness the giving power and ingenuity of kids and teens. They educate, mobilize, unify, and empower young people across the world to directly impact a broad spectrum of local, national, and global needs.

Tolerance.org (www.tolerance.org), a Web project of the Southern Poverty Law Center, promotes and supports anti-bias activism in every venue of American life and includes information and resources for teachers, parents, and children on fighting hate and promoting tolerance. Be sure to check out "Mix It Up at Lunch Day."

At the Web sites for **Amnesty International** (www.amnestyusa.org) and **Amnesty International Kids** (www.amnestyusa.org/aikids), students can learn about and participate in human rights advocacy efforts. They can join the AIKids' Urgent Action Network to receive a letter-writing guide teaching them how to write to their government officials.

Do Something (www.dosomething.org) is an organization that helps young people get involved in their communities by identifying the issues they care about and creating projects that turn ideas into action.

What Kids Can Do (www.whatkidscando.org) promotes myriad ways young people across the world respond to local and global concerns with determination and creativity. The Web site also invites students to share their service learning stories, with a focus on giving a voice to marginalized youth.

classes, read their letter aloud, and asked for signatures from their peers. The mailed letter was signed by over one hundred children. The repair was made within three weeks. For the "Kids That Type," this would be the first of many letters.

Helping Children in Shelters: Grade 3

An elementary student saw a television newscast about children living in shelters because they had been victims of domestic violence. The student initiated a discussion of the issue in class, and fellow students wanted to learn more and find ways to help. A social service worker showed the class an age-appropriate video and answered questions. The class generated a range of options for helping and presented their ideas to other classrooms at various grade levels. The students collected needed materials for children living in shelters, including backpacks with school supplies, journals and pens, and current magazines. Letter writing to local businesses assisted in skill development and yielded a substantial quantity of donated goods. Students also discussed showing respect to peers living in a variety of settings, including shelters.

Making the Census Count: Grade 4

Fourth graders attending Sullivan School in North Adams, Massachusetts, studied the importance of the federal census and the impact on the area if people do not complete and return the forms. Students learned from city officials about the history of poor returns and how this affects federal funding for local needs. The census count also determines how many people can represent that state in the House of Representatives. Plus, all information is aggregated; personal information is never revealed. Armed with this information, the students designed and executed a public service campaign to educate the community about the importance of participating in the census. They created a billboard, brochures, radio and television public service announcements, and editorials for the local paper. Their advocacy work culminated with an informational night to help community members fill out the census forms.

Fair Trade and Philanthropy: Grade 4

Fourth graders at the Casady School in Oklahoma City, Oklahoma, learned about fair trade chocolate from World Neighbors, a local nonprofit that embraces self-reliance and leadership in remote villages across the globe. The children sold chocolate and taught high school students and faculty about fair trade principles. Proceeds of the sales went to student-selected nonprofits in percentages that students determined after learning about and analyzing the mission, vision, and purpose of each agency.

Identifying a Female State Hero: Grades 4 and 5

While preparing for a visit to their state capitol, fourth graders at New Canaan Country School in Connecticut learned about the state flowers, state song, and state flag. When the time came to tour the capitol building, they found a huge statue of a male "state hero" in the rotunda. The students wondered, "Is there a female state hero?" This observation redirected their course of study. Step by step, the students demonstrated their capabilities as they defined what heroes are and what actions are heroic, researched appropriate female role models from their state, and debated their selection. After learning how a bill becomes a law, they found a state legislator willing to introduce a bill that named their designee, Prudence Crandall, as the Connecticut state heroine because of her stand against prejudice. In spite of the students' informed presentation to the legislature, their bill failed. The kids regrouped. As fifth graders, they created a play about their hero's life and toured the state to gather signatures from the populace in support of their new bill. The second time around, the bill passed. Then, fourth-grade students from Ellen P. Hubbard School in Bristol, Connecticut, raised considerable funds to help pay for the statue of Prudence Crandall in the state capitol.

Creating a Web of Opportunity: Grade 6

Middle school students in computer classes found their talents valued. Local nonprofit organizations were in dire straits. Some were being bombarded with more requests than they could handle for youth volunteer opportunities; others were not contacted at all. The need: building kid-friendly, information-rich Web pages for the organizations so young people could learn about specific issues and base their involvement on social concern. At first, students thought they could create dozens of Web pages in a flash. Instead they discovered they had to slow down to learn enough about the issues to create meaningful connections. In the process, the students shared knowledge about the agencies in their English and social studies classes,

which led to other service learning activities. Several students began to volunteer their computer skills after school to help with agency needs. The students also made presentations to high school humanities classes, where service learning was part of the curriculum. Feedback from the agencies was extremely positive, and many other agencies wanted to sign on.

Unity Week: Grades 6–8

"We had been studying about the civil rights movement in social studies, and we decided to create a day of school unity. But once we began listing our ideas, the day grew into a week's worth of activities, and we needed more help. Every social studies class in the entire school took part!" The eighth-grade students in this social studies class were surprised their idea had such impact on students, teachers, parents, and the community, when everyone helped turn possibilities into plans. The students wanted to create events that would stimulate ongoing conversation and a veritable buzz of excitement. English classes assigned students to read *Bone by Bone by Bone, The Circuit,* or *Jakeman* for discussions and writings on social inequalities and racism in society. Sixth-grade social studies classes used *Through My Eyes,* while seventh- and eighth-grade classes read and discussed selections from *Remember Little Rock: The Time, the People, the Stories.* Students delivered famous speeches, and choirs sang about peace and harmony at lunch rallies. Every social studies class had guest speakers from community agencies who led workshops on local issues of tolerance related to immigrants, people with special needs, and racial issues. During "Unity Tonight," students and teachers performed music and slam poetry for the invited community members. On the last day of the week, the students who had initiated Unity Week led reflection sessions in every social studies class. In addition to finding out what was learned, they asked, "What ongoing activities can we establish at school to continue building unity and community?"

A Bus Display on Courage: Grades 6–8

Claudette Colvin's courageous act as a teenager in 1955 aboard a Montgomery city bus contributed significantly to ending segregation on U.S. transportation. The "Understanding Courage" project engaged today's teens in telling her story—on the city buses of Portland, Maine. King Middle School students and the school librarian read and discussed *Claudette Colvin: Twice Toward Justice.* Maine College of Art's art education students guided the discussions into artistic expression, and the middle school students created an art panel series to be displayed on city buses, reflecting the words and acts of courage in the book.

Student Building Planners: Grades 6–10

Students in a university course on facility planning and management worked with the local school district to identify a school in need of remodeling, additions, or new facilities. They surveyed the buildings and grounds; interviewed students, faculty, and administrators; and researched the history of the school and buildings. Then they worked to redesign existing areas they considered to be misused, as well as to design additional space for present or future needs. Middle and high school students became actively engaged in the process, attending university classes, offering feedback and ideas, and preparing drawings and presenting them to the college students, school administrators, and parents. The process allowed students, who are often neglected in the creation of schools and other public places, to become involved, learn community organizing methods, and make decisions.

Dreams of a Youth Center: Grades 6–12

In 2001, middle school students in Baltimore, Maryland, realized kids need a place to go after school to keep them off the streets. They came up with an ambitious plan: to purchase and renovate a house to serve as a neighborhood youth center. With teacher support, these "Youth Dreamers" took action. Through letter and grant writing and phone campaigns, students raised over $600,000 from government, nonprofit, and corporate sources. They worked with a pro bono architect and general contractor to design and construct the house. The students now have their youth center, and in May 2009, they held their house warming. After completing an application and interview, teens at the center guide younger members through tutoring, classes, and recreation. The Youth Dreamers continue to generate service ideas, write grants, run fund-raisers, design and evaluate programs, manage an annual auction, volunteer at a free health clinic, and partner with adults to teach classes. Check out their Web site: www.youthdreamers.org.

Social Change: Issues and Action Bookshelf Topics

Topics	Books	Category
Historical Perspectives The past is a rich source of information and examples of action undertaken by individuals and groups working for the benefit of many. Their stories influence our own.	*1968*	N
	Alive in the Killing Fields: Surviving the Khmer Rouge Genocide	N
	Belva Lockwood: Equal Rights Pioneer	N
	The Breadwinner Trilogy	F
	Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom	P
	Democracy	N
	Draw What You See: A Child's Drawings from Theresienstadt/ Terezín	N
	Fire from the Rock *	F
	Journey of Dreams	F
	My Mother, the Cheerleader	F
	Passage to Freedom: The Sugihara Story *	P
	Remember Little Rock: The Time, the People, the Stories	N
	The Rock and the River	F
	See How They Run: Campaign Dreams, Election Schemes, and the Race to the White House	N
	We Were There, Too! Young People in U.S. History *	N
Our World Today What realities in our world do we need to know about? The interconnectedness of our societies and our common humanity urge us to become knowledgeable in order to create mutually respectful social change.	*Chanda's Wars*	F
	Every Human Has Rights: What You Need to Know About Your Human Rights	P
	If the World Were a Village	P
	A School Like Mine: How Children Learn Around the World * (see CD-ROM)	N
	Slavery Today	N
	Sold	F
	We Are All Born Free: The Universal Declaration of Human Rights in Pictures	P
Planning for Action Are you ready for action? These books can help with the key stage of preparation. Information, planning tools, and ideas are waiting.	*The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference* *	N
	The Little Engine That Could (see CD-ROM)	P
Prejudice and Discrimination These books delve into such topics as prejudice, stereotypes, discrimination, and racial intolerance. The stories also tell us about strength of spirit, character, and resolve to overcome injustice.	*Across the Alley*	P
	Animal Farm (see CD-ROM)	F
	Bifocal *	F
	Bone by Bone by Bone	F
	First Crossing: Stories about Teen Immigrants	(see page 181)
	The Goat Lady *	P
	The House on Mango Street (see CD-ROM)	F
	I Am a Taxi	F

Page references are given for books that can be found in the bookshelf lists of other chapters.
* These books include examples of young people in service-providing roles.
(GN) These books are graphic novels.

Social Change: Issues and Action Bookshelf Topics (continued)

Topics	Books	Category
Prejudice and Discrimination (continued)	*Shine, Coconut Moon*	F
	Six Million Paper Clips: The Making of a Children's Holocaust Memorial * (see Safe and Strong Communities Bookshelf—CD-ROM)	N
	Smoky Nights (see Safe and Strong Communities Bookshelf—CD-ROM)	P
	Taking a Stand Against Racism	N
	To Kill a Mockingbird (see CD-ROM)	F
	Also see titles on the Immigrants Bookshelf	
Working for Change The path of social change is a long, well-traveled road, and these examples guide us and remind us of what we can accomplish.	*After Gandhi: One Hundred Years of Nonviolent Resistance* *	N
	Akira to Zoltán: Twenty-Six Men Who Changed the World *	N
	Brundibar *	F
	The Carpet Boy's Gift *	P
	Claudette Colvin: Twice Toward Justice *	N
	Close Encounters of a Third-World Kind *	F
	Delivering Justice: W.W. Law and the Fight for Civil Rights	P
	Edwina Victorious *	F
	The Gospel According to Larry *	F
	Healing Our World: Inside Doctors Without Borders *	N
	Hitch *	F
	I Could Do That! Esther Morris Gets Women the Vote *	P
	In the Time of the Butterflies * (see CD-ROM)	F
	Jakeman *	F
	The Juvie Three	F
	Knitting Nell * (see CD-ROM)	P
	Listen to the Wind *	P
	One Hen: How One Small Loan Made a Big Difference *	P
	Peeled *	F
	The Photographer	F (GN)
	Sacred Leaf *	F
	¡Sí, Se Puede!/Yes, We Can! Janitor Strike in L.A. *	P
	Summer Wheels * (see Safe and Strong Communities Bookshelf—CD-ROM)	P
	That's Not Fair! Emma Tenayuca's Struggle for Justice/¡No Es Justo! La lucha de Emma Tenayuca por la justicia	P
	Three Cups of Tea: One Man's Journey to Change the World . . . One Child at a Time *	N
	Wangari Trees of Peace: A True Story About Africa *	P
	We Are One: The Story of Bayard Rustin *	N
	We Need to Go to School: Voices of the Rugmark Children *	N

Page references are given for books that can be found in the bookshelf lists of other chapters.

* These books include examples of young people in service-providing roles.

(GN) These books are graphic novels.

State of New Hampshire
Department of State

CERTIFICATE OF EXISTENCE

OF

TOMORROW'S CHILD FOUNDATION

This is to certify that **TOMORROW'S CHILD FOUNDATION** is registered in this office as a **New Hampshire Nonprofit Corporation** to transact business in New Hampshire on 5/30/2017 3:32:00 PM.

Business ID: **771504**

IN TESTIMONY WHEREOF,
I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 30th day of May A.D. 2017.

William M. Gardner
Secretary of State

State of New Hampshire
Department of State

TOMORROW'S CHILD FOUNDATION

Tomorrow's Child Foundation

2 Stirrup Iron Road

Boscawen, NH, 03303, USA

State of New Hampshire
Department of State

5/30/2017 3:46:41 PM

Tomorrow's Child Foundation
2 Stirrup Iron Road
Boscawen, NH, 03303, USA

Enclosed is the acknowledgment copy of your creation filing. It acknowledges this office's receipt and filing of your documents.

Any nonprofit organization that 1) will be applying to the IRS to be a 501(c)(3) organization and/or 2) will solicit donations or distribute funds in the state of N.H. and/or 3) is formed for any purpose enumerated in RSA 7:21, II is required to register with and report to the *Attorney General, Charitable Trusts Unit*, NH Department of Justice, 33 Capitol St, Concord, NH 03301 (603) 271-3658.

Subsequent to filing with the secretary of state a copy of the document must be filed in the office of the clerk of the town in which the business address of the corporation is located.

Your organization is required to file a Non-Profit report and pay a $25.00 filing fee every fifth year (i.e. 2015, 2020) due by December 31st of the filing year. As a courtesy our office will send a reminder notice in January of the filing year by mail or email. Non-Profit reports may be filed on-line or downloaded from our website at https://quickstart.sos.nh.gov/online.

If you are unable to obtain a report through our website, you should contact this office to request one.

Please Note: It is your organization's responsibility to obtain a report and submit for filing prior to December 31st of the filing year.

Failure to file the non-profit reports and/or fees will result in the administrative dissolution or suspension of the non-profit organization.

Should you have any questions, you may contact the Corporation Division at the phone number or email address below. Please reference your Business ID Number when contacting our office.

Sincerely,
Corporation Division

Business ID: **771504**
Filing No: **3602635**

Filed
Date Filed : 05/30/2017 03:32:00 PM
Effective Date : 05/30/2017 03:32:00 PM
Filing # : 3602635 Pages : 3
Business ID : 771504
William M. Gardner
Secretary of State
State of New Hampshire

Articles Of Agreement of Tomorrow's Child Foundation

Articles of Agreement

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name
The name of the corporation shall be Tomorrow's Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized to support increased options in public education including public charter schools in the Capitol city of Concord. This is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: The provisions for establishing membership and participation in the corporation are:

There are no members.

Registered Office

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400.

ARTICLE 4: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7).

The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicéa, Boscawen, NH 03303 - Chair
Kasai Mumpini Bedford, NH 03110 - Vice Chair
Stephanie C. Alicéa Boscawen. NH 03303 – Secretary
Lavinia Jackson, North Carolina - Voting Member
Stephanie Carter, Concord NH 03301 - Treasurer

ARTICLE 5: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303. The business email shall be tomorrowschildnh@gmail.com.

ARTICLE 6: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 7: Provision eliminating or limiting the personal liability of a director, an officer or both, to the corporation or its shareholders for monetary damages for breech of fiduciary duty as a director, an officer of both is:

The officers of the corporation shall not be liable to the corporation or to its shareholders or members for monetary damages for breach of their fiduciary duties to the full extent permitted by N.H. RSA 292.

ARTICLE 8: Signatures and post office address of each of the persons associating together to form the corporation.

Signature, Name and Post Office Address

Incorporators:

Stephanie C. Alicea
2 Stirrup Iron Road, Boscawen, NH 03303

Caroletta C. Alicea
4 Stirrup Iron Road, Boscawen, NH 03303

Kasai Mumpini
64 Old Suncook Road, Concord, NH 03303

Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407

Stephanie Carter
10 Bow Street Concord, NH 03303

Revised effective the 30th day of May 2017.

Capital City Charter School

Charter School Approval: State Board Criteria for Review. The State Board shall review the application for completeness to ensure that each of the statutory requirements of RSA 194-B:3, II has been met.		
	Element	Comments
	Ability to File	This requirement does not appear to be satisfied.
	Name of School	This requirement does not appear to be satisfied.
a	Educational mission.	This requirement appears to be satisfied.
b	Governance and organizational structure and plan.	This requirement does not appear to be satisfied.
c	Methods by which trustees and their terms are determined.	This requirement does not appear to be satisfied.
d	General description and proposed or potential location of facilities to be used, if such information is available.	This requirement does not appear to be satisfied.
e	Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.	This requirement does not appear to be satisfied.
f	Curriculum.	This requirement does not appear to be satisfied.
g	Academic and other learning goals and objectives.	This requirement does not appear to be satisfied.
h	Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.	This requirement appears to be satisfied.
i	For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.	This requirement appears to be satisfied.
j	Staffing overview, including qualifications sought for professionals and paraprofessionals.	This requirement does not appear to be satisfied.
k	Personnel compensation plan, including provisions for leaves and other benefits, if any.	This requirement does not appear to be satisfied.
l	Pupil transportation plan, including reasonable provision from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.	This requirement may not be satisfied.
m	Statement of assurances related to nondiscrimination according to relevant state and federal laws.	This requirement appears to be satisfied.
n	Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils.	This requirement does not appear to be satisfied.
o	Admission procedures.	This requirement does not appear to be satisfied.

p	Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.	This requirement does not appear to be satisfied.
q	Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports performed by an independent certified public accountant.	This requirement does not appear to be satisfied.
r	Annual budget, including all sources of funding.	This requirement appears to be satisfied.
s	School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.	This requirement does not appear to be satisfied.
t	Provision for providing continuing evidence of adequate insurance coverage.	This requirement does not appear to be satisfied.
u	Identity of consultants to be used for various services, if known.	This requirement does not appear to be satisfied.
v	Philosophy of parent involvement and related plans and procedures.	This requirement does not appear to be satisfied.
w	A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.	This requirement appears to be satisfied.
x	A global hold-harmless clause which states: The charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.	This requirement appears to be satisfied.
y	Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.	This requirement appears to be satisfied.
z	Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan.	This requirement appears to be satisfied.
aa	In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school.	N/A

bb	A plan for the education of the school's pupils after the charter school may cease operation.	This requirement appears to be satisfied.
cc	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. (17) Severability in accordance with subpargraph (y) above. (18) Assignment of contract. (19) Insurance. (20) Revocation. (21) Amendment. (22) Renewal. (23) Entire agreement. (24) Location, which shall be identified prior to submission to the legislative body.	N/A
dd	Proposed accountability plan	This requirement does not appear to be satisfied.

PEER REVIEWS

To be filled out by Reviewer – not by Applicant

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

CHARTER SCHOOL EVALUATION SCORING GUIDE FOR PROPOSED CHARTER SCHOOL APPLICATIONS

Application requirements: No greater than 50 pages (excluding cover letter and appendices) and at least 11-point font. Applications must include a table of contents with corresponding page numbers.

The evaluation scoring guide provides the application reviewers with a means of determining the quality of the charter school application. It may also be used by charter school developers to guide writing their application, along with the Charter School Application Guidelines used for the legal review conducted by an Attorney. Application reviewers shall objectively review the application using the following scoring criteria, based on a 100-point scale:

NAME OF PROPOSED CHARTER SCHOOL:

Topic - Mission and vision statements

The mission statement clearly defines the core purpose and key values of the school in a few concise sentences. A school's mission statement provides the foundation for the entire application. The vision statement describes what the school hopes to be in the future. The mission statement is how the school intends to make that vision a reality. The mission and vision statements should be meaningful, clear, and easy to understand.

Criterion #1	The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement.

Comments: The vision is clear. The mission does not state how they will achieve this end through the curriculum. States "high quality education," no definition of what that means to the founders.

Supporting factors can be found on page(s):	6		**Maximum Score**	**10**	**Rating**	8

Topic – Governance and organizational structure

Governance is extremely important to the success of a charter school. Oftentimes, the founding members will transition into the school's governing board. The application should describe the process to appoint/elect the initial board members, the decision-making process, term limits, and an organizational plan that outlines roles and responsibilities of the board members and school administration in order to successfully implement the school's program.

Criterion #2	The founding members have a wide-range of experience and qualifications to implement and oversee a successful public charter school. There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities.

Comments: The school is being organized by an existing education based non-profit that will oversee the process of board selection. The combined experience of the members is listed. An understand of current law regarding the structuring of governance is clear.

Supporting factors can be found on page(s):	6-8, Append. A		**Maximum Score**	**10**	**Rating**	10

Topic – General description of school facilities and students to be served

One of the major tasks to opening a public charter school is finding a suitable facility. It is not required to have a formal facility agreement during the application process; however, viable options should be explained to include a target location, reasonable plan for space requirements and assurance that the school facility will be adequate for the projected student enrollment and future growth.

Criterion #3	A description of the school facility is provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth.

Comments: The school is to be located in Concord. The general idea of how many students, and how many classrooms will be initially needed is stated. No mention of square footage required. Flexible outdoor space, space for offices also mentioned, but not approx size of facility.

Supporting factors can be found on page(s):	11, 12		**Maximum Score**	**8**	**Rating**	7

Topic – Curriculum

A charter school application should include a description of the school's educational program, student performance standards and curriculum that meets or exceeds content area standards that will enable each student to achieve academic success. Current research for selecting a particular curriculum should be included in the application.

Criterion #4	A clearly defined, research-based curriculum is being proposed with the potential to increase student achievement, and that is aligned with the New Hampshire Curriculum Frameworks/Common Core State Standards.

Comments:

It is clearly stated that the Service Learning standards will be aligned with Common Core standards.

Supporting factors can be found on page(s):	14-16		**Maximum Score**	**8**	**Rating**	8

Topic – Academic and other learning goals and objectives/Assessment

Academic goals should be clear, specific and measureable to reflect the school's mission and vision statements. The application should give a description of well-defined and realistic strategies for improving student achievement and closing achievement gaps.

Criterion #5	In the application, there are clearly defined high and attainable educational goals. There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals of the school.

Comments: Education goals are clearly defined. Several assessment tools are outlined. The SBA, NEWA's MAP, and NWEA standardized tests will also be utilized.

Supporting factors can be found on page(s):	17,18		**Maximum Score**	**8**	**Rating**	8

Topic – Staffing overview and benefits compensation plan, if any

The application should include an overview of school staffing to include qualifications, job responsibilities and benefits to be offered for particular positions, i.e., administration, teachers, aides.

Criterion #6	Adequate description is provided on staff member qualifications and job responsibilities. A benefits compensation plan is outlined in the application.

Comments:
The requirements for Teacher assistant is primarily subjective. They state they "anticipate" hiring teachers with a Batchelor or Master degree. It is not stated if it will be required or not. Full time staff will be salaried, with some benefits. No salary range is stated.

Supporting factors can be found on page(s):	20		**Maximum Score**	**8**	**Rating**	7

Topic – Pupil transportation plan

Description of the school's transportation plan to include reasonable provision from the charter's own resources for transportation of students residing outside the district where the charter school is located.

Criterion #7	Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation.

Comments:
An understanding of current law is stated. Students within the district will be provided with transportation. They offer assistance to those who live outside of the district that may need support.

Supporting factors can be found on page(s):	21, 22		**Maximum Score**	**8**	**Rating**	8

Topic – Serving students with special needs

A plan must be in place to identify and meet the needs of all students enrolled at the school. A description should be provided on how the school will: (1) ensure students with disabilities will have an equal opportunity to attend the charter school; (2) work collaboratively with the resident school district and parents/guardians to determine the appropriate placement for each student with a disability based on the student's needs; and, (3) ensure appropriate services will be provided for students enrolled in the charter school.

Criterion #8	Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements.

Comments: A clear definition of existing law is stated, as is the understanding that the sending district is responsible for assessing the child's needs. There is no statement as to how Capital City Charter will work with district or how they see their role in supporting the student.

Supporting factors can be found on page(s):	22, 23		**Maximum Score**	**8**	**Rating**	6

Topic – Admission procedures Description of a student recruiting plan, including strategies for reaching the school's targeted population. Description of the school's registration policies and procedures including enrollment timeline and lottery process.						
Criterion #9	The school's enrollment policies and procedures are clearly described. The enrollment and lottery processes are fair and equitable and reflects compliance with applicable laws.					
Comments: Clearly states that it is open to all students, the application review process, the lottery process are all clearly stated. There is no mention of how the application is to be obtained. No mention of online access. No mention of how they will let the community know about the school or alert them as to the filing period.						
Supporting factors can be found on page(s):	24, 25		**Maximum Score**	**8**	**Rating**	6

Topic – Student discipline, suspension and expulsion Description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law.						
Criterion # 10	Adequate description is given of the school's proposed policies and due process procedures to address discipline, suspension, and expulsion.					
Comments: A code of ethics will be developed. Nothing was provided in the application. A concern for student safety and well being is stated. Self discipline, self advocacy, conflict resolution are stated as being part of the curriculum. No mention of existing law regarding bullying, suspension, or expulsion.						
Supporting factors can be found on page(s):	26, 27		**Maximum Score**	**8**	**Rating**	4

Topic – Budget and financial management A five-year operating budget, that includes the start-up budget, to contain revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. A detailed budget narrative and fundraising plan should also be provided. Description of who will manage the school finances and how financial resources will be properly managed.						
Criterion # 11	The budget is based on realistic revenue and expenses for a five-year period; the budget narrative is based on valid assumptions. There is a clear description of how the school finances will be managed along with an internal process to safeguard finances.					
Comments: A clear understanding and outline of the fiscal responsibility , reporting, and accountability is stated. The budget is thorough.						
Supporting factors can be found on page(s):	27, 28,29, Append. B		**Maximum Score**	**8**	**Rating**	8

Topic – Parent and community involvement/Dissemination of information The application should demonstrate the expectations and plans for ongoing parent and community involvement. Communication and networking with the entire community and surrounding school districts is a priority in developing the school and beyond. Charter school developers need to provide adequate notice to the community about the possibility of a new charter school. **Letters of support, from business and community leaders, elected officials, and/or local school districts, are strongly encouraged**	
Criterion #12	The school's purpose and expectations for parent and community involvement are clearly defined in the application. A plan is in place to develop and disseminate material to the community about the implementation and action steps of the school.
Comments:	Information will be provided through website. An outreach program will distribute promotional material via public schools, community, and faith based organizations,

Supporting factors can be found on page(s):	31		**Maximum Score**	**8**	**Rating**	8

SCORE TOTAL:	88

OVERALL ASSESSMENT - This section gives the application reviewers an opportunity to provide general feedback about the overall impression of the charter school application:

The mission statement should provide clarity as to how the curriculum will support the mission.

There seems to be a lack of clarity as to the students that they wish to attract. In the transportation section it is stated that most of the students will be from the sending district. Elsewhere in the application there is a mention of providing accommodations for traveling students, at some point.

The application process is not clear. Will there be online applications? Will students need to go to the facility and apply in person? It does not state either.

How will the school will work with the sending district to accommodate students with IEP's or other needs, is not stated. Will there be a staff person designated to work with sending districts?

Reviewed by:	Victoria Sullivan, *Charter School Representative*	**Date:**	07/30/2017

Updated: April 23, 2012

Capital City Charter School

Evaluation scoring guide Total Points=49

1. **Mission Statement (3)**
   - Descriptive statements of their ideal school related to hopes and dreams for students, staff, families, and the community is lacking. These statements also describe the context, systems, and structures that support those hopes and dreams-not clear.
   - How does the school go about creating an experimental learning environment?
   - Explained 5 states of service learning, but how are these 5 steps implemented?
   - How is integrating student experiences into the curriculum and addresses areas beyond the academic realm t o include-leadership, communication, collaboration and critical thinking different than any other school? Don't all school strive for this? Many High Schools are involved with Extend Learning Outcomes which address experimental learning.
   - Many schools have the IMPACCT program through Voc Rehabilitation to address the 5-components of service learning.
   - Rather than specifying grade level, Charter should be written by age in the event that a student takes longer than expected to finish High School? Will the student be un-enrolled once he reaches the end of 12th grade and hasn't receive completion of competencies yet?

2. **Governance and Organizational Structure (3)**
   - Members of Tomorrow's Child Foundation-length of time on school board? On Ethics, Finance and Policy Committee? How many years as an educator and under what capacity? Need to be more specific with profile.
   - One member has experience with grant management. Will grant management be a position within the administration of the school? How will this member's experience help to sustain this charter school?
   - Why are their no teachers serving on the Board? Plan to have a student?
   - Creating a Board of Advisors-What is the plan to implement these initiatives? How do you plan on going about to find all of these people to commit their time to this Ad Hoc Steering Committee? It is going to be hard just to recruit governing Board of Trustees?

3. **General Description of school facilities and student to be served? (2)**
   - What properties have been identified so far to house the school?
   - Overnight Housing? Is there a specific plan?
   - Time period when full capacity is reached?
   - Budget include per pupil expenditures from State?
   - Why are you charging parents $3500 for annual parental "gratuity" for k and $1.500 annual parental gratuity for 1-8. This will cause an income barrier for those parents unable to pay this annual gratuity. Is this school just for high-income students?

4. **Curriculum (3)**
   - Doesn't sound flexibility to handle diverse student population. Feel very traditional that you would expect any school to delivery. A traditional liberal arts education-Is that what is needed in the 21st century? If the school's mission is for students to experience experimental learning, shouldn't high school students be involved in some type of work experience internship?

- In order to carry out the curriculum, should a staff member experienced as community liaison or employment transition specialist be hired?
- ***Page 16-How long should the service learning process last? As long as necessary for a quality experience.*** This answer is not adequate. What are the competences that the student should master to receive credit for the service learning project?
- ***How does the school plan to offer Physical Education?*** Foreign Language?

5. Academic and other Learning goals and objectives/Assessment (3)

- Portfolio Assessments?
  - What is collected in the portfolio?
  - How many times will the portfolio be assessed?
  - Will the portfolio review be student led?
- What types of work will be collected in the portfolio?17-mentions that work will be selected by students and teachers?
- After deciding the purpose of the portfolio, you will need to determine how you are going to grade it. In other words, what would a student need in their portfolio for it to be considered a success and for them to earn a passing grade?
- Will the portfolios be composed of paper or stored electronically (or both)?
- What if students join your class in the middle of the process?
- What are the alternatives to a senior thesis? Would writing samples collected in the portfolio and reflections on the service learning count as a senior thesis?
- Parent student conferences? What will these look like?
- Acronym for ***North West Eval Assessment*** is wrong on the application (NEWA). Does the charter know what this assessment is?

6. Staffing Overview and benefits plan, if any? (5)

- What is the motivation to send my child to a charter school when only 50% of teachers are required to hold a teacher's credential? I want my child taught by a certified educator that has a license to practice, just as I would expect a lawyer, doctor, etc. no less. This is a huge oversight on Charter School Regulations. Since a Charter School has increased autonomy to help achieve the specific missions on which they are founded, the charter school should be held to a higher standard.
- Rather than specifying 3 personal days and 5 sick days-would it be more feasible to offer 8 discretionary days which employees have the option for sick or personal leave?

7. Pupil Transportation plan (6)

- Any allowances or parking for seniors who drive to school?
- How will students receive privileges for a parking pass?

8. Serving Students with Special Needs (4)

- Additional information needed in the special education section.
- What happens to students from different sending school districts?
- Does each school send their own related services personnel?
- Is their an economies of scale? What school personnel is reaching out to sending schools?

- Is there a special education coordinator in the building? Is their guidance personnel that will take care of this?

9. **Admission Procedures (7)**
    - Children of Board members and/or employees should ALL have preferences in attending the school.

10. **Student Discipline (1)**
    - More information needed
    - Wellness Guide?
    - What type of situations warrant intervention not available a the school?
    - Will students be suspended?
    - How will teachers be prepared to handle discipline? What types of training will they have?
    - Will there be a student review panel?

11. **Budget (7)**
    - Head of school should have check signing authority as well.
    - What is the plan for extracurricular activities? Will this be a pay as you play plan?
    - Calendar days-Should 1 day be devoted to internships? Volunteerism?

12. **Parent and Community Engagement (5)**
    - Community Members on Board (25%) page 8 (Pretty much standard however across all charter schools)
    - No mention of who sits on these subcommittees?
    - Service learning-going out to the community to investigate a topic-GREAT!
    - Doesn't mention the day to day ways that parents are involved with the school.
    - No identification of any social service agencies in the community that the school can connect with for emotion and behavioral supports for students.

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Capital City Charter School

(1) MISSION AND VISION STATEMENTS

Pages: 6 Rating: 3/10

Lack of clarity (and grammatical correctness) aside, nothing here indicates a compelling need for a school like this. It sounds like any other school, except probably not as good.

(2) GOVERNANCE AND ORGANIZATIONAL STRUCTURE

Pages: 6-11 Rating: 8/10

This seems pretty generic. But the evaluation criteria are pretty vague, so it's hard to tell whether the plan adequately addresses the criteria.

(3) GENERAL DESCRIPTION OF SCHOOL FACILITIES AND STUDENTS TO BE SERVED

Pages: 11-12 Rating: 2/8

Almost no detail here. Basically, 'We will lease a site suitable for between 40 and 400 students, with handicap accessibility and space for parking'.

(4) CURRICULUM

Pages: 13-16 Rating: 4/8

Summary: 'All curriculum standards will be correlated to the best practices forservice learning'. Followed by a somewhat incoherent description of what constitutes 'service learning', with a promise that it will be 'linked to curriculum'. The idea seems to require substantial buy-in from the communities from which students are drawn.

(5) ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVE/ASSESSMENTS

Pages: 17-19 Rating: 5/8

A variety of assessments will be used to build portfolios. Benchmark assessments to be taken at the beginning of each year. A senior thesis is required.

A list of 'NH State Credits' is provided for a list of subjects, most of which are met or exceeded by required CCCS credits. They will teach what the state requires.

(6) STAFFING OVERVIEW AND BENEFITS COMPENSATION PLAN

Pages: 20-21 Rating: 4/8

Almost no information here. They'll hire teachers, who will be assisted by volunteers or teachers in training. Teachers and assistants will be 'intelligent, supportive of children, and ethical role models'.

But they have the vacation/sick leave policy worked out in detail.

(7) PUPIL TRANSPORTATION PLAN

Pages: 21-22 Rating: 4/8

Summary: 'We will follow the law.'

Somewhat confusing: They say in their opening statement that they hope to serve a relatively wide area, but here they say they expect students to be from the Concord district, and thus able to use district-provided transportation. This requires some clarification.

(8) SERVING STUDENTS WITH SPECIAL NEEDS

Pages: 22-23 Rating: 6/8

Summary: 'We will follow the law.'

(9) ADMISSION PROCEDURES

Pages: 24-26 Rating: 2/8

The main admission requirement is that you want to attend the school. Children of Founders get priority.

(10) STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION

Pages: 26 Rating: 2/8

Almost nothing on this. Students will learn to monitor their own behavior, and parents will be brought in when that fails.

(11) BUDGET AND FINANCIAL MANAGEMENT

Pages: 27-30 Rating: n/a

I'm not really qualified to judge any of this. If there is a 'default rating', that's what should be applied here. Basically, they say they'll follow the law.

(12) PARENT AND COMMUNITY INVOLVEMENT/DISSEMINATION OF INFORMATION

Pages: 31 Rating: 4/8

Parental involvement is encouraged, in a general way. Parents get daily reports (!), and can view portfolios.

OVERALL ASSESSMENT

On the very first page, in the very first title heading, they misspell the name of the school (as 'Capitol', rather than 'Capital'). This kind of inattention to detail provides an inauspicious beginning, to say the least.

The writing, apart from being riddled with typos, is of such low quality that it's distracting. ('Capital City Charter School will serve middle-age students in grades 6-8.') Is it fair to say that the quality of the application is a preview of the quality of the education to be provided?

Perhaps not. If this is regarded as a first draft, then I would be interested to see much more detail about how community projects are to be integrated with curriculum, and vice versa, which I take to be the heart of the proposal, and the kind of thing that would provide the kind of clear and compelling case that is required for approval of a new public charter school.

I would also want to see a more detailed explanation of what kinds of learning take place within the context of 'service' that do not take place outside of that context. (Some public schools already require 'community service' as a requirement for graduation. Does CCCS propose to simply require more of that? Or would it be qualitatively different?) Absent that, this sounds more like a proposal for an interesting extra-curricular program, than the basis for an entire public charter school.

Ian Underwood, Public Educator Representative

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Memorandum

To: Caitlin Davis, Lori Kincaid, and Michelle Gauthier

From: Talesha L. Saint-Marc

Date: August 8, 2017

Re: Legal Review of the Charter School Application of Capital City Charter School

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1. Application filing formalities (Ed. 318.08(c) – (g)): The application satisfies all of the requirements in Ed. 318.08(c) – (g). The applicants provided: 1- a cover letter containing all necessary elements; 2- a table of contents and properly numbered pages; and 3- the required certification of authority.

2. Ability to file: This requirement may not be satisfied as the founding organization gained nonprofit status *after* submission of the application. Tomorrow's Child Foundation, which was organized exclusively for educational purposes, was created on May 30, 2017, four days after the application was submitted. Thus, at the time of submission, the organization was not qualified. The list of nonprofits enumerated in the statute suggests that there must be some indicia that the nonprofit is established more than within a few days of the application.

3. Name of school: This requirement is not satisfied. RSA 194-B:5 requires that the school's name include the words "chartered public school." Although the school's name references that it is a charter school, it does not reference that it is a public school.

4. Ed 318.08(h): This requirement is not satisfied as the application does not include the total number of teachers and the average teacher/student ratio for the first five years of the school. The application also lacks a statement as to how the applicant intends to provide a physical location for the school.

5. Ed. 318.08(i)(1) – (7):
   i. This subsection is satisfied.

ii. This subsection is not satisfied, as the applicant failed to provide a policy setting forth the guidelines for the optional contracting of services or a statement as to why this option is declined by the school.

iii. This subsection is not satisfied as the application does not include a statement that all school employees and volunteers will be subject to background investigations.

iv. This subsection is not satisfied because the application does not include a statement that the school facilities will comply with all federal and state health and safety laws, rules, and regulations.

v. This subsection is not satisfied because the application does not include the required statement described in Ed. 318.08(i)(5).

vi. This subsection is satisfied. (See enrollment section below.)

vii. This subsection is not satisfied because the application omits a statement that the school will develop, prior to opening, certain policies as described in Ed. 318.08(i)(7).

RSA 194-B:3, II (a) – (bb) and (dd)

6. Educational mission (§ a): This requirement appears to be satisfied. The school's mission is to incorporate service learning into the curriculum so that students have experiences in leadership, communication, collaboration and critical thinking.

7. Governance and organizational structure and plan (§ b): This requirement does not appear to be satisfied with regard to the organizational structure and plan. The application acknowledges that a Board of Trustees will govern the school and possess general supervisory control and authority; however, there is no information regarding organizational structure beyond the Board. Next, the application does not specify the composition of the initial board (e.g. Are they members of the founding organization?). The application should also clarify whether the school's Director is a voting board member or an ex officio member.

8. Methods by which trustees and their terms are determined (§ c): This requirement does not appear to be satisfied. As noted *infra*, the application does not identify the initial trustees, nor does it specify how they will be selected. Instead, the application states that "after forming the initial Board of Trustees, governance will transfer to the charter school Board of Trustees." Application at p. 10. Next, the application identifies a Board of Advisors, and yet, it is not clear: 1- how many people will compose the Board of Advisors, 2- how the members will be appointed/selected, and 3- whether there are term limits for these individuals. The application also notes that an ad hoc steering committee will operate during the school's first year of planning.

There are no details regarding the composition of this committee, and many of the responsibilities conflict with the duties bestowed on the Board of Trustees.

9. General description and proposed or potential location of facilities to be used (§ d): This requirement is not satisfied, as it is inconsistent with the data submitted on the cover sheet. For example, the application provides that the Director is looking for property that can accommodate 40-120 students and faculty in the first two years. The application cover sheet indicates, however, that the total projected student enrollment in the first year is 75 students and 151 students the second year. There is a similar inconsistency regarding the description of the space needed for subsequent years. The application cover sheet indicates that the school anticipates 535 students in its fifth year, and yet, the school is searching for facilities to accommodate 400 students and faculty. Accordingly, the description of potential locations is not sufficient to house the population the school anticipates.

10. Maximum number, grade or age levels (§ e): This requirement is not satisfied. As with the previous requirement, the application is inconsistent with the cover sheet. The application provides that the maximum enrollment at full capacity will be 320 students; however, the application cover sheet states that the maximum projected enrollment is 535 students. Next, the application states, in several different places, the school will accept students in grades 6-8 during its first yet, but here, the application states the school will accept 40 high school students. This is yet another inconsistency with this application.

11. Curriculum that meets or exceeds state standards in the subject areas offered (§ f): This requirement is not satisfied. There is very little actual curriculum identified in the application. Instead, the application appends an assortment of curriculum related documents, but these do not satisfy the statute either. Additionally, although the school intends to serve as a middle and high school, the application does not specify curriculum material appropriate for middle schoolers vis-à-vis material appropriate for high schoolers.

12. Academic and other learning goals and objectives (§ g): This section is included in the previous section of the application and is not satisfied. Rather than identifying learning goals and objectives, the application focuses only on best practices in service learning.

13. Achievement tests (§ h): This requirement appears to be satisfied. The school will assess student achievement using a variety of tools, including but not limited to: tests, presentations, portfolios, and standardized testing.

14. Graduation requirements (§ i): This requirement appears to be satisfied. The application proposes the required credits for graduation.

15. Staffing overview (§ j): This requirement is not satisfied. The application only provides basic qualifications for teachers and teaching assistants. The statute, however,

requires a complete staff overview. Earlier sections of the application reference a director, but the director qualifications are among those absent from this application. Similarly, the next section of the application references a school administrator and learning coordinator, but these positions are not included in the staff overview. These are but a few examples.

16. Personnel compensation plan (§ k): This requirement is not satisfied. With the exception of personal and sick time, the application is silent regarding fringe benefits. Similarly, the application does not address retirement benefits. Because the budget document is unreadable, it cannot be determined whether these items are accounted for in the budget.

17. Pupil transportation plan (§ l): This requirement may not be satisfied. The statute requires that the application include "reasonable provision from the . . . school's own resources for transportation of pupils residing outside the district[.]" Although the application recognizes that the school may attract students from different districts, the application states only that the school "will make every effort to support families as they explore transportation options . . . ." There is no indication that the school has made provision to utilize its own resources for the transport of out-of-district students, and merely helping to coordinate, without more, may not satisfy the statute's mandate.

18. Statement of assurances related to nondiscrimination (§ m): This requirement appears to be satisfied; however, the school should include the following protected categories in its statement of nondiscrimination: pregnancy, citizenship, veteran status, and genetic information.

19. Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services (§ n): This requirement does not appear to be satisfied. For the most part, the applicant merely recites relevant statutory language. The application does not describe the method of coordinating with an LEA.

20. Admission procedures (§ o): This requirement is likely not satisfied. RSA 194-B:9, I(c)(1) provides that "[c]hartered public schools may select pupils on the basis of aptitude, academic achievement, or need, provided that such selection is directly related to the academic goals of the school." The application provides that the school will prioritize admission to students without previous experiential learning. Although this limitation is related to the academic goals of the school (to afford experiential learning opportunities), the limitation is not authorized under the statute.

21. Philosophy of pupil governance and discipline (§ p): This requirement, which is not identified with a section heading, but appears to be on pages 26-27, is not satisfied. The application references a code of conduct, but not much else related to governance. Similarly, the application provides that a wellness guide will support teachers in addressing behavior issues; however, there are no details regarding the wellness guide.

The application also omits any explanation of age-appropriate disciplinary procedures, including suspension and expulsion.

22. Method of administering fiscal accounts and reporting (§ q): This requirement appears to be satisfied. There are appropriate checks and balances regarding fiscal accounts, and the school is prepared to fulfill all reporting requirements.

23. Annual budget (§ r): This requirement may be satisfied, but the overall budget document is unreadable, and therefore, a full assessment cannot be made. The application does provide, however, a description of the anticipated sources of funding, but the funding sources are very speculative.

24. School calendar (§ s): This requirement appears to be satisfied. The school intends to provide a 180-day school year. The school intends to start at 8:45, but notes that transportation issues with the district's buses may result in lost educational hours. The school will address any loss by amending its school hours. It is not clear whether the proposed budget accounts for the flexibility the school envisions.

25. Provision for providing continuing evidence of adequate insurance coverage (§ t): This requirement appears to be satisfied.

26. Identity of consultants to be used for various services (§ u): This requirement is not satisfied. The statute requires the applicant to identify the qualifications or certifications of consultants not identified by name. Although the application states that consultants may be utilized, there are no descriptions of qualifications or certifications provided.

27. Philosophy of parent involvement and related plans and procedures (§ v): This requirement does not appear to be satisfied. The application generally states parents/guardians will be essential members of the school's community; yet, there is no detailed explanation for parent involvement. Additionally, the application references that parents will be encouraged to participate in school governance structures such as the Board of Trustees and the Ad Hoc Governance Committee, but then limits participation to the first two years. The two-year limitation is inconsistent with New Hampshire's requirement that parents serve on the Board.

28. A plan to develop and disseminate information (§ w): This requirement appears to be satisfied, but would benefit from further development, including identification of the communities to be served.

29. A global hold-harmless clause (§ x): This requirement appears to be satisfied. In the fifth line, however, the application states "all funding districts and sources, and their successor and signs." Application at p. 32. The underlined word should be assigns.

30. Severability provisions (§ y): This requirement appears to be satisfied. The application acknowledges that if provisions of the charter agreement are determined to

be unenforceable or invalid, such provisions are severed from the remainder of the agreement and will not be enforced.

31. Provision for dissolution of the chartered public school (§ z): This requirement appears to be satisfied. The application provides for the return of all borrowed assets, and the donation of any remaining assets to, *inter alia*, other non-profit community organizations supporting education.

32. Section (aa) is not applicable.

33. A plan for the education of the school's pupils after the chartered public school may cease operation (§ bb): This requirement appears to be satisfied. The application identifies the steps the school will take to assist in the smooth transition of its students to other schools. The school should give consideration to providing reasonable notice to parents/guardians prior to closing.

34. Section (cc) is not applicable.

35. Outline of proposed accountability plan (§ dd): This requirement is not satisfied. The application does not provide an outline of the school's proposed accountability plan that clarifies expectations for evaluating the school's program.

Internal Legal Review
prepared by NHDOE Attorney Erin McIntyre

Capital City Charter School

For purposes of conducting this legal analysis, the following were reviewed: the initial application, the initial legal review and the documents that were submitted in response to the legal review.

In an effort to make this analysis easy to follow, the applicable rules and statutes are in black and comments are in red.

The initial legal review determined that the application satisfied all of the requirements of Ed 318.08(c) – (g).

The initial review determined that the ability to file may not be satisfied because the founding organization was created after the application was submitted. Ed 318.08 (f)(2) requires that the application cover sheet include the name of the organization sponsoring the charter school, if any and Ed 318.08 (g) requires that the application be signed and certified by the sponsoring entity. These requirements appear to be satisfied.

The initial legal review determined that due to the fact that the name of the school, as listed in the application cover sheet, did not reference that it was a public school, the application did not meet the statute's requirements. However, in its resubmitted application, the name has been changed to Capital City Public Charter School. The statute requires that a charter public school shall "adopt a name and corporate seal, provided that any name selected shall include the words 'chartered public school.'" RSA 194-B: 5, III (a). At this time, the name of the school substantially complies with the statutory requirements.

The initial legal review referenced Ed 318.08(h) when discussing the teacher/student ratio[1]*. This may have been cited incorrectly in the legal review. This analysis addresses Ed 318.08 (i) 1-3.*

Ed. 318.08

(i) An application shall also include the following information:

(1) The total number of teachers and the average teacher/student ratio for the first 5 years;
The budget contains the anticipated number of students and salaries for teachers and teacher aids. Section (D) on pp. 10-11 of the Resubmitted Application indicates that the average teacher/student ratio will be 20/1. It is unclear from the charts provided

[1] It appears that there is a typographical error in the rules. Ed 318.08 has two sections labeled (i).

in section (E) and the budget how many teachers will be assigned to each student. While a ratio has been provided, the total number of teachers has not. Additional information would be helpful in clarifying this issue.

Also, the budget seems inconsistent. Each year, the teacher's salaries seem different.
Year 1 – 60 students with average ratio of 20/1 there should be three teachers.
Budgeted salary is $150,000, making annual salary $50,000.
Year 2 – 140 students with average ratio of 20/1 there should be 7 teachers.
Budgeted salary is $262,500, making annual salary $37,5000.
Additional explanation may be necessary.

This requirement is partially satisfied.

(2) Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school; and

The applicant indicates that it is "working with realtors to identify available properties in Concord large enough to house school programs for 60 – 140 student during the first two years and for 200 – 320 students by the fourth and fifth years." Resubmitted application pp. 10-11.

This requirement appears to be satisfied.

(3) A summary of the school's focus including a description of the characteristics, methods, and goals of the school.
A summary of the school's mission and vision has been provided. p.2-3.

This requirement appears to be satisfied.

(i) In addition to the criteria listed in RSA 194-B:3-a, II(a)-(bb) and (dd), each applicant shall provide the following:

(1) An admission policy which takes into consideration the following factors:

a. Methods for admission which shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law;
The initial legal review determined that this requirement was satisfied.

This requirement appears to be satisfied.

b. How the school will conduct lottery selection as provided for in RSA 194-B:9, I(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process; and

This requirement appears to be satisfied.

c. How the school will provide for educationally disabled students;

This requirement appears to be satisfied.

(2) A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;
The initial legal review determined that this section was not satisfied because the applicant "failed to provide a policy setting forth the optional contracting of services or a statement as to why this option is declined by the school."

In its resubmitted application, Capital City indicates that it anticipates contracting with individuals or companies. However, there is no reference to RSA 194-B:5 or RSA 194-B:8, VII. Additional clarification is necessary. There is a reference on p. 7 to entering into mutually agreeable relationships. This may be a reference to RSA 194-B:5, V. If so, a specific reference to the statute may assist in meeting this requirement.

This requirement is partially satisfied.

(3) A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a;
The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

This requirement now appears satisfied.

(4) A statement that, in accordance with RSA 194-B:8, II, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:

a. Fire safety;

b. Heating, ventilating, and air conditioning (HVAC);

c. Plumbing;

d. Electrical; and

e. Requirements of Ed 321.23(u) and (v);
The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

This requirement now appears satisfied.

(5) A statement that the school shall provide required services under RSA 194-B:8, IV, if applicable;

While this section does not appear to be applicable, a statement referencing RSA 194-B:8, IV should be included in the application.

This requirement may be satisfied.

(6) A statement which meets the requirements of RSA 194-B:2, II; and

The initial legal review determined that this subsection was satisfied. However, there is no specific indication that the curriculum and policies will be included in the information dissemination referenced in section (W).

This requirement may be satisfied with additional information.

(7) Statements that the school shall develop, prior to opening, policies regarding the following:

a. Records retention;

b. Promoting school safety including:

1. Reporting of suspected abuse or neglect;

2. Sexual harassment, as detailed in Ed 303.01(j) and (k);

3. RSA 193-F, pupil safety and violence prevention;

4. RSA 126-U, limiting the use of child restraint practices; and

c. Developmentally appropriate daily physical activity pursuant to Ed 310.

The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

However, the resubmitted application does not indicate that, prior to opening, it will develop policies related to reporting suspected abuse or neglect or sexual harassment.

This requirement remains not satisfied.

194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure. –

I. (a) Except as otherwise provided in law, chartered public schools shall be fully exempt from state laws and rules which otherwise apply to public or nonpublic schools, or local school boards or districts. Notwithstanding the foregoing, chartered public schools shall have all the rights and privileges of other public schools.

(b) A chartered public school's board of trustees shall have full authority to determine the chartered public school's organization, methods, and goals.

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

(a) Educational mission.

This requirement appears to be satisfied.

(b) Governance and organizational structure and plan.

The initial legal review determined that this requirement was not satisfied. The initial application was silent on the organizational structure beyond the board and did not specify the composition of the initial board.

In its resubmission, the applicant provided additional information regarding the role of the Director. However, in making its changes, the applicant deleted the listing of the officers of the board.

Also, it is unclear if the applicant's definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states "for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum." Resubmitted Application p. 7. However, RSA 91-A:2, III, (b) states that "except in an emergency, a quorum of the public body shall be physically present at the location specified in the meeting notice as the location of the meeting."

This requirement appears to remain not satisfied.

(c) Methods by which trustees and their terms are determined.

The initial legal review determined that this requirement did not appear to be satisfied, noting that the application did not identify the initial trustees, nor did it specify how they will be selected.

In its resubmitted application, Capital City clarified that the initial Board of Trustees will be appointed by the sponsoring entity and that terms will be set and staggered.

It remains unclear if the applicants definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states "for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum." Resubmitted Application p. 7. However, RSA 91-A:2, III, (b) states that "except in an emergency, a quorum of the public body shall be physically present at the location specified in the meeting notice as the location of the meeting."

The initial legal review also found that the Board of Advisors, referenced in the initial application, was unclear. In its resubmitted application, there was no change to the description of the Board of Advisors.

Finally, the initial legal review found that further information was needed regarding the ad hoc steering committee, referenced in the initial application. In its resubmitted application, the ad hoc steering committee was eliminated and replaced with a start-up committee made up of founders and advisors.

This requirement may be satisfied with additional information.

(d) General description and proposed or potential location of facilities to be used, if such information is available.

The initial legal review determined that this requirement was not satisfied. It found that the information contained in the application was inconsistent.

In its resubmitted application, adjustments were made to the cover sheet and narrative aligning the space sought with the anticipated enrollment.

This requirement appears to be satisfied.

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

The initial review determined that this requirement was not satisfied citing similar concerns as those raised in section (d).

Additional information was provided in the resubmitted application, clarifying anticipated grade levels.

This requirement appears to be satisfied.

(f) Curriculum that meets or exceeds state standards in the subject areas offered.

The review of the initial application determined that this requirement was not satisfied.

This section was resubmitted. However, it remains unclear as to whether or not the information provided, is a curriculum that meets or exceeds state standards in the subject areas offered. The subject areas, themselves, are not provided for in this section.

This requirement appears to remain not satisfied.

(g) Academic and other learning goals and objectives.

The initial review determined that this requirement was not satisfied.

In its original submission, sections (f) and (g) were combined. In its resubmitted application, these two sections were separated and additional information was provided in section (g). The resubmitted application lists subject area and goals as well as a lengthy description of service learning.

The goals submitted are rather abstract with no clear means by which to measure their achievement. For instance, a goal under English Language Arts is that "students write to learn while learning to write." Resubmitted Application p. 23. This requirement appears to remain not satisfied, unless the State Board of Education determines that the Academic and other learning goals and objectives identified, are sufficient.

(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.

The initial review determined that this requirement appeared to be satisfied.

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

The initial legal review determined that this requirement was satisfied.

(j) Staffing overview, including qualifications sought for professionals and paraprofessionals.

The initial legal review determined that this requirement was not satisfied. In its resubmission, Capital City has provided additional information regarding the requirements for certain employees, but not all. There are no requirements for a number of the positions included in the budget, including but not limited to the nurse and executive assistant. Further, the requirements for the teachers are rather broad, not necessarily requiring specific specialties. For instance, while art is taught at the school, there is no indication of the requirements for the art teacher.

This section also provides the qualifications for a business manager. However, this position is not accounted for in the budget.

This requirement remains not satisfied.

(k) Personnel compensation plan, including provisions for leaves and other benefits, if any.

The initial legal review determined that this requirement was not satisfied because it was silent regarding fringe benefits and retirement benefits.

This requirement appears to remain not satisfied.

(l) Pupil transportation plan, including reasonable provision from the chartered public school's own resources for transportation of pupils residing outside the district in which the chartered public school is physically located.

The initial legal review determined that this requirement may not be satisfied. It is still unclear how the school will use its own resources for the transportation of out-of-district students.

This requirement may not be satisfied.

(m) Statement of assurances related to nondiscrimination according to relevant state and federal laws.

The initial legal review determined that this requirement appeared to be satisfied. However, it recommended expanding the protected categories to its statement of nondiscrimination, to include: pregnancy, citizenship, veteran status and genetic information. These changes have not been made.

(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 children with disabilities.

The initial legal review determined that this requirement was not satisfied because the application did not describe the method of coordinating with an LEA to provide required special education programs.

In its resubmission, it is unclear what, if any, changes were made. Resubmitted application p. 35. The resubmitted application does not describe how the charter school will coordinate with the pupil's LEA and it does not indicate if the special education liaison will be certified in special education.

This requirement appears to remain not satisfied.

(o) Admission procedures.

The initial legal review determined that this requirement was likely not satisfied due to the fact that it prioritized admission to students without previous experiential learning. In its resubmitted application, this requirement appears to have been removed.

This requirement may be satisfied.

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

The initial legal review determined that this requirement was not satisfied.

The application continues to be lacking in a clear description of its governance, discipline and age-appropriate due process procedures.

This requirement remains not satisfied.

(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 initial legal review determined that this requirement appeared to be satisfied.

(r) Annual budget, including all sources of funding, and a projected budget for the next 2 years.
The initial legal review determined that this requirement may be satisfied.

However, in its resubmitted application there was reference to contributions by families. As this is a public school, it is unclear if families can be expected to contribute.

This requirement may not be satisfied.

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

.

The initial legal review determined that this requirement appeared to be satisfied. However, it did raise a concern related to the school's proposed budget if there is a need to adjust the school hours due to transportation conflicts with the local school district. This concern has not been addressed.

This requirement may be satisfied.

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

The initial legal review determined that this requirement appeared to be satisfied.

(u) Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

The initial legal review determined that this requirement was not satisfied due to the fact that while the application indicates that consultants may be utilized there are no descriptions of qualifications or certifications provided.

The concerns raised in the initial legal review, remain. While additional information has been provided which indicates that Capital City anticipates hiring consultants for computer IT set up, guidance and counseling, special education and health, neither the desired qualifications nor certifications have been provided.

This requirement remains not satisfied.

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

The initial legal review determined that this requirement did not appear to be satisfied.

In its resubmission, additional information was provided but it was limited. The resubmitted application states that "parents and legal guardians will also be encouraged to participate in school governance and governance structures." Resubmitted Application p. 43. However, it is unclear what this participation entails.

This requirement appears to remain not satisfied.

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

The initial legal review determined that this requirement appeared to be satisfied but could benefit from further development, including identifications of the communities to be served.

It does not appear that any additional information has been provided.

This requirement appears to be satisfied.

(x) A global hold-harmless clause which states:

The chartered public 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 chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

The initial legal review determined that this requirement appeared to be satisfied but suggested an edit that was not made.

The required language is taken directly from RSA 194-B:3, II (x) and should be exact. This requirement will be satisfied when the necessary changes are made.

(y) Severability provisions and statement of assurance that any provision of the chartered public school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.
The initial legal review determined that this requirement appeared to be satisfied.

(z) Provision for dissolution of the chartered public school including disposition of its assets or amendment of its program plan.
The initial legal review determined that this requirement appeared to be satisfied.

(aa) In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the chartered public school.
This section is not applicable

(bb) A plan for the education of the school's pupils after the chartered public school may cease operation.
This initial legal review determined that his requirement appeared to be satisfied. The initial legal review suggested that the school give consideration to providing reasonable notice to parents/guardians prior to closing.

In its resubmission, there do not appear to be any changes to this section.

This requirement appears to be satisfied.

(cc) In addition to an application, each chartered public 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.
(17) Severability in accordance with subparagraph (y) above.
(18) Assignment of contract.
(19) Insurance.
(20) Revocation.
(21) Amendment.
(22) Renewal.
(23) Entire agreement.
(24) Location, which shall be identified prior to submission to the legislative body.

This section is 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.

The initial legal review determined that this requirement was not satisfied. The initial application did not provide an outline of the school's proposed accountability plan that clarified expectations for evaluating the school's program.

Additional information has been provided which includes four questions that will serve as a basis for its annual report. The four questions are:

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

2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

In making its report, the charter school would benefit from using the additional questions listed as suggested sub-questions in the New Hampshire Charter School Accountability Process found at: https://www.education.nh.gov/instruction/school_improve/charter/documents/charter_school_accountability_process.pdf

This requirement may be satisfied, if the state board deems the proposed accountability plan to be adequate.

III. (a) [Repealed.]

NEWLY SUBMITTED MATERIALS

Adams, Angela

From: Stephanie Alicea <tomorrowschildnh@gmail.com>
Sent: Wednesday, January 3, 2018 4:05 PM
To: Edelblut, Louis (Frank)
Cc: Adams, Angela; Davis, Caitlin; ACBOE@comcast.net; waduncansboe@gmail.com ; kcassady@allstaffcorp.com; ggroleau@nhbb.com; Chagnon, Cindy; hhonorow@barrylawoffice.com; annlanenhsboe@gmail.com; Southerton, Matt
Subject: Capital City Charter School
Attachments: CCCS Application Final Revision-January-2018.pdf

Dear Commissioner Edelblut,

I hope this email finds you well, and in good spirits in this new year.

Attached you will find one document, as requested in November, of the third revision of the Sponsoring Entity, Tomorrow's Child Foundation's Application to open Capital City Charter School in Concord, NH. Included in the application are answers to the internal legal review, the budget (in two separate sections with notations, and a separate curriculum guide-also as requested).

I, Stephanie Alicea, on behalf of Tomorrow's Child Foundation and its Board, am requesting to be added to the January Agenda of the State Board of Education Meeting in order to present the School, it's supporters, Sponsoring Board and Friends to yourself, the Chair and Board Members. It is our position that we have answered all outstanding questions and that the SBE can move forward with the approval of Capital City Charter School.

Again, it is one document, and you will find all updated materials in one place.

Happy Reading, and I look forward to seeing you all next week.

With Regard,

Stephanie C. Alicea, M.Ed-CI.
tomorrowschildnh@gmail.com
603-369-9000

January 2, 2018

Commissioner Frank Edelblut
New Hampshire Department of
Education 101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut

This letter is the formal response to the legal feedback pertaining to the public charter school application submitted by the sponsoring entity, Tomorrows Child Foundation. An updated and revised charter school application accompanies this response.

1. Ed 318.08(i), 1:

This requirement is not satisfied as the application does not include the total number of teachers and the average teacher/student ratio for the first five years of the school. The application also lacks a statement as to how the applicant intends to provide a physical location for the school.

The budget contains the anticipated number of students and salaries for teachers and teacher aids. Section (D) on pp. 12-13 of the Resubmitted Application indicates that the average teacher/student ratio will be 20/1. It is unclear from the charts provided in section (E) and the budget how many teachers will be assigned to each student. While a ratio has been provided, the total number of teachers has not. Additional information would be helpful in clarifying this issue.

Additional explanation may be necessary.

Applicant Response: This section has been updated in the revised charter school application. At full capacity members from the Tomorrow's Child Foundation believe that we will utilize approximately 16 classrooms with the goal of maintaining a student/teacher average of 15-17/1. Sections D and E have been updated to reflect these changes. Facility details are also clarified (Section D paragraph 2-4). Please also see budgetary notes on p 3 of CCCS Revised Budget Document.

2. Ed. 318.08 (j)[1](2): This subsection is not satisfied, as the applicant failed to provide a policy setting forth the guidelines for the optional contracting of services or a statement as to why the school declines this option. A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;

In its resubmitted application, Capital City indicates that it anticipates contracting with

[1] It appears that there is a typographical error in the rules. Ed 318.08 has two sections labeled (i), for the purposes of this application, this section is actually (j)

individuals or companies. However, there is no reference to RSA 194-B:5 or RSA 194-B:8, VII. Additional clarification is necessary. There is a reference on p. 7 to entering into mutually agreeable relationships. This may be a reference to RSA 194-B:5, V. If so, a specific reference to the statute may assist in meeting this requirement.

This requirement is partially satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section U).

Excerpt from Section U:
During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any particular contractor at the time of this application, should we contract with an individual or company to provide services all candidates will be required to show sufficient evidence of past experience and expertise in the specified role including but not limited to formal education in the specified field, work history and references.

Volunteer Advisors, Experts and Friends of the School
At this time Foundation Board have identified a number of individuals who have agreed to participate in the first year of planning and development. These individuals will serve as **unpaid** advisors and experts in their fields as we launch this new public school.

<u>Ed. 318.08 (j) (4)</u>

(6) A statement which meets the requirements of RSA 194-B:2, II; and The initial legal review determined that this subsection was satisfied. However, there is no specific indication that the curriculum and policies will be included in the information dissemination referenced in section (W).

This requirement may be satisfied with additional information.

Applicant Response: This section has been updated in the revised charter school application (p. 41, Section W).

(7) Statements that the school shall develop, prior to opening, policies regarding the following:

a. Records retention;

b. Promoting school safety including:

1. Reporting of suspected abuse or neglect;

2. Sexual harassment, as detailed in Ed 303.01(j) and (k);

3. RSA 193-F, pupil safety and violence prevention;

4. RSA 126-U, limiting the use of child restraint practices; and

a. Developmentally appropriate daily physical activity pursuant to Ed 310.
The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

However, the resubmitted application does not indicate that, prior to opening, it will develop policies related to reporting suspected abuse or neglect or sexual harassment. This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 8, Section B). All required policies will be developed prior to opening.

194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure.

<u>(b) Governance and organizational structure and plan.</u>

The initial legal review determined that this requirement was not satisfied. The initial application was silent on the organizational structure beyond the board and did not specify the composition of the initial board.

In its resubmission, the applicant provided additional information regarding the role of the Director. However, in making its changes, the applicant deleted the listing of the officers of the board.

Also, it is unclear if the applicant's definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states "for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum." Resubmitted Application p. 7. "

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 8-10, Section B). The reference to RSA 91-A:2-III(a-e), also listed below. Member participation, specific to CCCS Board of Trustees meetings are in bold below.

Excerpt from Section C:

A. For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

B. Officers
Initial officers shall include: chair, vice chair, secretary and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in July of each year and shall serve until the next annual organizational meeting.

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

The initial legal review determined that this requirement did not appear to be satisfied, noting that the application did not identify the initial trustees, nor did it specify how they will be selected. In its resubmitted application, Capital City clarified that the initial Board of Trustees will be appointed by the sponsoring entity and that terms will be set and staggered.

It remains unclear if the applicant's definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states "for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum." Resubmitted Application p. 7. However, RSA 91-A:2, III, (b) states that "except in an emergency, a quorum of the public body shall be physically present at the location specified in the meeting notice as the location of the meeting."

Applicant Response: This section has been updated in the revised charter school application (p. 8, Section B). The reference to RSA 91-A:2-III(a-e), also listed above in response to (B). Member participation, specific to CCCS Board of Trustees, listed above in response to (B).

(F) Curriculum that meets or exceeds state standards in the subject areas offered.

The review of the initial application determined that this requirement was not satisfied.

This section was resubmitted. However, it remains unclear as to whether or not the information provided, is a curriculum that meets or exceeds state standards in the subject areas offered. The subject areas, themselves, are not provided for in this section.

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 13-19, Section F).

(G) Academic and other learning goals and objectives.

The initial review determined that this requirement was not satisfied.

In its original submission, sections (f) and (g) were combined. In its resubmitted application, these two sections were separated and additional information was provided in section (g). The resubmitted application lists subject area and goals as well as a lengthy description of service learning.

The goals submitted are rather abstract with no clear means by which to measure their achievement. For instance, a goal under English Language Arts is that "students write to learn while learning to write." Resubmitted Application p. 23.

This requirement appears to remain not satisfied, unless the State Board of Education determines that the Academic and other learning goals and objectives identified, are sufficient.

Applicant Response: This section has been updated in the revised charter school application (p. 12-19, Section F and p. 19-20, Section G). The modified content (Section G) beginning on page 19 of the revised application, includes *Overarching Goals*. These are goals meant to help understand the service-learning process (p. 20, curr guide). Included in the CCCS Curriculum Guide, Appendix C, are each subject, like Mathematics (p. 21), with a summary of what teachers will expect and promote at CCCS. After said description, there are approximately five (5) goals listed (curr guide p. 23) like: *Students will focus on foundational facts-vocabulary, formulas, algorithms, and number facts-that are grounded in conceptual understanding.*

(J) Staffing overview, including qualifications sought for professionals and paraprofessionals.

The initial legal review determined that this requirement was not satisfied. In its resubmission, Capital City has provided additional information regarding the requirements for certain employees, but not all. There are no requirements for a number of the positions included in the budget, including but not limited to the nurse and executive assistant. Further, the requirements for the teachers are rather broad, not necessarily requiring specific specialties. For instance, while art is taught at the school, there is no indication of the requirements for the art teacher.

This section also provides the qualifications for a business manager. However, this position is not accounted for in the budget.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 24-27, Section J).

The Board of Trustees, along with the Director of CCCS will identify other staff requirements such as administrative support, nurse, special education liaison and curriculum coordinator as needed, which may also be qualities found in other employees. Multiple positions may be fulfilled by one person. For example, a teacher may also be a part-time Nurse, or the assistant Director may also be the special education liaison.

The internal legal review stated *"There are no requirements for a number of the positions included in the budget, including but not limited to the nurse and executive assistant. This section also provides the qualifications for a business manager. However, this position is not accounted for in the budget".* **A ½ FTE Business Manager is accounted for on p. 2 of the budget, line 2410:125.**

(K) Personnel compensation plan, including provisions for leaves and other benefits, if any.

The initial legal review determined that this requirement was not satisfied because it was silent regarding fringe benefits and retirement benefits.

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 28, Section K).

(L) Pupil transportation plan, including reasonable provision from the chartered public school's own resources for transportation of pupils residing outside the district in which the chartered public school is physically located.

The initial legal review determined that this requirement may not be satisfied. It is still unclear how the school will use its own resources for the transportation of out-of-district students.

This requirement may not be satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 28, Section L).

(M) Statement of assurances related to nondiscrimination according to relevant state and federal laws.

The initial legal review determined that this requirement appeared to be satisfied. However, it recommended expanding the protected categories to its statement of nondiscrimination, to include: pregnancy, citizenship, veteran status and genetic information. These changes have not been made.

Applicant Response: This section has been updated in the revised charter school application (p. 30, Section M).

(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 children with disabilities.

The initial legal review determined that this requirement was not satisfied because the application did not describe the method of coordinating with an LEA to provide required special education programs. In its resubmission, it is unclear what, if any, changes were made.

Resubmitted application p. 35. The resubmitted application does not describe how the charter school will coordinate with the pupil's LEA and it does not indicate if the special education liaison will be certified in special education.

This requirement appears to remain not satisfied.

Applicant Response: The information requested was on the bottom of page 34. It is also located on page 2 of the CCCS revised budget section 1200: 110. In this updated application, the information requested is located on page 30 and the top of page 31, and states:

Excerpt from Section C:
"In accordance with New Hampshire law (RSA 194-B:8), the Capital City Charter School will not discriminate against any child with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. It is the intention of CCCS to hire with a special education liaison in order to assist the director, attend IEP meetings and work with the sending district(s)."

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

The initial legal review determined that this requirement was not satisfied.

The application continues to be lacking in a clear description of its governance, discipline and age-appropriate due process procedures.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 34, Section P).

(R) Annual budget, including all sources of funding, and a projected budget for the next 2 years. The initial legal review determined that this requirement may be satisfied.

However, in its resubmitted application there was reference to contributions by families. As this is a public school, it is unclear if families can be expected to contribute.

This requirement may not be satisfied.

Applicant Response: This section has been updated and the above reference removed from the revised from the charter school application for clarity (p. 36, Section R).

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

The initial legal review determined that this requirement appeared to be satisfied. However, it did raise a concern related to the school's proposed budget if there is a need to adjust the school hours due to transportation conflicts with the local school district. This concern has not been addressed.

This requirement may be satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section S).

(U) Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

The initial legal review determined that this requirement was not satisfied due to the fact that while the application indicates that consultants may be utilized there are no descriptions of qualifications or certifications provided.

The concerns raised in the initial legal review, remain. While additional information has been provided which indicates that Capital City anticipates hiring consultants for computer IT set up, guidance and counseling, special education and health, neither the desired qualifications nor certifications have been provided.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section U). It should be noted that this submission (application) on behalf of the sponsoring entity (Tomorrows Child Foundation) is the first step in a long series of technical steps required to open a new public charter school. Many of the reviewer's comments are simply subjective and others require a level of granularity that

simply cannot be expressed until post authorization when the new entity (CCCS) is created and the Board of Trustees has been seated.

Excerpt from Section U:

During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any particular contractor/s at this time, should this application be approved, CCCS will require that any individual or organization hired show sufficient evidence of past experience and expertise in the specified role including but not limited to formal education in the specified field, certification if applicable, work history and references. Individuals or organizations under consideration must meet the requirements contained within the school's conflict of interest policy and must disclose any potential conflicts prior to any formal agreement.

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

The initial legal review determined that this requirement did not appear to be satisfied.

In its resubmission, additional information was provided but it was limited. The resubmitted application states that "parents and legal guardians will also be encouraged to participate in school governance and governance structures." Resubmitted Application p. 43. However, it is unclear what this participation entails.

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 40, Section V).

(X) A global hold-harmless clause which states:

The chartered public 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 chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

The initial legal review determined that this requirement appeared to be satisfied but suggested an edit that was not made. The required language is taken directly from RSA 194-B:3, II (x) and should be exact.

This requirement will be satisfied when the necessary changes are made.

Applicant Response: This section has been updated in the revised charter school application (p. 42, Section X).

(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.
The initial legal review determined that this requirement was not satisfied. The initial application did not provide an outline of the school's proposed accountability plan that clarified expectations for evaluating the school's program.

Additional information has been provided which includes four questions that will serve as a basis for its annual report. The four questions are:

1. Is the school making progress toward achieving its mission?
2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

In making its report, the charter school would benefit from using the additional questions listed as suggested sub-questions in the New Hampshire Charter School Accountability Process found at:
https://www.education.nh.gov/instruction/school_improve/charter/documents/charter_school_accountability_process.pdf

This requirement may be satisfied, if the state board deems the proposed accountability plan to be adequate.

Applicant Response: The CCCS accountability plan will be fully developed prior to opening and will continue to evolve as statutory requirements change (p. 44, Section DD).

NEW HAMPSHIRE CHARTER SCHOOLS PROGRAM

APPLICATION COVER SHEET

Name of Proposed Charter School:	CAPITAL CITY PUBLIC CHARTER SCHOOL
Name of Organization Sponsoring the Charter School (if any):	TOMORROW'S CHILD FOUNDATION
Name of Contact Person:	STEPHANIE C. ALICEA
Mailing Address:	2 STIRRUP IRON ROAD BOSCAWEN
Primary Telephone:	603-369-9000
Alternate Telephone:	603-796-2532
Email Address:	TOMORROWSCHILDNH@GMAIL.COM
Projected Date of School Opening:	AUGUST/SEPTEMBER 2018
Proposed School Location:	TBD - CONCORD NH

	SCHOOL YEAR	GRADE LEVELS	NUMBER OF KINDERGARTEN STUDENTS	TOTAL PROJECTED STUDENT ENROLLMENT
First Year	2018-2019	6-8	0	60
Second Year	2019-2020	6-9	0	140
Third Year	2020-2021	6-10	0	200
Fourth Year	2021-2022	6-11	0	265
Fifth Year	2022-2023	6-12	0	330

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.

Stephanie C. Alicea

Signature

FOUNDER & DIRECTOR

Title

STEPHANIE C. ALICEA, M.Ed, CI

Printed Name

JANUARY 3, 2018

Date

CHARTER SCHOOL APPLICATION

Submitted by:

The Founding Members of

Capital City Charter School: A Public Charter School

Proposed location, Concord, NH

Original Submission: May 26, 2017

Revised Application I Submitted: September 20, 2017

Revised Application II Submitted: January 2, 2018

Tomorrowschildnh@gmail.com

CAPITAL CITY CHARTER SCHOOL

"We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history's course".

-- President Barack Obama, upon signing the Edward M. Kennedy Serve America Act, 2009

An Introduction

The following pages articulate our request for a state-issued charter for grades 6-8 creating an alternative approach to learning for a high-quality public education for the families of Concord, New Hampshire, and the surrounding areas. We propose an integration of service-learning (research-based teaching method of guided classroom learning applied through action) and the Common Core State Standards (provides teachers, parents, and students with a set of clear expectations that are aligned to the expectation in college and careers). Service groupings and an approach to teaching centered on the child, rather than the teacher, will allow children to move through the curriculum while meeting state standards and enabling children of all abilities and backgrounds to be successful.

The first phase of the School will begin with two classrooms of (grade 6) two to three classrooms of mixed ages (grades 7-8), and gradually add additional high school classrooms as well as junior high classrooms (grades 6-8 and 9-12).

Why Service-Learning?

Capital[1] City Public Charter School (CCCS) is dedicated to the educational journey of middle and high school students in New Hampshire. Service-learning is a research-based teaching

[1] Capital – The name has a purposeful, dual meaning 1. Noun used to describe Concord: 2. Wealth in the form of money **or other assets** available or contributed for a particular purpose…**investing,** in NH and the nation/worlds future.

method of guided or classroom learning, applied through action, that addresses an authentic community[2] need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge. Simply put, service-learning connects school-based curriculum with the inherent caring and concern young people have for their world[3].

CCCS, at its core, will employ the Five states of Service-Learning -- Investigation; Preparation and Planning; Action; Reflection; and Demonstration in all aspects of the school curriculum. These interdependent stages of successful service-learning constitute a process that is key to a student's effectiveness and critical to their learning transferable skills and content, which will allow them to become critical thinkers, global, and collaborative learners, ready to conquer what lies ahead.

- Investigation - All service-learning begins with investigation: resources within the student population, and investigation of the community need.
- Preparation & Planning - Students explore, research and discuss the topic and the teacher and students set the stage for learning and social action.
- Action - Direct result of preparation & planning. Solid preparation allows students to carry out their plan of action and apply what they learned to benefit the community.
- Reflection - One of the standards in service-learning and one of the five stages. A vital and ongoing process that integrates learning & experience with personal growth and awareness.

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[2] Community, is defined as CCCS, sending school, living environment or town.

[3] see Kaye, Catherine Berger, "Service-Learning: Strategies for Developing Character" (2005). *Special Topics, General*. 53.

- Demonstration - What is often called "The Big Wow." Students make explicit what and how they have learned and what they have accomplished through community involvement.

CCCS hopes to create learners that are not only prepared for schoolwork and their future, but also give more than just book smarts. We aim to create a service and civic-minded learning environment that will allow another method to engage the students to gain "real world" knowledge and better express the growth of their community and selves. Concord is our capital, centrally located and there is not a public middle or high school choice for anyone between exit 19 and 11 on 93 N&S and exit 1 to 10 on exit 89.

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(A) EDUCATIONAL MISSION

Vision

Capital City Public Charter School (CCCS) aspires to provide curriculum that enables each student to become empowered with the knowledge and skills to use his or her voice effectively and with integrity in co-creating our global public world. Our vision is to create an environment in which students academic, social, and personal skills improve our schools and our communities by working together with the service-learning curriculum at the core to ensure each child‘s success.

Mission

The Capital City Charter School mission is both bold and pragmatic: to implement a service-learning program and high-quality[4] education to the students of today and change-makers of tomorrow. CCCS consciously integrates student experience into the service-learning curriculum and addresses areas beyond the academic realm to create a high-quality education which includes; leadership, communication, collaboration and critical thinking.

Capital City Charter School will:

- Strengthen students service and academic learning with our service-learning curriculum.
- Include the philosophy and methodology of service-learning which best ensures the program quality and continuity are maintained.
- Provide concrete opportunities for students to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and collaboration through the curriculum.
- Recognize students efforts to connect required curriculum to meet the needs of their target community while faculty and staff serve as guides.
- Involve students in planning and integrate systematic, formative and summative evaluation.

[4] Civic mindedness, leadership, communication, collaboration and critical thinking interwined in all aspects of the curriculum

(B) GOVERNANCE, ORGANIZATIONAL STRUCTURE

In accordance with provisions to RSA 194-B:3, V, the application to establish a public charter school has been submitted by a non-profit organization -- Tomorrow's Child Foundation.

The Sponsoring Board

Tomorrow's Child Foundation is the sponsoring entity for the Capital City Charter School (See Appendix A for a list of board members).

Tomorrows Child Foundation is a New Hampshire registered non-profit organization comprised of six founding members, and established to create and sustain a charter school in Concord, NH in accordance with RSA 194-B:3, V(a).

Board of Trustees

In accordance with RSA 194-B:5, CCCS will be governed by up to a nine-member Board of Trustees (the Board) that has general supervisory control and authority over operations of the charter school. Trustee selection will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees will represent the diversity of stakeholders and contributors:

- Two (2) members representing the parents of CCCS students or not fewer than 25% of the Board's total membership (parent board members will be chosen after the school opens from the available population of interested parents.)
- Two (2) members representing the community or not fewer than 25% of the Board's total membership
- One (1) member representing the higher education community
- One (1) member representing the business community
- One (1) member will be the Director of the school.

During the first five years, there shall be no less than two (2) and no more than four (4) Founders on the Board of Trustees, in addition to the diverse stakeholders and contributors listed above. Prior to opening the Board will develop a conflict of interest statement, policy, and form. For purposes of conducting business, a majority of the board's members must be physically present

and participating in person to be considered a quorum[5]. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute RSA 91-A, which applies to chartered public schools.

Officers

Initial officers shall include: chair, vice chair, secretary and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in July of each year and shall serve until the next annual organizational meeting.

COMMITTEES

The Board of Trustees will create subcommittees as it deems necessary to pursue specific topics and report back to the board for action unless the board specifically votes to delegate a subcommittee to act. Committees will include but are not limited to Finance, Facilities, Fundraising, Startup, Board Recruitment, and Outreach. Committee assignments will be made by the Board and members will be chosen according to relevant experience.

GOVERNANCE

The Board of Trustees will be responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. Day to day management of the school and staff members will be the responsibility of the school Director. The Director will report directly to the Board.

Duties of the Director will include but are not limited to:

- Communication with the Board, teachers, students, parents, districts, and the public
- Staff management
- Disciplinary issues
- School culture
- Professional development
- Operational management
- School safety

[5] See RSA 91-A:2-III(a-e)

- Public relations
- Coordination with sending districts

The Board of Trustees will be responsible for:

- Hiring the director of school
- Approving an annual operating budget for the school.
- Meeting monthly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development, and sustainability.
- Developing an annual financial timeline for the school.
- The Board will establish school policies prior to opening and periodically review policies as necessary. Policies will include but are not limited to, admissions, conflict of interest, non-discrimination, records retention, lottery selection, school safety including pupil safety & violence prevention, limiting the use of child restraint practices and developmentally appropriate daily physical activity.
- Developing the CCCS's accounting and finance manual.
- Ensuring proper accounting and reporting practices.
- Creating a systematic fundraising plan and raising funds for the school.
- Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; annual performance review of the CCCS's Director; and all human resources decisions and contracts.
- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Director and CCCS faculty.
- Creating a student recruitment plan
- Developing a long-range, strategic growth plan.
- Developing public understanding, demand, and will for high-quality education for every child.

The Board of Trustees will have oversight and authority to render final decisions on matters

pertaining to:

- Appointing one or more advisory members or committees.
- Reviewing and approving significant contracts, e.g., for facilities and benefits programs.
- Matters for which the board serves as a hearing body for action or appeals.
- Any other matters which are prescribed by statute or rule.

(C) METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

The initial Board of Trustees will be appointed by members of the sponsoring entity,

Tomorrow's Child Foundation. Terms of trustees will be staggered. First-year trustees will be

appointed for two, or three-year terms to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated but that Board member will only be allowed to serve until the original date expires. Board members may serve consecutive terms if so voted by a Board majority. The Board of Trustees, will select and appoint future trustees, define future board terms and vote policies for board governance and filling vacancies. For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

Start-up Committee

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

- Form initial subcommittees
- Secure general and board liability insurance
- Secure appropriate site for the school
- Develop applications and marketing materials
- Develop job descriptions and the hiring process
- Publicize staff, administration, and faculty positions
- Obtain health, fire, and safety code approvals for facility
- Purchase supplies and materials for school setup

Board of Advisors

The Board of Trustees may be augmented by a Board of Advisors, non-voting, who represents academia, research, international relations, students and faculty, legislators, and topics of interest to the board. The board will attempt to include diverse perspectives of partners

collaborating with the school to advise on program quality, current research and development, and business strategy.

(D) GENERAL DESCRIPTION AND PROPOSED OR POTENTIAL LOCATION

Board members from the Tomorrow's Child Foundation are working with realtors and other community members to identify available properties in Concord large enough to house school programs for 60 – 140 during the first two years and for 200 – 330 students by the fourth and fifth years. At full capacity members from the Tomorrow's Child Foundation believe that we will utilize approximately 16 classrooms with the goal of maintaining a student teacher ratio of 15-17 to 1. The amount of teachers, in year one, will be four (4), year two nine (9), year three

Our ideal location will be accessible via public transportation in the I-93 Exit 13-15 corridor. Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options and work 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. of 60 - 140 students and growth to a cap of 330 students plus the staff to support them, the school will require a minimum space of 25,000 sq feet. Ideally, we will find a space that already has some division of classrooms and, if possible, can be renovated for expansion gradually, thereby reducing any start-up costs.

In accordance with RSA 194-B:8, II, any facility will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations, including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of ED 321.23(u) and (v).

Upon approval of the charter by the State Board of Education initial trustees will pursue, negotiate, and arrange facility options. We will require additional space for offices and must have flexible indoor & outdoor space.

(E) MAXIMUM NUMBER, GRADE OR AGE LEVELS

During the first year of operation, the CCCS will serve middle school students in grades 6-8, in one middle school classroom, which will serve students in grade 6, and two mixed-age classrooms, serving grades 7 and 8. CCCS will accept up to 60 students in its first year. New, incoming classes will be added each year thereafter, including grades 9-12. Maximum enrollment at full capacity shall be 320 students. Should the number of potential students exceed the available spots; a blind lottery will be conducted to determine enrollment.

Capital City Charter School Projected Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
6	20	35	60	60	60
7	20	35	35	65	65
8	20	35	35	35	65
9	0	35	35	35	35
10	0	0	35	35	35
11	0	0	0	35	35
12	0	0	0	0	35
Total	**60**	**140**	**200**	**265**	**330**
Projected Teacher Needs	**4FT/HT**	**8 FT/HT**	**12 FT/HT**	**16 FT/HT**	**20 FT/HT**

(F) CURRICULUM THAT MEETS OR EXCEEDS STATED STANDARDS IN THE SUBJECT AREAS OFFERED

The intellectually conscious mission of The Capital City Charter School engages students in applying their knowledge through the deeper learning skills necessary for students to compete with their peers around the world. CCCS' curriculum will be developed using Common Core State and National Standards as a guideline to ensure that students demonstrate mastery in all

subject areas. Based upon our current knowledge of best educational practice, students will, with the use of Common Core State Standards and Service-Learning curriculum[6], gain valuable knowledge in various domains and connect their academics to service, career paths, and internships (when applicable and possible).

Students will engage directly with making meaning of the standards: co-design work that will best engage them in deep exploration of the standards that will assist students in gaining a deeper understanding of core academic content and simultaneously build more in-depth learning skills through the integration of content knowledge with application. In the middle school, students will study "traditional" middle school content — language and literature, rhetoric, math, history and government, the sciences, music, and art — in a program aligned with the K-12 Service-Learning Standards[7] & ASLER Standards (Appendix E) and the Common Core State Standards[8]. The alignment will allow for the state standards to be met and exceeded, in unconventional ways, with a combination of instruction ("seat time" and knowledge with application in the community. CCCS's future high school curriculum will deliver specific content and skills, aligned with but exceeding the state content standards while also aligning with the K-12 Service-Learning & ASLER Standards, for all subject areas.

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

State and national standards currently provide the blueprint of our students learning, the K-12 Service-Learning and ASLER Standards paired with Common Core Standards act as the foundation of CCCS. In concert with the Common Core Standards, that now provide the blueprint for student learning, the K-12 Service-Learning Standards will be aligned with New

[6] see ASLER Standards – Appendix E
[7] Figure 1.1, page 15 of application (next page)
[8] see Common Core State Standards, Department of Education

Hampshire state Grade-Level and Grade-Span Expectations and incorporated into CCCSs academic expectations.

K-12 SERVICE-LEARNING STANDARDS

Meaningful Service Service-learning actively engages participants in meaningful and personally relevant service activities.	**Link to Curriculum** Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
Reflection Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.	**Diversity** Service-learning promotes understanding of diversity and mutual respect among all participants.
Youth Voice Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.	**Partnerships** Service-learning partnerships are collaborative, mutually beneficial, and address community needs.
Progress Monitoring Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.	**Duration and Intensity** Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

K-12 Service-Learning Standards

All curriculum standards will correlate to the best practices for service-learning curriculum and the eight key elements involved. The Eight elements are Meaningful Service; Intentional Link to Curriculum; Reflection; Diversity; Youth Voice; Partnerships; Progress Monitoring; Duration and Intensity. Each element will be illustrated by appropriate Common Core Standards, NH Grade Level Expectations, and social and emotional developmental tasks, with clearly defined documentation for progress.

Meaningful Service: Service-learning at CCCS will actively engage students in significant and personally relevant service activities. Students identify, investigate, learn about,

and articulate a genuine, recognized community need. This need is often verified through the media, surveys, observation, or interviews with informed community partners (Teacher/Staff Community Liaison). With well guided and thought-out plans, students can see their actions having verifiable positive consequences as they learn and apply academic skills and knowledge. When a service experience has meaning, and students understand the purpose, engagement, and action.

Intentional Link to Curriculum: When service-learning is employed as a teaching method to meet designated content and skills, academics come alive. This is our goal for CCCS. Knowledge is applied with transparency, allowing students to make explicit connections between subject matter and application within the context of community. While the subject matter and social context may change, the skills learned and practiced by students are transferable. It is the goal of CCCS to create curriculum where the learning and the service weave together and reinforce each other, with the service informing the curriculum and the curriculum informing the service.

Reflection: Through service-learning, students at CCCS participate in systemic processes that integrate cognitive thinking--related to social issues and their lives--with an empathetic response. This blend of active and cognitive thought deepens the service- learning as students apply and transfer new understandings of themselves, others, and the world around them. While all the standards have importance, "reflection" is a word often repeated in the service-learning community.

Diversity: Imagine all the possible ways service-learning can expose young people to the concept of diversity. Whether it involves interfacing with local, or town/city community partners, an elder in a retirement community, a veteran just returning from war, a recent immigrant or a government official, participation in service-learning provides exposure to a

range of backgrounds, perspectives, and ways of thinking and solving problems. The term diversity takes on a deeper meaning and relevance. Social and cultural boundaries lessen as relationships resonate with mutual respect.

Youth Voice: Young people need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Service-learning based education will enable students at CCCS to take the initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened. Our students meet significant age and grade appropriate challenges with tasks that require thinking, initiative, problem-solving, and responsibility in an environment safe enough for them to make mistakes and to succeed.

Partnerships: Our students participate in the development of partnerships and share responsibility with community members, parents, and other students, as well as with people from sponsoring and outside organizations business, and governments. These relationships give our students opportunities to interact with people of diverse backgrounds in different settings. Through these dynamics, our students and community members learn about each other and gain mutual respect, understanding, and appreciation. There is an exchange of information, ideas, and skills among all participants in the service-learning experience.

Progress Monitoring: Even the best service-learning intentions can fall flat or require a makeover. Since the service-learning experience typically takes place in a group or classroom, which are laboratories for learning and efficacy, if something goes awry benefits may still occur. At CCCS, the goal is to have continuous success; this will serve our students to continue to garner results from their service-learning experiences through the curriculum. For example, our students can learn about the need for perseverance, or find a better strategy to turn a good idea

into a policy or action. With progress monitoring, our students set a baseline of what the status quo is when they begin the process and learn the skill of comparing this with the results. Along the way they observe, report, and calculate to have a sense of where they are headed allowing for modifications even while in process.

Duration and Intensity: How long should the service-learning process last? As long as necessary for a quality experience. The charter is based on the theory of service-learning, and therefore, projects will continue throughout the year. A sufficient duration allows the participants to move through the Five States of Service-Learning--investigation, preparation, and planning, action, reflection, and demonstration--with ample time to authenticate and address identified community needs and achieve learning outcomes. The emphasis at CCCS is in the process; service-learning is about moving forward with purpose while allowing for flexibility.

CURRICULUM & INSTRUCTION

All instruction at CCCS will employ best practices and research based methods. Teaching styles may vary, though content coverage and alignment with standards will not. All curriculum standards will correlate to the best practices for service-learning curriculum and the eight key elements involved (See p. 15) with clearly defined documentation for progress.

The Capital City Charter School expects our students, teachers, administration and staff to maintain a safe, nurturing, participatory and productive learning environment. In order to maximize learning time and promote positive behaviors, CCCS Administration will use a multi-tiered system of support based on proven models such as the RTI (Response to Intervention, Tier 1: quality core instruction, Tier 2: supplemental intervention, and Tier 3: individualized interventions) for students' social, emotional and behavioral needs. This includes, once authorized and in accordance with 194-B:3, II(p), developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school

community. CCCS is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the RTI multi-tiered system, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families.

(G) ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVES

Service-Learning defined *as a researched based teaching method where guided classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge.* Picking up trash on a river bank is *service*. Studying water samples under a microscope is *learning*. When science students collect and analyze water samples, document their results, and present findings to a local pollution control agency – that is ***service-learning***[9].

In such settings, service-learning applied in a structured, but flexible way that connects to their classroom content; students will *Investigate; Prepare and Plan; Take Action; Reflect; and Demonstrate* across all content areas (See Appendix C, CCCS Curriculum Guide). Through a variety of project-based and service-learning opportunities, ranging from interdisciplinary classes to personal learning experiences**, students work with teachers and mentors** to design personally meaningful work that addresses curriculum standards while infusing global competencies. Progress is mastery-based, with clearly identified standards[10] and documentation requirements articulated and shared with students and parents/families, which

[9] see National Youth Leadership Council
[10] see Common Core State Standards, NH Grade Level Expectations and ASLER Standards

will be in line with the current State Standards. At CCCS, service-learning is an integral component of our education program, beginning with service-learning curriculum and projects for younger students and culminating in internships (and apprenticeships as appropriate) for older students.

The National Youth Leadership Council has clear examples (Appendix C) of ways in which CCCS can and will use Service-Learning over the academic year. NYLC states, service-learning is an incredibly flexible tool easily adapted to different age levels, community needs, and curricular goals. Projects can engage entire schools over an academic year, or involve a small group for a short period.

Because service-learning is defined as *a teaching strategy that explicitly links community services experiences to classroom instruction*, and because at CCCS, we will ensure the service-learning process mentioned in Section F produces appropriate learning for our students. Traditional assessment methods (essays, quizzes, research papers) can be used along with other forms of inquiry and analysis, along with the specific goals located in Appendix C, we will strive for the following:

OVERARCHING GOALS:

- >90% of students will make 1 year's gain in reading, writing, and math each year.
- >90% of students will show gains in information and concept understanding in core curriculum areas, as per pre- and post-unit assessments
- Compile annual and longitudinal portfolios to be used for summative assessment and planning.
- Ongoing reviews with parents, staff and students
- Portfolios of student work
- Progress reports documenting skill and content knowledge development
- Teacher observation (during all phases of service-learning in class and during project) including, but not limited to note taking, group discussion, pre-post student questionnaires, etc.)

CCCS will create an Accountability plan to review student learning and use assessment results to create and implement curriculum. Our curriculum will be designed to develop knowledge and skills in reading, writing, mathematics, spelling, history and geography, and science. Foreign language, technology, and health content will be woven into the core academic program. The arts are emphasized through a comprehensive, multi-disciplinary arts program beyond core academic instructional time as well as through Integrated Service-Learning Curriculum Projects (Figure 1.2).

Middle School	High School
A middle school science class studying pollution and disease worked with Environmental Protection to learn about the dangers of radon and how to test for it in homes. To educate the community on hazards, testing, and cleanup, students created an infomercial to share with local schools and community groups.	Tackling discrimination against HIV-positive people, tenth-graders wrote skits that drew parallels between the treatment of individuals living with AIDS and racial discrimination. They built sets, made costumes and programs, and performed their work for the community. Proceeds supported a local AIDS hospice.

Figure 1.2

(H) ACHIEVEMENT TESTS TO BE USED TO MEASURE PUPIL ACADEMIC AND OTHER GOAL ACHIEVEMENT

Student achievement will be measured using a variety of assessment strategies, including formative and summative assessments, anecdotal records, portfolio assessments, and norm-referenced and criterion-referenced tests. The achievement in mathematics, Spelling, Reading, Writing, History, Geography and Science will be determined in some ways and not limited to the following:

- Progress Reports will document our students' progress in subjects and critical skills areas and can be reviewed for year-to-year comparisons.
- Progress Reports will document our students' progress in subjects and critical skills areas and can be reviewed for year-to-year comparisons.

- Students will maintain portfolios of their work. Portfolios will include work selected by students and teachers and will document progress over time. The portfolio will provide an opportunity for the student to reflect on their learning and progress.
- Student Journaling of their work, experience, and specific service-learning projects, will provide our students, their teachers and parents/guardians with a powerful means of assessing working

knowledge across all areas of the curriculum throughout the year.

- Daily Observations and recording of those observations using checklists and other means of adjusting the personalized learning plans and facilitating the teachers' work in recording and communicating each student's progress. This documentation will be made available to students and parents/guardians at any time upon request.
- Group Projects and Collaborative Presentations will enable students and teachers to evaluate their skills at working cooperatively to solve problems, developing effective leadership, sharing and coordinating tasks and communicating efficiently.
- 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 civic and global education. The paper will also incorporate skills and understanding demonstrated through an act– as measured by a rubric and assessed jointly by faculty, fellow students, and community/parent volunteers.
- Parent/Teacher/Student conferences will provide an opportunity to review the student's growing portfolio.

Standardized Testing

Per RSA 194-B:8 V, CCCS will utilize standardized testing including the Smarter Balanced Assessment (SBA) in addition to other supplemental testing methods such as the Northwest Evaluation Assessments (NWEA). At the beginning of the school year, students will be given benchmark assessments for reading and mathematics, using the Common Core State Standards. Core competencies of literacy and numeracy will be assessed using a combination of state-

required standardized tests (SBA) and a nationally norm-referenced achievement test such as the NWEA's MAP (Northwest Evaluation Association's Measurement of Academic Progress) or Smarter Balance.

(I) FOR SCHOOLS OFFERING HIGH SCHOOL GRADE LEVELS, GRADUATION

The requirements for graduation from CCCS will meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27. CCCS will consider "credit" to be defined as stipulated in Ed 306.27 (d): "By the 2008-2009 school year, the local school board shall require that a high school credit can be earned by demonstrating mastery of required competencies for the course, as approved by certified school personnel."

Table 306-1 Required Program Areas and Credits

Required Program Areas	Credit(s)
Arts education	3 credits
Business education	5 credits
Information and communications technologies	½ credit
Family and consumer science	3 credits
World languages	5 credits
Health education	1/2 credit
Physical education	2 credits
Technology education	4 credits
English	6 credits
Mathematics	6 credits
Science	5 credits
Social studies	5 credits

CCCS will also meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27 (4) a-d when offering extended learning opportunities (service-learning based curriculum).

(J) STAFF OVERVIEW

Planning and Development

The period from charter authorization until 4-6 months before the school opens to students will be considered the Period of Planning and Organizational Development. Planning will commence once authorization is granted. Planners consider this period to consume approximately one year. During the planning and development period, project staff will include start-up coordinators, as needed consulting specialists, personnel from other organizations, and volunteers.

Tasks related to school development include:

- Board initiations and government training
- Planning and coordination
- Facility initiatives
- Curriculum development and course design
- Materials development and marketing
- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents, and colleges

Staffing

The Board of Trustees is committed to recruiting staff with a diverse range of skills, teaching and administrative experience, and cultural and ethnic backgrounds who are qualified in domains of teaching. Other desired qualities and qualifications include: a commitment to the mission and vision of the school, an ability to work effectively on a team with colleagues, students, families, and community members; experience with a variety of instructional approaches, including project-based learning; interest or expertise working with a diverse

student population; and a commitment to their own professional growth.

School Director

Duties of the Director will include but are not limited to:

- Communication with the Board, teachers, students, parents, districts, and the public
- Staff management
- Disciplinary issues
- School culture
- Professional development
- Operational management
- School safety
- Public relations
- Coordination with sending districts

Director Qualifications

- Meet all NH regulations for eligibility and teacher certification, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties
- Background in high school education
- Such other qualifications as the Board may find appropriate.

Business Manager – ½ Time

Duties of the Business Manager will include but are not limited to:

- Setting up school financial systems
- Work with the director to prepare budget and other financial documents
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing
- Assisting the Director when needed
- Filing required paperwork with state and federal agencies
- Responsible for ADM

Business Manager Qualifications:

- Bachelor's 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

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".*

The school sets a goal of one teacher and one assistant for each classroom, with some assistant services provided by volunteers or teachers in training. CCCS hopes to maintain a student to teacher ratio of approximately 15-17 to 1 (not including aids). No less than 50% of teachers employed by the school will have New Hampshire teaching certificates as required by New Hampshire Charter School statute. Because of our rigorous service-learning based core curriculum, the school will hire those holding a current NH Educator Certification. In addition, we will seek adults who have prior experience working with children and have strong recommendations as positive role models.

The Board of Trustees, along with the Director of CCCS will identify other staff requirements such as administrative support, nurse, special education liaison and curriculum coordinator as needed, which may also be qualities found in other employees. Multiple positions may be fulfilled by one person. For example, a teacher may also be a part-time Nurse, or the assistant Director may also be the special education liaison. Those without NH Educator Certification may hold a Bachelor's or Master's degree, have a strong liberal arts backgrounds, have experience in a specific area of study, and interest or experience in service or experiential learning.

Teaching Assistants hired to work in the Capital City Charter School will meet three criteria: intelligence, very supportive with children, and strong recommendations as ethical role

models. Our goal is to hire Teaching Assistants who are working toward becoming classroom teachers, or hold a current NH paraprofessional certification.

The qualification and positions listed below are recommended, but not limited to the specifics, as there may be multiple positions that can be filled by one candidate (specifically the half time positions).

Guidance Counselor

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in counseling and guidance, and human growth and development.
- Preference given to Masters' Degree in School Counseling.
- Preference given to applicants holding a teacher certification.

Special Education Liaison

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with Special Education experience.
- Preference given to candidates with administrative experience.

Part Time Nurse

- Part time nurse will be available during specific school hours.

Art Teacher

- Part time Art Teacher will be available during core hours.
- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in, but not limited to Visual Arts, Fine Arts and Art History and Drama.
- Preference given to Masters' Degree in Fine/Visual Arts.

(K) PERSONNEL COMPENSATION PLANS, INCLUDING PROVISION FOR LEAVES AND OTHER BENEFITS, IF ANY.

Salary

The CCCS Director, Learning Coordinator and Teachers will be paid a salary. The salaries of this full-time personnel shall be paid bi-weekly. Assistant Teachers, and other staff, whether full-time or part-time, will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

Vacation

CCCS will publish an annual calendar of holidays and vacations during which the School will officially be closed. Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave

Full-time salaried staff will receive five (5) sick days per school year, to be used in the year in which they are accrued. Part-time salaried employees will receive two (2) sick days per year. For purposes of sick leave for part-time salaried employees, one day will equal the number of hours in that employee's regularly scheduled workday.

Fringe Benefits

Capital City Charter School will provide health insurance and retirement benefits, in accordance with applicable federal and state laws.

(L) PUPIL TRANSPORTATION PLAN

The site for CCCS will be finalized during our initial planning period. We will seek a centrally located site both to accommodate the resources of the surrounding School Districts and for ease of access for families traveling from other areas.

Students residing within the district

It is expected that students residing in the district where the charter school is located will be provided transportation by the local district under the same terms and conditions referenced in RSA194-*B: 2,V* which states: *"Attendance at a chartered public school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.* CCCS will work with the local district in which the charter school is located in order to design a mutually beneficial transportation plan for CCCS students and the local district.

Students living outside the district

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district." It is our expectation that students who attend the Capital City Charter School and reside in the host district shall have the opportunity to ride district transportation to the charter school within the conditions of

Students attending the Capital City Charter School who do not reside in the host district will be required to arrange for their own transportation. The Capital City Charter School will make every effort to support and coordinate among families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means.

(M) STATEMENT OF ASSURANCES RELATED TO COMMITMENT TO NONDISCRIMINATION ACCORDING TO RELEVANT STATE AND FEDERAL LAWS

Our school's success depends on a dynamic and diverse student body and staff. The Capital City Charter School will celebrate and welcome diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by State and Federal Law[11].The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns.

(N) METHOD OF COORDINATING WITH PUPIL'S LOCAL EDUCATION

The Capital City Charter School will comply with all federal and state special education laws and rules applicable to New Hampshire charter schools.

Charter Public Schools & Special Education

As an open enrollment school, the Capital City Charter School will accept applications from any child who is a New Hampshire resident and will discuss the school with any interested parent. In accordance with New Hampshire law (RSA 194-B:8), the Capital City Charter School will not discriminate against any child with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a

[11] See
Titles IV, VI, and VII of the Civil Rights Act of 1964
The Age Discrimination in Employment Act of 1967
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972 (Title IX)
Section 504 of the Rehabilitation Act of 1973 (Section 504)
The Americans with Disabilities Act of 1990 (ADA)
NH Law against discrimination (RSA 354-A)

chartered public school, all current options available to the parent and the school district are retained. It is the intention of CCCS to contract with a special education liaison in order to assist the director, attend IEP meetings and work with the sending district(s).

School District Special Education Responsibility

ED 1104.01, effective 6/28/08, sets forth the following sequence of the special education process:

(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.

It is clear pursuant to (a) that decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the child's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. Any federal funding or other funding available to a sending district related to special education, to the extent and in a manner acceptable to the funding source, shall also be directed to the receiving chartered public school on an eligible per pupil basis pursuant to RSA 194-B:11, IV. These important provisions allow the responsible sending district and the Capital City Charter School to cooperate creatively to meet a student's special education needs with a credentialed special education liaison to assist with the transition to CCCS. The sending district will be required to provide the Capital City Charter School with a complete copy of each student's IEP for implementation and monitoring purposes by the contracted liaison at CCCS.

(O) ADMISSION PROCEDURES

Eligibility

CCCS is an open enrollment, public school. All New Hampshire students who meet the schools' admission criteria may apply. The school may accept out-of-state students on a space-available basis. There are two criteria for admission eligibility:

1.) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations (see Admissions Agreement).

2.) If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to an established lottery policy. Eligible students who are not chosen in the lottery will be listed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the waitlist declines admission, the board will continue to contact students/parents in the order listed.

Application Procedures

The CCCS Charter School 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. The school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. CCCS will have a website with complete application procedures and forms available online.

CCCS offers a unique opportunity for students to become deeply involved in their own education. CCCS recognizes such a shift in responsibility will not necessarily happen naturally or easily and is committed to supporting students and their parents or guardians through that

process. CCCS wants to ensure each student, and his or her parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to CCCS. The process of establishing a mutual relationship focused on student needs begins at the time of application.

At a minimum, the admissions process will include the following: Prospective students and their families will tour the School and attend at least one informational meeting at which our educational approach and school of students and their families will be explained.

Application packets with information about the School and its philosophy and expectations of attending students and their families will be shared, along with student-related policies. 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.
- A committee will review the applications for completeness
- Should applicants exceed the number of allotted slots, a formal lottery, organized by grade and service-learning experience will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive notification. Those who have been wait-listed will be notified.

Soon after the enrollment process is complete, CCCS will hold meetings for admitted students and their families and provide an orientation for students and families.

Enrollment Provisions

The CCCS will offer automatic re-enrollment to its students, provided they be in good standing. Families will have to provide a letter of intent to re-enroll by a stated date preceding the lottery, so there is clarity about available spaces.

- CCCS will admit from the wait-list should space become available after the lottery.
- Siblings of children already enrolled at the School will receive preference.

- The Board will reserve the right to give preference in enrollment to up to five total children of School Faculty as part of the employee benefits package.
- Up to three children of the Founders of the CCCS will receive priority for placement, as a means of recognition of their sweat equity in establishing the School.

(P) PHILOSOPHY OF PUPIL GOVERNANCE AND DISCIPLINE AND AGE-APPROPRIATE DUE PROCESS PROCEDURES TO BE USED FOR DISCIPLINARY MATTERS INCLUDING SUSPENSION AND EXPULSION

It will be a priority at the Capital City Charter School that students are physically and emotionally safe while at school. In our planning period, a code of ethics will be established to address this priority both with regard to infringements on safety and respect, and to create clear and meaningful methods of problem-solving.

A core value of the CCCS is the development of student character and global citizenship and civic-mindedness. In CCCS, students will develop important self-monitoring, communication, and leadership skills as they progress academically and develop socially. Self-discipline, self-advocacy, governance, communication and conflict resolution will be inherent to the curriculum. Our RTI multi-tiered system, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families. This system will work to support teachers in addressing any behavior issues they are experiencing with students in their classrooms in a manner that is respectful of the student, their family and in keeping with our mission. In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to provide opportunities for positive recognition equally. The school recognizes that education includes evolving maturity and will provide

programs, such as mediation, to teach skills. Situations requiring intervention not available at the school will be discussed and handled with parents.

(Q) METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING

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

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

The Board will approve accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure proper tracking and use of CCCS funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check. A fidelity bond will cover each with check-writing authority in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

CCCS shall comply with all requirements specified in the law pertaining to reporting requirement (RSA 194-B: 101-V). This list includes an annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to ED 318.07, CCCS will produce an annual report that will include, at a minimum, the following elements:

- A general progress report to establish the initial school program, a process that will require considerable flexibility and energy,
- An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement,
- Changes, if any, in the organizational structure and make-up of the Board of Trustees,
- Assessment and report of business, parent, and volunteer involvement in CCCS,
- Description of community services available at the site,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying Charter School ‘s assets, liabilities, and fund balances or equities,
- Projections of income and expenses for the upcoming school year.

(R) ANNUAL BUDGET, INCLUDING SOURCES OF FUNDING

Please see the budget that appears in Appendix D.

The included budget reflects estimated expenses for the first four years of operations. We have developed a list of our most likely and most important Mission-driven plans and costs, recognizing that the budget as represented surpasses the expected income in the first few years. Appendix D also includes expected sources of revenue related to the federal start-up grant, and the state per-pupil allotment based on our projected enrollment. Work to raise the additional funds necessary to support the budget will begin and will increase in intensity once the charter

has been granted. During our planning period, we will also examine the feasibility of additional revenue sources, including extra-curricular activities, which might bring income as well as exposure to the School.

We have entered this project with the full understanding that the state per-pupil allotment is likely not enough to support a New Hampshire independent charter school's full goals and mission and guarantee sustainability. We will offset this gap through of the fundraising efforts of the CCCS Board of Trustees Fundraising Committee including securing grant monies, and private and corporate contributions. Strategic partnerships and other fundraising efforts will also be important. Rather than seek out a few high dollar investors, we hope to cultivate many committed supporters from the business community and the greater community to support the Mission of the CCCS.

Once the CCCS has been established, the CCCS Board of Trustees will organize a fundraising committee. This committee's mission will be to support the School's economic viability. As the School's development arm, the committee will focus on securing the support of local, state and national foundations and charitable organizations as well as cultivating support from community members and businesses. The unique character of the School, its blend of service-learning based instruction and approach to teaching and the resource and value it brings to our local community will be highlighted in our fundraising efforts. A major focus of the committee will be to begin to develop an endowment fund. School-focused fundraising will include events small and large, aimed at a financial gain and the solidifying of the School community and Mission.

(S) SCHOOL CALENDAR ARRANGEMENT AND THE NUMBER AND DURATION OF DAY PUPILS ARE TO BE SERVED PURSUANT TO RSA 194-B:8, III

We will follow, at a minimum, a 180-day school year in accordance with the RSA 194-B:8, III. We expect to follow the calendar of the district in which the charter school is located in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. It is expected that days will begin at approximately 8:45 am and end at 2:15, though some flexibility may be required to meet our host district's bus route schedule. We are willing to open our doors as early as 7:20 am to account for such route scheduling and use this as individual work time for service-learning projects. We are willing to leave our doors open until 3:30 pm to do the same. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

Pursuant to RSA 194-B:1, the Capital City Charter School will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents. The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School.

(U) IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES

During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any particular contractor/s at this time, should this application be approved, CCCS will require that any individual or organization hired show sufficient evidence

of past experience and expertise in the specified role including but not limited to formal education in the specified field, certification if applicable, work history and references. Individuals or organizations under consideration must meet the requirements contained within the school's conflict of interest policy and must disclose any potential conflicts prior to any formal agreement.

Volunteer Advisors, Experts and Friends of the School

At this time Foundation Board have identified a number of individuals who have agreed to participate in the first year of planning and development. These individuals will serve as **unpaid** advisors and experts in their fields as we launch this new public school.

Caroletta C. Alicea, New Hampshire State Representative, Business Owner, Tomorrow's Child Foundation Board Member Caroletta has joined the team in its early stages. Her commitment to help this student population as her local school board member, and to rally supporters, constituents, donors, legislators, and the business community, along with policy creation will be her gift and focus for CCCS.

Scott Fazzina, IT Director & Payroll Supervisor, Granite Bay Care, Inc. Scott has experience in the management, strategy and execution of IT infrastructure for non-profit organizations. He has the ability to establish, plan, and administer the overall policies and goals for the information technology department, and will consult CCCS in, but not limited to, this area. He will also assist in the analyzation of the needs of CCCS and determine ways to meet our objectives and potentially manage the deployment, monitoring, maintenance, development, upgrade, and support of all IT systems, including servers, PCs, operating systems, telephones, software applications, and peripherals. Scott is also able, if needed, to manage financial aspects of the IT Division, including purchasing, budgeting, and budget review.

Matt Southerton, Director, New Hampshire Alliance for Public Charter Schools, Matt has experience in all areas of charter school development including; charter school applications, grant writing, school budgeting, charter school law, governance, and school setup. Matt has assisted multiple charter school applicants with the creation of charter school and startup grant applications. Matt maintains contacts with many national organizations including: The National Alliance for Public Charter Schools, the Charter School Resource Center, the Office of Civil Rights and the U.S. Department of Education. Matt will serve as an unpaid adviser an expert on public charter schools.

Sabrina Rando, Ed.D., BCBA, LBA, Board Certified Behavior Analyst, Licensed Applied Behavior Analyst, Owner Sabrina began working with children with autism in 2003. She was has been in the field since, drawn to the challenge and the reward of teaching children to communicate and to become more independent. She has worked with several populations and in many settings, including public school, private school, residential settings, and in client homes. She earned a master's degree in behavior analysis from Simmons College and became a Board-Certified Behavior Analyst in 2013. Sabrina is most interested in applying behavior analytic principles to adult learning and leadership. She earned a doctorate in education from New England College, where her dissertation research focused on improving conditions for para-Educators who work with children with autism in public schools. Sabrina has offered to help us provide a successful and appropriately differentiated curriculum.

Barbara Higgins, M.Ed.D., Certified Health Educator, Head Coach Track & Field and Cross Country and Former Concord School District Board Member. Barbara has been an educator for 14 years and currently works as a special education teacher at Parker Academy Charter School. Her perspective is important as an educator, coach and teacher mentor. She

brings knowledge about special education to CCCS and an extensive understanding of teacher preparation, certification and curriculum.

(V) PHILOSOPHY OF PARENT INVOLVEMENT

A key component of the CCCS design is that parents, legal guardians, and adult advocates are partners in students' learning and essential members of the CCCSs school community. Their knowledge of their children is sought throughout every aspect of their children's school careers. Resources, support, and training will be provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning.

Parents and legal guardians will also be encouraged to participate[12] in school governance structures, including the Board of Trustees and committees formed by the Board. Parents and legal guardians receive daily communications about their children 's learning, along with periodic progress reports. Parents and legal guardians have real-time access to their children 's work and learning progress through the online portfolios.

In accordance with RSA 189:13-a, CCCS shall conduct school employee and volunteer background checks on all individuals working or volunteering within the school.

(W) A PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENT AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated. During the initial months of planning and operating, information will be disseminated through bulletins, advisories, and postings on informational

[12] Participation may include, but is not limited to holding positions on the Board, Parent Committee, CCCS PTA, Volunteer work at the school, involvement/guidance in service-learning group projects and other involvement as needed and decided by Sponsoring Board and Board of Trustees.

websites. Materials, including, but not limited to curriculum, policies and job postings – in accordance with RSA 194-B:2, II – for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and community and faith-based organizations and service agencies.

(X) A GLOBAL HOLD HARMLESS CLAUSE

In accordance with RSA 194-B: 3, II (x) Capital City 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 chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE

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 regulations shall not be enforceable.

(Z) PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL INCLUDING DISPOSITION OF ITS ASSETS

If the CCCS ceases operation, the Board shall consult with an attorney and the Department 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(c)(3) of the Internal Revenue code of 1986, or any corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public educational purpose.

(AA) IN THE CASE OF THE CONVERSION OF A PUBLIC SCHOOL TO A CHARTER 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 students 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 all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transition.

(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.

The Board of Trustees in cooperation with the Director will meet all New Hampshire accountability and reporting requirements including those outlined in the New Hampshire Charter Accountability Process. CCCS will provide an annual report to the Department of Education (DOE) that speaks to the school's effectiveness at upholding its mission, maintaining student progress, and sustaining the academic, financial, and organizational health of the school. Four questions will serve as the basis for the report:

1. Is the school making progress toward achieving its mission?
2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

Data for this report will be collected throughout the year from students, parents, legal guardians, faculty and staff, through a variety of means. The CCCS accountability plan will be fully developed prior to opening and will continue to evolve as statutory requirements change.

Reporting Document	Due Date	Comments
Annual Progress Report (a.k.a. Annual Accountability Report) * ***RSA 194-B:10, I and II***	▪ Annually - August 1	**Four Key Questions to Answer:** (1) Is the school making progress toward achieving its mission; (2) Is the school responsibly using public funds; (3) Is the school promoting student attainment of expected knowledge and skills; and, (4) Is the school sustainable?
Board Minutes	▪ Monthly or as determined, i.e., every other month	Recommendation: post minutes on school website Right-to-Know law: ***RSA 91-A:2 and RSA 91-A:3, II***
Certificate of Insurance Coverage (i.e., workers' compensation, property liability)	▪ Annually - Start of the school year	***RSA 194-B:3, II (t)*** – Provide evidence of adequate insurance coverage
Certificate of Occupancy for School Facility * ***RSA 194-B:8, II***	▪ Before a new school initially opens to students ▪ If an existing school moves to a new facility	Supplied by the Fire Department
Fire and Life Safety Inspection * ***RSA 194-B:8, II***	▪ Before a new school initially opens to students ▪ Annually and/or if an existing school moves to a new facility	School Inspection – Online Reporting Tool Upon completion, submit online to the NH Division of Fire Safety by December 15. Then, the Fire Department completes inspection.
Health Inspection Report * ***RSA 194-B:8, II***	▪ When a school initially opens to students and upon five-year renewal	Contact the local health officer to schedule a school inspection: Health Officers by Town
Independent Financial Audit * ***RSA 194-B:10, II***	▪ Annually - September 30	NHDOE Audit Department reviews and requests further action, if necessary.
Quarterly Financial Reports	▪ Annually - September 30, December 31, March 31, June 30	Instructions can be found at: https://www.education.nh.gov/instruction/school_improve/charter/accountability.htm
Please submit Charter Accountability Reporting Requirements to: Michelle Gauthier, NHDOE, Bureau of Instructional Support and Student Assessment		

FAppendix A: Charter School Foundation Board/Bios
Appendix B: Articles of Incorporation, Tomorrow's Child Foundation
Appendix C: CCCS Curriculum Guide, including Research & Sample Day in the Life
Appendix D: Project Budget
Appendix E: ASLER Standards
Appendix F: Letters of Support

APPENDICES

APPENDIX A
BOARD OF TRUSTEE BIOS

Stephanie Alicea – Ms. Alicea has been a middle and high school educator since 1999 who has a Master's of Education in Curriculum and Instruction. Her focus while teaching has been curriculum focused on the whole student and their experience. She has been the Coordinator for a thousand student plus faculty Community Service-Day, a coach, advisor and life-skills educator. Service-Learning has been Ms. Alicea's focus of all classes and life. Awards and certifications include Alt 3 Educator Certification, Prime for Life Instructor Certification, Mac Certified.

Caroletta Alicea – President & CEO of Granite Bay Connections, Inc., Concord, NH. Mrs. Alicea provides direction to Agency Management and serves as the liaison between the Board of Trustees and the Executive Management Team. With over thirty (30) years of experience in all levels of management, finance/accounting, and leadership. Mrs. Alicea serves as an NH State Legislator, (Boscawen) for three terms. Currently, she is the Clerk, Assistant Floor Leader and President of the Order of Women Legislators (OWLs). Her educational interest and experience come in part from her sixteen (16) years on the Merrimack Valley School Board in which she has served as the Policy Chair, and on the Finance, Negotiations, and Student Ethics Committees.

Stephanie Carter – Ms. Carter has lived and worked in the Concord area for forty (40) years. Currently working as an Executive Administrative Assistant, she has spent the last fourteen (14+) years managing roughly two-hundred (200) people and the building she works in. Ms. Carter believes alternative/charter schools benefit students with non-traditional approached in teaching that allows for students' growth in a society with ever-changing needs and is excited to be a part of Tomorrows Child and its mission.

Lavinia Jackson

A Tappahannock, VA native, began both writing and reciting at an early age. First Published at 13, by graduation, she had won awards for her poetry. Lavinia received her degree in Creative

Writing/Philosophy, with a concentration in Poetry, from Loyola College in 1994. She continued to publish her poetry online and in various collections. She continued to publish poetry and receive awards, while she served in the USCG.

As a resident of Greensboro, NC, Lavinia took her passion for poetry into the community. Her peace campers were published in a local anthology by partnering with the Creative Writing Dept at UNCG. She is one of the Founders of Sigma Theta Lambda Literary Sorority. She has written for the Greensboro Voice, performed her work with Artists4Justice in an original production. She also has facilitated writing classes for the homeless and has co-facilitated the Visual Poetry Walk. She is currently an artist-in-residence at Revolution Mill. "Poetry in Plain Sight" is her first collection of work, spanning over 20 years. Her book has earned her both 2015 Best Author Award and the 2016 Maya Angelou Literary award.

Kasai Mumpini - As Senior Executive Vice President, Mr. Mumpini provides direction to Agency Management and has more the twenty-five (25) years of leadership and organizational behavior experience. Mr. Mumpini, through business, serves individuals with cognitive and physical disabilities throughout New England, he affords the organization an expansive understanding of service delivery systems. He also actively coaches and volunteers with middle and high school football, cheer and other teams and events throughout the year.

John Scannell – As a professional with 25+ years of working in manufacturing environments supporting the defense, aerospace, medical, and molding/machining industries, Mr. Scannell will bring a business sense, fundraising expertise and supervisory experience to CCCS. Mr. Scannell has 15+ years successfully working in the start-up and or turn around business environment. This will be a benefit to CCCS, along with his training and proficiencies in “7 Habits of Highly Effective People”, Consultative Selling and Large Account Management processes and his consistent professional ability to grow businesses, prioritize projects and manage operations. He is passionate about building "world class" cross functional teams to meet or exceed customer (in this case, students, parents, staff and community) expectations, and an added benefit it the campground he owns and runs on his own time. Mr. Scannell is a welcome and exciting addition to the sponsoring board of CCCS.

Appendix B: Articles of Incorporation, Tomorrow's Child Foundation

Articles Of Incorporation of Tomorrow's Child Foundation

Articles of Incorporation

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name
The name of the corporation shall be Tomorrow's Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of New Hampshire and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400, and the name of its initial registered agent is Stephanie C. Alicea.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicea, Boscawen NH 03303 – Chair
Kasai Mumpini Bedford, NH 03110 – Vice Chair
Stephanie Carter, Concord, NH – Secretary
John Scannell, Gilford, NH 03249 – Voting Member
Lavinia Jackson, North Carolina – Voting Member
Stephanie C. Alicea, Boscawen, NH 03303 – Voting Member

ARTICLE 5: Incorporators

The name and address of the initial incorporator is Stephanie C. Alicea, 2 Stirrup Iron Road, Boscawen, NH 03303.

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303.

ARTICLE 7: Membership

This corporation shall have members. The eligibility, rights and obligations of the members will be determined by the organization's bylaws. The management of the affairs of the corporation shall be vested in a board of directors, as defined by the corporation's bylaws. No director shall have any right, title, or interest in or to any property of the corporation.

ARTICLE 8: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles
These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 3rd day of April 2017.

Incorporators:

Stephanie C. Alicea

2 Stirrup Iron Rd, Boscawen NH. 03303

Caroletta C. Alicéa
4 Stirrup Iron Rd Boscawen, NH 03303

Kasai Mumpini
64 Old Suncook Road, Concord, NH 03301

Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407

Stephanie Carter
10 Bow Street, Concord, NH 0301

Appendix C: CCCS Curriculum Guide, including Research & Sample Day in the Life

CAPTIAL CITY CURRICULUM GUIDE:

We do not learn from our experiences; we learn from processing our experiences. - John Dewey

ACADEMIC SERVICE-LEARNING

THE CAPITAL CITY CHARTER SCHOOL RECOGNIZES ACADEMIC SERVICE-LEARNING AS A KEY TEACHING STRATEGY FOR DEVELOPING CIVIC ENGAGEMENT AND RESPONSIBILITY IN OUR STUDENTS. ACADEMIC SERVICE-LEARNING IS A FORM OF EXPERIENTIAL EDUCATION WHERE LEARNING OCCURS THROUGH A CYCLE OF ACTION AND REFLECTION AS STUDENTS WORK WITH OTHERS APPLYING WHAT THEY ARE LEARNING IN THEIR CLASSES TO COMMUNITY ISSUES.

THE BOARD IS COMMITTED TO THE CONCEPT OF ACADEMIC SERVICE-LEARNING AND TO THE INTEGRATION OF THE STRATEGY INTO THE INSTRUCTIONAL METHODOLOGY IN OUR SCHOOL IN ORDER TO INCREASE OUR STUDENTS' ACADEMIC PERFORMANCE, EMPLOYABILITY SKILLS AND CIVIC RESPONSIBILITY.

Curriculum Guide Created and Adapted from: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action second edition by Cathryn Berger Kaye, M.A., (Free Spirit Publishing, 2010) www.freespirit.com, Minneapolis, MN.

INTRODUCTION

Service-learning is being widely practiced throughout the United States and internationally in K-12 schools. Having students learn important curricular objectives by providing service yields benefits for all involved.

Reflection is one of the most important components of service-learning. Reflection helps service-learning participants connect thinking and action and stimulates the use of higher order thinking skills such as analysis, comprehension, problem solving, evaluation, and inference.

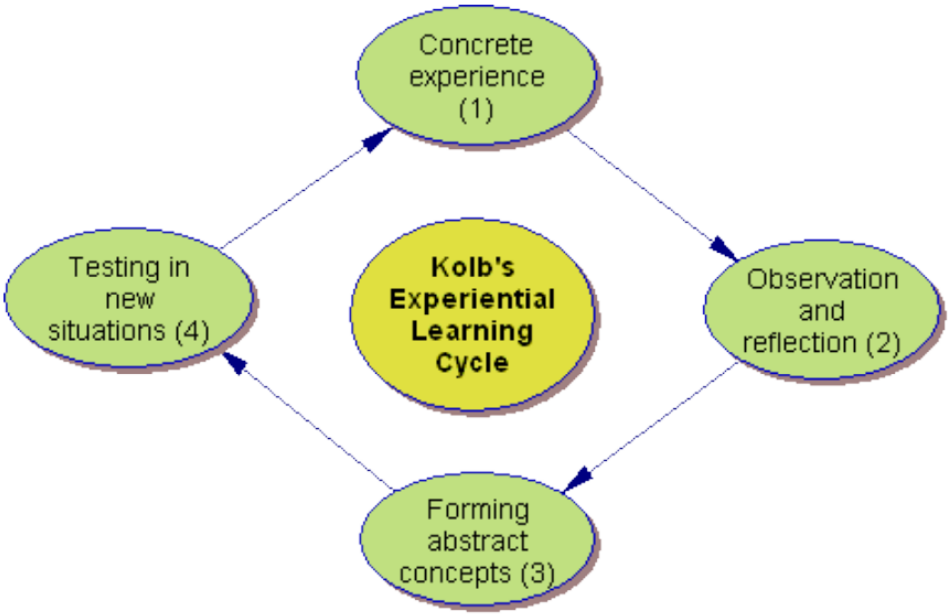
Reflection too often takes the form of a simple summary of service activities or one's feeling about the service experience. Most service-learning practitioners recognize that reflection can be deeper, but simply do not have the time to create a lot ofdifferent kinds of reflection activities.

Sections of the guide provide a summary of the theories in the educational research literature about reflection. This will also help Capital City Charter School staff, educators and community partners to create additional activities.

THEORETICAL FRAMEWORK

Building upon the work of John Dewey and Kurt Levin, American educational theorist David A. Kolb believes "learning is the process whereby knowledge is created through the transformation of experience" (1984, p.38). Kolb's "Experiential Learning Model" provides a useful framework for integrating experience and synthesizing elements of service-learning. The theory presents a cyclical model of learning, consisting of four stages shown below. A person may begin at any stage, but must follow each other in the sequence:

- concrete experience (or "DO")
- reflective observation (or "OBSERVE")
- abstract conceptualization (or "THINK")
- active experimentation (or "PLAN")



Kolb's four-stage learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences.

The first stage, **concrete experience** (CE), is where the learner actively experiences an activity such as a lab session or field work. The second stage, **reflective observation** (RO), is

when the learner consciously reflects back on that experience. The third stage, abstract **conceptualization** (AC), is where the learner attempts to conceptualize a theory or model of what is observed. The fourth stage, **active experimentation** (AE), is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

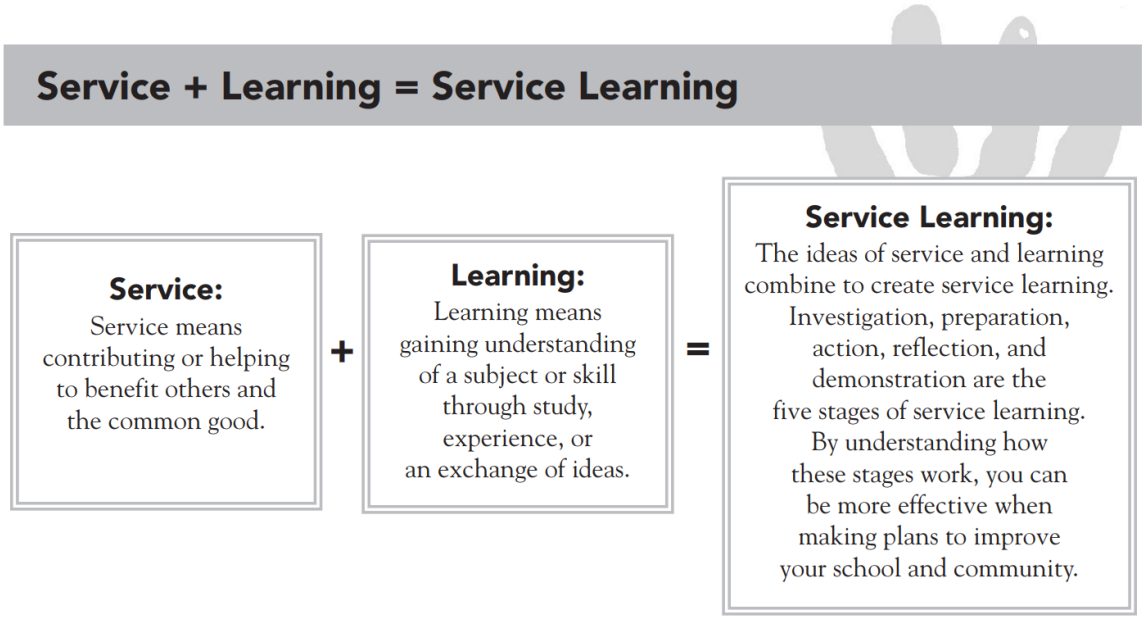
Everyone responds to and needs the stimulus of all types of learning styles to one extent or another - it's a matter of using emphasis that fits best with the given situation and a person's learning style preferences. Kolb developed four learning styles classified as: *assimilators*, who learn better when presented with sound logical theories to consider; *convergers*, who learn better when provided with practical applications of concepts and theories; *accommodators*, who learn better when provided with “hands-on" experiences; and *divergers*, who learn better when allowed to observe and collect a wide range of information. This, again, provides a useful framework for integrating experience and synthesizing elements of service-learning.

Adapted from: Learning Theories Knowledgebase (2017, Nobvember). Experiential Learning (Kolb) at Learning-Theories.com. Retrieved November 15, 2017 from http://www.learning-theories.com/experiential-learning-kolb.html

SERVICE-LEARNING DEFINED

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences that ...

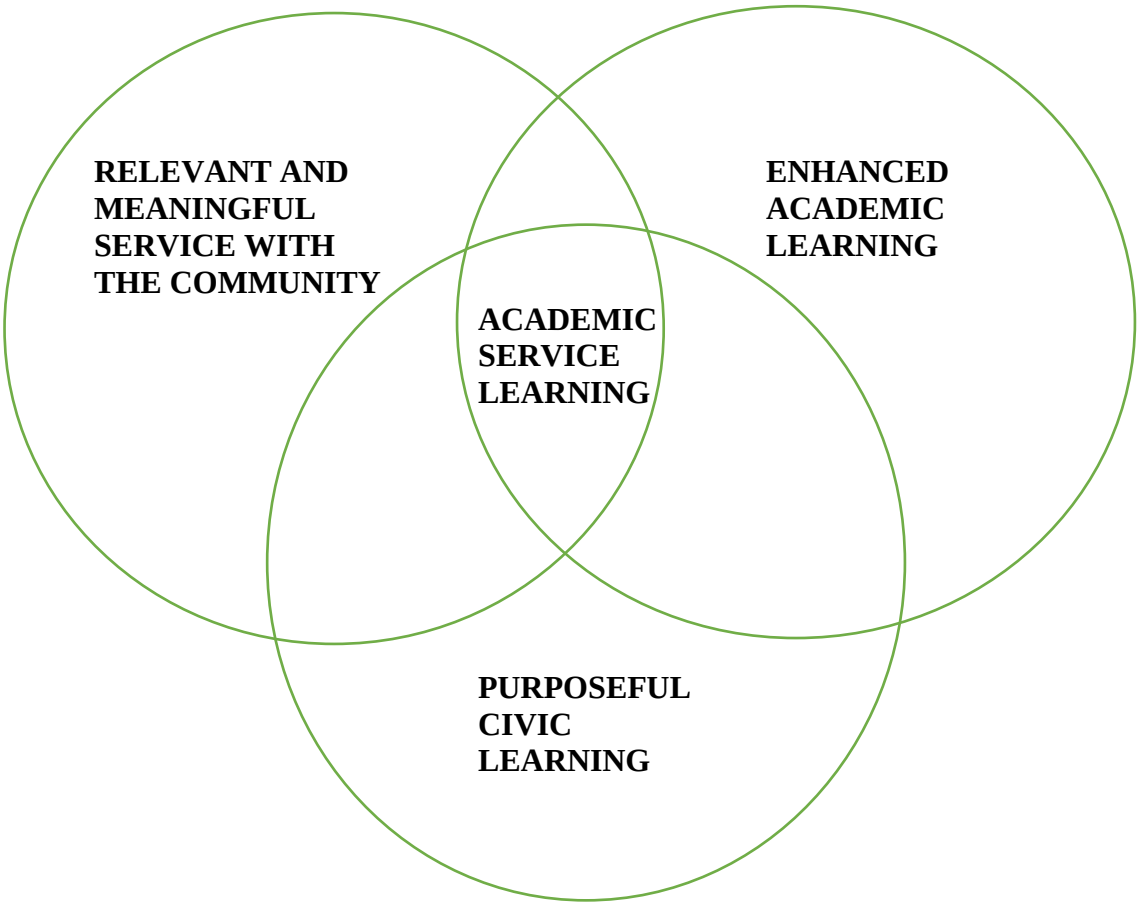
- Meet actual community needs,
- Are coordinated in collaboration with the school and community,
- Are integrated into each young person's academic curriculum,
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities,
- Enhance what is taught in the school by extending student learning beyond the classroom,
- Help to foster the development of sense of caring for others and commitment to civic responsibility .



THE THREE NECESSARY CRITERIA FOR ACADEMIC SERVICE-LEARNING

The three criteria below test a course's ability to be classified as service learning.

- **Relevant and Meaningful service with the Community:** that the work being done must improve the quality of life for an individual, group, neighborhood, or for the entire community.
- **Enhanced Academic Learning:** that the work being done is used to apply contrast, or complement more traditional course learning resources.
- **Purposeful Cidc Learning:** knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation.



EXAMPLES OF SERVICE-LEARNING

Service-learning can be used in most disciplines, as evidenced by the examples below.

In an **Project Lead The Way** class**,** students design and build mechanical devices to assist people with physical, developmental or learning disabilities.

Idustrial Arts students design and plant a community garden at a women's shelter.

Computer science student projects develop databases for non-profit agencies.

As part of a **Chemistry**, students conduct seminars for teens on the effects of substance abuse on the body.

Social Studies/Civics teacher instructs a course entitled "Aging: From Biology to Social Policy;" in which students are encouraged to volunteer in elderly support organizations providing students opportunities to explore the applications of course content to real world events.

Accounting students work with neighborhood advisory boards developing and leading workshops for residents of low-income areas on household finances, budgeting, etc.

Environmental Science students conduct an energy survey and make recommendations for energy savings in businesses, homes, the university, and schools.

History students publish a local cultural journal that reports on unique community aspects.

Civics students work with grass roots senior citizen's groups to lobby for legislation that better meets older people's needs. Grass roots organizing techniques are stressed.

SERVICE-LEARNING & COMMON CORE CONNECTION

Service Learning.

This allows students a laboratory to practice, review, reassess, and reflect, all with the guidance and support of knowledgeable teachers. They see the viability and purpose of their study. This process actually adds rigor to academics as students are depended upon, builds interdisciplinary understandings, and deepens learning, all while improving the viability of the Common Core State Standards.

Common Core and Student Engagement

Common Core State Standards (CCSS) serve as a guide for purposeful learning with real world application. Many CCSS descriptors and elements comprise essential 21st century competencies well suited for our 21st century learners. With Common Core integration the aim is for our students, through academics, to develop and hone their ability to read closely so as to analyze, interpret, and synthesize information and ideas, collaborate with others, and utilize refined language skills, to present information through writing and speaking with the support of technology. The following list of seven "Capacities for the Literate Individual," a "portrait of students who meet the standards describes students at CCCS and all of the unique standards add up to a desired outcome.

1. Demonstrate independence

They read complex text independently, and question and clarify information. As self-directed learners, they seek appropriate resources (teacher assistance, peers, print and digital media) to increase understanding.

2. Build strong content knowledge

As purposeful readers, viewers, and listeners, they research to increase general and content specific knowledge and understanding. They share knowledge through writing and speaking.

3. Respond to varying demands of audience, task, purpose, and discipline

They shift tone, word choice, and selection of evidence to best fit the writing context.

4. Comprehend as well as critique:

They question the veracity and bias of their sources.

5. Value evidence

They evaluate evidence and use evidence effectively to construct arguments.

6. Use technology and digital media strategically and capably

They navigate media to find useful information, integrate online and offline sources, and choose tech tools wisely to best support their intentions.

7. Come to understand other perspectives and cultures

Students seek to understand other cultures, communicate with others, and evaluate perspectives of themselves and others.

This description of literate individuals is what we hope teachers keep in mind, rather than preparing students to pass standards-based tests. Passing such tests will be easy for students if they truly possess the capacities listed above.

So, we know where we are going; how do we get there? Of critical note regarding Common Core State Standards is this: They provide an outline of what we want students to be able to do, however the how of the process is left to the educators--those who prepare and design the day-to-day programs and curriculum and greet learners as they arrive at CCCS. We choose learning to provide a more authentic context for the application of the learning, and by so doing elevate students' abilities and understandings, assist them in seeing why learning matters, and recognize they already are people of value to society.

Adapted from: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action second edition by Cathryn Berger Kaye, M.A., (Free Spirit Publishing, 2010) www.freespirit.com, Minneapolis, MN.

SERVICE-LEARNING OUTCOMES

Service-Learning as an educational strategy and curriculum at CCCS is designed to accomplish the following:

- Enhance student learning by joining theory with experience and thought with action
- Fill unmet needs in the community through direct and indirect service that is meaningful and necessary
- Enable students to help others, give of themselves, and enter into caring relationships with others
- Assist students to see the relevance of the academic subject to the real world
- Enhance the self-esteem and self-confidence of your students
- Develop an environment of collegial participation among students, faculty, and the community
- Give students the opportunity to do important and necessary work
- Increase the civic and citizenship skills of students
- Assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers
- Expose students to societal inadequacies and injustice and empower students to remedy them
- Develop a richer context for students learning
- Provide cross-cultural experiences for students
- Better prepare students for their careers/continuing education
- Foster a re-affirmation of students' career choices
- Keep students motivated and interested class and serve as a tool for reflection

- Give students more responsibility for their learning
- Help students learn how to get things done
- Impact local issues and local needs

Meaningful Service: Service-learning based curriculum at CCCS will actively engage all participants in meaningful and personally-relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum: Service-learning based curriculum at CCCS will intentionally be used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Reflection: Service-learning based curriculum at CCCS will incorporate multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to explore a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity: Service-learning based curriculum at CCCS will promote understanding of diversity

moreover, mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain an understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution

and group decision-making.

3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Progress Monitoring: Service-learning based curriculum at CCCS will engage participants in an ongoing process of assessing the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants gather evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high-quality practices are sustained.

Duration and Intensity: Service-learning based curriculum has sufficient length and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and

celebration.

2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes[1].

[1] see Service-learning Standards For Quality Practice by National Youth Leadership Council

CURRICULUM FRAMEWORK & INTENTIONAL LINK TO CURRICULUM

English Language Arts/Literacy

At CCCS, students will learn to read while reading to learn. Reading is a complicated process about making meaning, which includes phonemic awareness, fluency, vocabulary development, and comprehension. At CCCS, comprehension strategies and critical thinking skills will be taught to help students make sense of content and the world around them. Students at all grade levels work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Complex text sources, whether primary or secondary source material, will be used with all students at CCCS as an enriching challenge. Like a steep mountain, complex text presents an opportunity for our students to go beyond their perceived limits and accomplish more than they thought possible. Students-collectively and individually-tackle complex texts with care and patience as their reading skills are strengthened. Reading is taught across all content areas because each subject area requires students to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems).

At the secondary level, teachers of math, science, history, technology, and the arts explicitly teach and support students to be keen readers of text within their discipline. By integrating reading throughout the day, schools convey to students the importance of reading, critical thinking, and meaning-making in school and life. It is the goal of CCCS for teachers to develop and teach a common language for the writing process and the traits of good writing. They will use consistent practices for teaching and assessing writing. At the secondary level, teachers of math, science, history, technology, and the arts will explicitly teach and support quality writing within their subject area. Students engage in the writing process to learn to write

like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know.

Writing at CCCS is taught, across the curriculum. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While the nature and amount of writing vary by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms.

Goals:

- Students will learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres.
- Students will read at or above grade level with fluency, accuracy and enjoyment in a way that makes meaning clear.
- Students will write effectively and creatively for a variety of purposes and audiences.
- Students will learn to craft quality writing in a variety of contexts.
- Students write to learn while learning to write.

Mathematics

Math at CCCS will be taught with rigor and integrity in discrete math classes. Along with discrete math instruction, math will be integrated into projects, case studies, and learning expeditions whenever possible, in the lead or supporting role. At CCCS, all teachers will promote mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving.

In the same way that our school will celebrate literacy through events, projects (creation of a community garden), community meetings, and hallway displays, mathematical thinking and learning will also be showcased and discussed throughout the building.

Goals:

- Students will focus on foundational facts-vocabulary, formulas, algorithms, and number facts-that are grounded in conceptual understanding.
- Our teachers will ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is an equally strong focus on problem-solving skills and critical thinking.

- Students will learn to use appropriate technology strategically in problem-solving. Technology tools are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving.
- Math curriculum & educators will support students to think like mathematicians and cultivate mathematical habits of mind-curiosity, risk-taking, perseverance, and craftsmanship.
- Students will learn to reason abstractly and quantitatively, model mathematically to practical situations, and to construct and critique mathematical arguments.

Science

The science curriculum will allow students to read, write, think, and work as scientists. Expeditions, case studies, projects, problem-based content, possible collaboration with professionals and engineers, and interactive instructional practices at CCCS will foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community (e.g., seventh-graders analyzing conditions for optimal growth in their school garden, high school students testing indoor air quality in the school to inform recommendations to the Board of Education).

Goals:

- Educators will reinforce the connections among science, math, engineering, and technology as they promote students' skills in questioning; developing and using

models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information.

- Students at CCCS will acquire the skills to be logical in making assumptions, accurate when collecting data, insightful when concluding, and unbiased when supporting statements with reliable scientific evidence.
- Students will learn appreciation and stewardship of the natural world as part of the everyday design.
- Students will be able to integrate environmental literacy into the science curriculum (at all grade levels).

Social Studies

Students' understanding of enduring concepts is prioritized so that they can apply that knowledge to the modern world. CCCS views social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. The emphasis of the curriculum, meant for the student body is on deep understanding rather than memorization of myriad facts and details, explicit literacy instruction is a focus for students at all grade levels.

Goals:

- Students will understand the big picture and timeline of history.
- Students will focus on big ideas such as the elements that make up a culture or civilization.
- Teachers at CCCS will support our students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures.
- Students will know how to animate history by choosing compelling case studies that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes.
- Students will investigate and address social issues in their local community and become compassionate community members in the process.

- Students will demonstrate action as social scientists: analyze primary sources, consider multiple perspectives, conduct research, and draw their own conclusions.
- Students will read, write, and think like historians.

Arts

Arts in all forms will be celebrated as a foundation of culture and a central aspect of learning and life at CCCS. Artistic skills are understood as aptitudes, and artistic achievement is valued as academic achievement. It is the goal of CCCS to fill the hallways, classrooms and general areas with student artwork, which can be displayed in a way that honors all work. Artistic performances will be points of pride for the school. The visual and performing arts will be taught using the same effective instructional practices that are used in other disciplines. The arts curriculum will build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Goals:

- Student exhibitions of learning will feature the arts along with other subjects.
- Students will use visual and performing arts to explore and enhance story-telling skills alongside the development of their creativity, communication and technology skills.
- Students will use Arts as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement) and used as a window into diverse cultures and regions of the world; such is the goal of CCCS.

Fitness and Wellness

CCCS promotes wellness in students and school staff members. Healthy eating, exercise, stress reduction, sleep, and healthy relationships-the key elements of physical and mental health-are included as part of a school's wellness approach. The physical education program will emphasize personal fitness and nutrition and character development and reinforces a school culture of respect, responsibility, and achievement. Physical activity and outdoor time will be woven into our school day whenever possible and appropriate (e.g., walking to fieldwork research sites, setting up and cleaning classrooms and common spaces, using physical energizer breaks to enhance academic work times). Team meetings and school staff explicitly support students to understand and monitor dangers to wellness posed by alcohol, drugs, and tobacco. Experiences in the natural world-working in and appreciating nature-are a priority for our students. We at CCCS hope through the curriculum physical challenges push students to pursue excellence and assume responsibility for their own learning.

Goals:

- Students will understand the connections between physical challenge and academic challenge.
- CCCS will provide healthy meals to students and even eat lunch in a "family style" for our staff to emphasize the importance of wellness.
- Students will become stewards of a climate of social and emotional safety for attending students.
- Students will participate in a basic physical education program aimed at meeting the health needs of children and early adolescents.
- Students will understand human development through an age-appropriate approach, exploring and promoting a healthy sense of self.

SKILL DEVELOPMENT

Thinking Skills Development Through Service-Learning

- Thinking critically and using good judgment
- Thinking creatively
- Analyzing and evaluating information and events
- Solving problems to reach goals
- Managing time and resources wisely
- Planning and organizing projects
- Researching, probing for information, and documenting
- Outlining, organizing, and presenting information

Personal Skills Development Through Service-Learning

- Making positive decisions
- Managing attitudes and emotions (self-control)
- Setting and reaching personal goals
- Developing talents and abilities
- Maintaining health and well-being

Social Skills Development Through Service-Learning

- Communicating effectively
- Resolving conflicts
- Showing respect and concern for others
- Resisting negative pressure and drug use
- Working cooperatively with others
- Providing ethical leadership
- Developing positive relationships

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ELEMENTS OF AN EFFECTIVE SERVICE LEARNING PROGRAM

- Meaningful Service
- Problem Solving
- Working in Groups
- Adult-Student Interaction
- Opportunity to Apply Skills
- Preparation and Reflection

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Service-Learning Middle School Developmental Continuum

Service-learning and helps adolescents develop the strength of character and resiliency necessary to withstand negative peer pressures. Through service-learning they learn about their responsibility to contribute to others and begin to feel valued and accepted for their meaningful participation in their community.

- To feel accepted by peers and others
- To see concrete outcomes from their efforts
- To have opportunities for creative expression
- To have opportunities for self-definition
- To participate and be part of a group
- To learn decision-making through experience
- To explore adult roles and career opportunities
- To interact with people of diverse backgrounds
- To engage in physical activity
- To take risks within a structured environment
- To gain competence and achievement
- To make a difference in the community

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Service-Learning High School Developmental Continuum

Service-learning allows all students, not just the honor roll student, to play a constructive role in the community and begin to learn the responsibilities of adulthood.

- Become self-reliant
- Expand peer relationships
- Learn to manage time and personal health
- Formulate a personal value system
- Assume responsibility for career planning
- Develop skills important to live as consumer and effective use of leisure time
- Develop citizenship skills important to responsible participation in a democratic society

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DYNAMICS FOR SUCCESS: A LEARNING CURRICULUM THAT SERVES

At CCCS, we will ensure all resources are considered when planning curriculum. The Sponsoring Board has considered integrating a sequence of themes per grade lavel to be utilitzed throughout the school year with a focus on interdisciplinary learning, academic content, and development of transferable skills. Along with the overarching themes, we will utilize the Common Cores State Standards and the following skills that go hand-in-hand with the CCSS, commonly referred to as 21st Century Skills in teaching and learning that include life and career skills ie., critical thinking, communication, collaboration, creativity, technology and information/media literacy.

Although each level has a paticular theme, essential questions, and a specific series of learning experiences that lead to taking purposeful action in the school, community, or globally. Each learning experience integrates opportunities for analytical thinking, creative thinking, practical thinking, and ethical thinking. Every learning experience is highly engaging with compelling paired or group interactions that develop communication and self assurance.

Consider the sequence of themes for each of these grades:

- Grade 7: Identity
- Grade 8: Community
- Grade 9: Contributing to Community
- Grade 10: Global Connections
- Grade 11: Leadership
- Grade 12: Transitions

Rubric for Continuous Improvement of the Service-Learning Experience
Based on the K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council, 2008

	Novice	Introductory	Experienced	Advanced
Duration and Intensity *Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.*	Project is brief (less than two weeks) and addresses an immediate need without providing a long term solution. Process of investigation, planning, action, reflection, and demonstration/ celebration of impacts is weak. Minimal amount of time and intensity is provided.	The Service-Learning experience is carried out over a short time period (a few weeks), addresses an immediate need and provides only a start to a long term solution. The process of investigating community needs, planning, action, reflection, and demonstration/celebration drives the project somewhat, resulting in limited time and intensity.	The process of investigating community needs, planning, action, reflection, and demonstration/celebration is used on a limited basis. Service-Learning is conducted over a significant period of time. The project addresses community need but falls short of achieving all learning outcomes.	The process of investigating community needs, planning, action, reflection, and demonstration/celebration of learning and impacts on self and community is used consistently. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months, providing adequate time to address identified community needs and achieve learning outcomes.
Link to Curriculum *Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.*	Project uses skills which can be found in the standards, but they aren't the foundation out of which the project grows. Skills incorporated into the experience are at lower levels on the hierarchy of learning. Service is not intentionally connected to learning and is seen as mainly an add-on or enrichment activity.	Students master basic skills through the service-learning project but the link to curriculum is weak and not intentional. Experience does not align with content standards and is not used to push learning to higher levels of application. Student is recognized on school records, but no formal district policy is in place.	Project work leads students toward mastery of more complex skills in a rigorous and relevant curriculum. Instruction assists students in completion of project, though the link may not be direct and intentional. Service-learning is an integral part of the academic expectations for students throughout the district.	Participants learn how to transfer knowledge and skills from one setting to another. Service-learning is explicitly aligned with the academic curriculum; learning goals are clearly articulated. Students construct knowledge through challenging tasks in a rigorous and relevant curriculum. Service-learning is formally recognized in school board policies and student records.
Partnerships *Service-learning partnerships are collaborative, mutually beneficial, and address community needs.*	Project is determined and implemented with little involvement from community partners or is grounded in meeting a need for service presented by the community partner or school. A shared vision and collaborative partnership has not been established or maintained.	Partnerships are few in number, weak, or non-existent. Limited interactions with community partners lead to meeting a minimal community need. Project reflects a partial shared vision with minimal collaborative work between the partners. Service is not reciprocal or of mutual benefit.	Some communication and ongoing interaction with community partners is central to the project. Students work with partners to develop common goals. More opportunities could be provided to encourage students to see community members as collaborative partners and resources, and not just recipients of service.	A variety of partners are engaged. Partnerships engage in frequent and regular communication, establish a shared vision and set common goals, and collaboratively develop and implement action plans to meet specified goals. Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.
Meaningful Service *Service-learning actively engages participants in meaningful and personally relevant service activities.*	Students provide indirect service with no contact with population being served. Project is determined without a community needs assessment and does not lead to attainable and visible outcomes. Experience is not appropriate for students' age and developmental level and/or issue is not personally relevant.	Community needs assessment is done in isolation from the community. Project includes minimal direct contact with those being served. Outcomes are attainable and visible, but do little to contribute toward lasting change. Students do not understand their service experiences in the context of the underlying societal issues being addressed.	Project addresses a real need connected to a personally relevant issue and provides direct contact with those being served. Outcomes are attainable and visible, but may not be highly valued by those being served in the school, local, and/or global community.	Experiences are developmentally appropriate, address personally relevant issues, and encourage participants to understand their service experiences in the context of the underlying societal issues being addressed. Interesting and engaging service activities lead to attainable and visible outcomes that have significant impact on participants and others in the school, local, and/or global community.

Rubric for Continuous Improvement of the Service-Learning Experience
Based on the K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council, 2008

	Novice	Introductory	Experienced	Advanced
Youth Voice *Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.*	Teacher determines project with very limited or without student input. Task completion is determined and monitored by the teacher. Teacher evaluates quality and effectiveness of the service-learning experience without student input.	Teacher determines project and offers strong guidance in organizing and completing project tasks. Students are allowed to provide input into decisions, but final determination is made by the teacher. Youth have limited opportunities to demonstrate their abilities and decision-making skills.	Teacher works with students in determining project based on standards. All students work collaboratively to develop project plan and take leadership in carrying out tasks. Teacher helps to shape decisions throughout the process, but places primary emphasis on student voice.	Youth are engaged in generating ideas, identifying learning outcomes, and decision-making during planning, implementation, and evaluation. Youth acquire knowledge and skills to enhance leadership and decision-making and are involved in evaluating the quality and effectiveness of the service-learning experience. Youth and adults are involved in creating an environment that supports trust and open expression of ideas.
Diversity *Service-learning promotes understanding of diversity and mutual respect among all participants.*	Students' pre-conceptions and stereotypes are not challenged. Multiple perspectives are not intentionally sought or incorporated into service-learning experience. Decisions are made by vote rather than consensus.	Understanding of multiple perspectives is limited to tolerance and acceptance of others. Students' pre-conceptions are challenged on a limited basis but project could do more to address engaging the perspective of recipients of the service (people and/or places).	Some time is spent identifying and overcoming stereotypes and valuing different points of view. Students' pre-conceptions and stereotypes are somewhat challenged. Some collaboration incorporating multiple perspectives is developed.	Participants analyze different points of view to gain understanding of multiple perspectives, develop interpersonal skills in conflict resolution and decision-making, recognize and overcome stereotypes, and understand and value the diverse backgrounds and perspectives of those offering and receiving service. Decisions are made through a consensus process.
Reflection *Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.*	Basic reflection is provided for at the end of the service-learning experience using one or two different methods. Reflection is limited in its depth and does not demonstrate complex analysis of social and civic issues. Examination of preconceptions and assumptions is not incorporated into reflective process.	Reflection consists of documenting progress of project and has no clear connection to skills being developed. Project could do more to deepen the level of reflection for students and challenge them to identify, research, and discuss alternative solutions.	Meaningful reflection is planned and integral to the project and is used to teach and/or reinforce core academic skills and/or content. Reflection includes some emphasis on higher order thinking skills. Students are prepared for service-related tasks in connection with skill instruction. Project challenges students to identify, research and implement alternative solutions.	Participants think deeply about complex community problems and alternative solutions and examine a variety of social and civic issues. Participants examine preconceptions in understanding their roles and responsibilities as citizens. It occurs before, during, and after the experience and includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate changes in participants' knowledge, skills, and/or attitudes.
Progress Monitoring *Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.*	Teacher and students follow implementation plans without collecting data to guide decisions. No clear connection exists to specific goals and learning outcomes.	Teacher assesses outcome of learning activities separate from service-learning experience. Teacher and students gather evidence of progress, but do not base decisions on data collected.	Evidence collected provides a picture of student progress throughout the service-learning experience and guides both instruction and project implementation.	Evidence of quality service-learning implementation and progress toward meeting specific goals and learning outcomes is collected from multiple sources throughout. Evidence is used to improve experiences and progress toward goals. Evidence of progress is communicated with the broader community to deepen understanding of service-learning and ensure high quality practices.

THE FOLLOWING PROFILE DESCRIPTIONS INTERRELATE AND EMBED THE FOUR FACETS (LISTED ON THE LEFT) THAT UNDERPIN EACH COMPETENCY.

EACH PROFILE LEVEL PROGRESSES DEVELOPMENTALLY AND IS WRITTEN FROM A STUDENT'S POINT OF VIEW.

CONSIDER THE THEMES PER GRADE (P. 26) AND THE K-12 SERVICE-LEARNING STANDARDS WHEN READING THE PROFILES FOR ASSESSEMENT

CORE COMPETENCY "I CAN" STATEMENTS

CRITICAL THINKING

Analyze and Critique:

- ☐ I can show if I like something or not
- ☐ I can identify criteria that I can use to analyze evidence
- ☐ I can analyze evidence from different perspectives
- ☐ I can reflect on and evaluate my thinking, products, and actions
- ☐ I can analyze my own assumptions and beliefs and consider views that do not fit with them

Question and Investigate:

- ☐ I can explore materials and actions
- ☐ I can ask open-ended questions and gather information
- ☐ I can consider more than one way to proceed an investigation
- ☐ I can evaluate the credibility of sources of information
- ☐ I can tell the difference between facts and interpretations, opinions, and judgments

Develop and Design:

- ☐ I can experiment with different ways of doing things
- ☐ I can develop criteria for evaluating design options
- ☐ I can monitor my progress and adjust my actions to make sure I achieve what I want
- ☐ I can make choices that will help me create my intended impact on an audience or situation

CREATIVE THINKING

Novelty and value:

- ☐ I get ideas when I play. My ideas are fun for me and make me happy
- ☐ I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
- ☐ I generate new ideas as I pursue my interests
- ☐ I get ideas that are new to my peers
- ☐ I can develop a body of creative work over time in an area I'm interested in or passionate about

Generating Ideas:

- ☐ I get ideas when I use my senses to explore
- ☐ I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems
- ☐ I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head
- ☐ I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative
- ☐ I have interests and passions that I pursue over time

Developing Ideas:

- ☐ I make my ideas work or I change what I am doing
- ☐ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them
- ☐ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- ☐ I use my experiences with various steps and attempts to direct my future work
- ☐ I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking

PERSONAL AWARENESS AND RESPONSIBILITY

Self Determination:

- ☐ I can show a sense of accomplishment and joy
- ☐ I can celebrate my efforts and accomplishments
- ☐ I can advocate for myself and my ideas
- ☐ I can imagine and work toward change in myself and the world
- ☐ I take the initiative to inform myself about controversial issues

Self-Regulation:

- ☐ I can sometimes recognize emotions
- ☐ I can use strategies that help me manage my feelings and emotions
- ☐ I can persevere with challenging tasks
- ☐ I can implement, monitor, and adjust a plan and assess the results
- ☐ I can take ownership of my goals, learning, and behaviour

Well-being:

- ☐ I can participate in activities that support my well-being, and tell/show how they help me
- ☐ I can take some responsibility for my physical and emotional well-being
- ☐ I can make choices that benefit my well0being and keep me safe in my community, including my online interactions
- ☐ I can use strategies to find peace in stressful times
- ☐ I can sustain a healthy and balanced lifestyle

COMMUNICATION

Connect and engage with others (to share and develop ideas):

- ☐ I ask and respond to simple, direct questions
- ☐ I am an active listener; I support and encourage the person speaking
- ☐ I recognize that there are different points-of-view and I can disagree respectfully

Acquire, interpret, and present information (include inquiries)

- ☐ I can understand and share information about a topic that is important to me
- ☐ I present information clearly and in an organized way
- ☐ I can present information and ideas to an audience I may not know

Collaborate to plan, carry out, and review constructions and activities

- ☐ I can work with others to achieve a common goal; I do my share
- ☐ I can take on roles and responsibilities in a group
- ☐ I can summarize key ideas and identify the ways we agree (commonalities)

Explain/recount and reflect on experiences and accomplishments

- ☐ I give, receive, and act on feedback
- ☐ I can recount simple experiences and activites and tell something I learned
- ☐ I can represent my learning, and tell how it connects to my experiences and efforts

SOCIAL RESPONSIBILITY

Contributing to community and caring for the environment:

- ☐ With some support, I can be part of a group
- ☐ I can participate in classroom and group activities to improve the classroom school, community, or natural world
- ☐ I contribute to group activities that make my classroom, school, community, or natural world a better place
- ☐ I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change
- ☐ I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change

Solving problems in peaceful ways:

- ☐ I can solve some problems myself and can identify when to ask for help
- ☐ I can identify problems and compare potential problem-solving strategies
- ☐ I can clarify problems, consider alternatives, and evaluate strategies
- ☐ I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

Valuing diversity:

- ☐ With some direction, I can demonstrate respectful and inclusive behaviour
- ☐ I can explain when something is unfair
- ☐ I can advocate for others
- ☐ I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

Building relationships:

- ☐ With some support, I can be part of a group
- ☐ I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing
- ☐ I can identify when others need support and provide it
- ☐ I am aware of how others may feel and take steps to help them feel included
- ☐ I build and sustain positive relationships with diverse people, including people from different generations

POSITIVE PERSONAL & CULTURAL IDENTITY

Relationships and cultural contexts:

- ☐ I can describe my family and community
- ☐ I am able to identify the different groups that I belong to
- ☐ I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)
- ☐ I understand that learning is continuous and my concept of self and identity will continue to evolve

Personal values and choices:

- ☐ I can tell what is important to me
- ☐ I can explain what my values are and how they affect choices I make
- ☐ I can tell how some important aspects of my life have influenced my values
- ☐ I understand how my values shape my choices

Personal strengths and abilities:

- ☐ I can identify my individual characteristics
- ☐ I can describe/express my attributes, characteristics, and skills
- ☐ I can reflect on my strengths and identify my potential as a leaders in my community
- ☐ I understand I will continue to develop new abilities and strengths to help me meet new challenges

Social Responsibility

Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to Community and Caring for the Environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.

- *With some support, I can be part of a group.*
- *I can participate in classroom and group activities to improve the classroom, school, community, or natural world.*
- *I contribute to group activities that make my classroom, school, community, or natural world a better place.*
- *I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change*
- *I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.*

2. Solving Problems in Peaceful Ways.

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

- *I can solve problems myself and can identify when to ask for help.*
- *I can identify problems and compare potential problem-solving strategies*
- *I can clarify problems, consider alternatives, and evaluate strategies.*
- *I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.*

3. Valuing Diversity

Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

- *With some direction, I can demonstrate respectful and inclusive behaviours.*
- *I can explain when something is unfair.*
- *I can advocate for others*
- *I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.*

4. Building Relationships

Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.

- *With some support, I can be part of a group.*
- *I am kind to others, can work or play. cooperatively, and can build relationships with people of my choosing.*
- *I can identify when other need support and provide it.*
- *I am aware of how others may feel and take steps to help them feel included.*
- *I build and sustain positive relationships with diverse people, including people from different generations.*

Continuum of Profiles

The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I am aware that other people can be different than I am. I can interact with my friends. With some support, I can be part of a group.
2	In familiar and structured settings, I can interact with others and the environment respectfully. I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
3	I can interact with others and the environment respectfully and thoughtfully. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.
4	I can take purposeful action to support others and the environment. I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.
5	I can initiate positive, sustainable change for others and the environment. I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.

Communication Competency

Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

1. Connect and engage with others (to share & develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus.

Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate)

- *I ask and respond to simple, direct questions*
- *I am an active listener; I support and encourage the person speaking*
- *I recognize that there are different points-of-view and I can disagree respectfully*

2. Acquire, interpret, and present information (include inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology.

Examples: "show & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal

- *I can understand and share information about a topic that is important to me*
- *I present information clearly & in an organized way*
- *I can present information & ideas to an audience I may not know*

3. Collaborate to plan, carry out, review constructions & activities

Students work together to accomplish goals either face to face, or through media.

Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project

- *I can work with others to achieve a common goal, I do my share*
- *I can take on roles and responsibilities in a group*
- *I can summarize key ideas & identify the ways we agree (commonalities)*

4. Explain/recount/reflect on experiences and accomplishments

Students tell about their experiences –especially their learning experiences – and reflect and share what they learned.

Examples: presentations of learning, self-assessment, and receiving/offering feedback

- *I give, receive, and act on feedback*
- *I can recount simple experiences and activities and tell something I learned*
- *I can represent my learning and tell how it connects to my experiences and efforts*

Continuum of Profiles

The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Communication Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	In a safe and supported environment, I respond meaningfully to communication from peers and adults. With support, I can be part of a group.
2	In a familiar situations, with direct support, I communicate with peers and adults I understand and share basic information about topics that are important to me. I talk and listen to people I know. I plan and complete activities with peers and adults. I can answer simple direct questions about my activities and experiences.
3	In familiar situations, with some support and guidance, I communicate with peers and adults. I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (to connect, help, be friendly, learn/share). I listen and respond to others, I can work with others to achieve a short-term concrete goal; I do my share. I can recount simple experiences/activities & tell something I learned
4	I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener; I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles & responsibilities. I recount & comment on events and experiences.
5	I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener—I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.
6	I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.
7	I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire, critically analyse, and integrate well-chosen information from a range of sources. I show understanding and control of the forms and technologies I use. In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. I am able to represent my learning and my goals, and connect these to my previous experiences. I accept constructive feedback and use it to move forward.
8	I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.

Creative Thinking Competency

Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy

1. Novelty and Value

Students get creative ideas that are both novel and have value. Degrees of novelty –idea may be: new to that student or their peers; it may be novel for their age group or larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts –it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classmate, larger group of peers, in one's community, or on a global level

- *I get ideas when I play. My ideas are fun & make me happy.*
- *I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.*
- *I generate new ideas as I pursue my interests.*
- *I get ideas that are new to my peers.*
- *I can develop a body of creative work over time in an area I'm interested in or passionate about*

2. Generating Ideas

Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas –giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious an subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind *(e.g. by doing relaxing or automatic activities)*

- *I get ideas when I uses my senses to explore.*
- *I build on others' ideas and add new ideas of y own, or combine other people's ideas in new ways to create new things or solve straightforward problems*
- *I deliberately learn a lot about something (e.g. by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.*
- *I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.*
- *I have interest and passions that I pursue over time)*

3. Developing Ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.

- *I make my ideas work or I change what I am doing.*
- *I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them*
- *I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries*
- *I use my experiences with various steps and attempts to direct my future work*
- *I can preserve over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking*

Continuum of Profiles

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Creative Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I get ideas when I play. I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.
2	I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.
3	I can get new ideas in areas in which I have an interest and build my skills to make them work. I generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g., by doing research, talking to others, or practising), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
4	I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers. I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.
5	I can develop a body of creative work over time in an area of interest or passion. I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.

Critical Thinking Competency

Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

1. Analyze and Critique

Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

- *I can show if I like something or not.*
- *I can identify criteria that I can use to analyze evidence.*
- *I can analyze evidence from different perspectives.*
- *I can reflect on and evaluate my thinking, products, and actions.*
- *I can analyze my own assumptions and beliefs and consider* views that do not fit with them.

2. Question and Investigate

Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

- *I can explore materials and actions.*
- *I can ask open-ended questions and gather information.*
- *I can consider more than one way to proceed in an investigation.*
- *I can evaluate the credibility of sources of information.*
- *I can tell the difference between facts and interpretations, opinions, or judgments.*

3. Develop and Design

Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.

- *I can experiment with different ways of doing things*
- *I can develop criteria for evaluating design options.*
- *I can monitor my progress and adjust my actions to make sure I achieve what I want.*
- *I can make choices that will help me created my intended impact on an audience or situation.*

Continuum of Profiles

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Critical Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I can explore. I can explore materials and actions. I can show if I like something or not.
2	I can use evidence to make simple judgments. I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.
3	I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.
4	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans. I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.
5	I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking. I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.
6	I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues. I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.

Positive Personal & Cultural Identity

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

1. Relationships and Cultural Contexts

Students understand that their relationship and cultural contexts help to shape who the are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.

- *I can describe my family and community.*
- *I am able to identify the different groups that I belong to.*
- *I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups)*
- *I understand that learning is continuous and my concept of self identity will continue to evolve.*

2. Personal Values and Choices

Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.

- *I can tell what is important to me.*
- *I can explain what my values are and how they affect choices I make.*
- *I can tell how some important aspect of my life have influenced my values*
- *I understand how my values shape my choices*

3. Personal Strengths and Abilities

Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

- *I can identify my individual characteristics.*
- *I can describe/express my attributes, characteristics, and skills.*
- *I can reflect on my strengths and identify my potential as a leader in my community.*
- *I understand I will continue to develop new abilities and strengths to help me meet new challenges.*

Continuum of Profiles

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Positive Personal & Cultural Identity Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I am aware of myself as different from others. I know my name. With some help, I can identify some of my attributes.
2	I am aware of different aspects of myself. I can identify people, places, and things that are important to me. I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. I am able to explain what interests me.
3	I can describe different aspects of my identity. I have pride in who I am. I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.
4	I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual. I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).
5	I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity. I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.

Personal Awareness & Responsibility

Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

1. Self-Determination

Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

- *I can show a sense of accomplishment & joy*
- *I can celebrate my efforts & accomplishments.*
- *I can advocate for myself and my ideas*
- *I can imagine and work toward change in myself and the world.*
- *I take the initiative to inform myself about controversial issues*

2. Self-Regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

- *I can sometimes recognize emotions.*
- *I can use strategies that help me manage my feelings and emotions.*
- *I can persevere with challenging tasks.*
- *I can implement, monitor, and adjust a plan and assess the results.*
- *I can take ownership of my goals, learning, & behavior.*

3. Well-being

Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.

- *I can participate in activities that support my sell-being, and tell/show how they help me.*
- *I can take some responsibility for my physical and emotional well-being.*
- *I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.*
- *I can use strategies to find peace in stressful times.*
- *I can sustain a healthy and balanced lifestyle.*

Continuum of Profiles

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Personal Awareness & Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

Social Responsibility

Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to Community and Caring for the Environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.

- *With some support, I can be part of a group.*
- *I can participate in classroom and group activities to improve the classroom, school, community, or natural world.*
- *I contribute to group activities that make my classroom, school, community, or natural world a better place.*
- *I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change*
- *I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.*

2. Solving Problems in Peaceful Ways.

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

- *I can solve problems myself and can identify when to ask for help.*
- *I can identify problems and compare potential problem-solving strategies*
- *I can clarify problems, consider alternatives, and evaluate strategies.*
- *I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.*

3. Valuing Diversity

Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

- *With some direction, I can demonstrate respectful and inclusive behaviours.*
- *I can explain when something is unfair.*
- *I can advocate for others*
- *I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.*

4. Building Relationships

Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.

- *With some support, I can be part of a group.*
- *I am kind to others, can work or play. cooperatively, and can build relationships with people of my choosing.*
- *I can identify when other need support and provide it.*
- *I am aware of how others may feel and take steps to help them feel included.*
- *I build and sustain positive relationships with diverse people, including people from different generations.*

Continuum of Profiles

The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I am aware that other people can be different than I am. I can interact with my friends. With some support, I can be part of a group.
2	In familiar and structured settings, I can interact with others and the environment respectfully. I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
3	I can interact with others and the environment respectfully and thoughtfully. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.
4	I can take purposeful action to support others and the environment. I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.
5	I can initiate positive, sustainable change for others and the environment. I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.

ASSESSMENT

STANDARDS OF ASSESSMENT

The principles of sound assessment- whether authentic or standards based (or both)- align with principles of good practice for service-learning- which call for real-world problem solving, Authentic learning opportunities and audiences, and active student participation in all phases of projects—as well as give direction to educators to design authentic, standards based assessments for their service-learning projects. The following include methods of assessment CCCS would like to employ.

Organization of Information – Students must organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem or issue.

Consideration of Alternative - Students must consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem or issue.

Disciplinary Content - Students must show understanding and/or use ideas, theories, or perspectives considered central to an academic (or professional) discipline.

Disciplinary Process - Students must use methods or inquiry, research, communication characteristic of an academic (or professional) discipline.

Elaborated Written Response - Students must demonstrate they can elaborate on their understanding, explanations, or conclusions through extended writing.

Problem Connected to the World Beyond the Classroom - Students must address a concept, problem or issue that is similar to the one that they have encountered or are likely to encounter in life beyond the classroom.

Audience Beyond the School- Students must communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school.

STANDARDS OF TEACHING AND LEARNING.

Higher Order Thinking - Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, or arriving at conclusions that produce new meaning and understanding for them.

Deep Knowledge - Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.

Substantive Conversation - Students engage in extended conversational exchanges with the teacher and/or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

Connections to the World Beyond the Classroom - Students make connections between substantive knowledge and either public problems or personal experiences,

EXAMPLE ASSESSEMENT METHODS AT CCCS

Capital City Charter School Final Revision – January 2018

Phases	Content & Processes	Standards Addressed	Instructional Methods	Assessment (what students may be asked to do)
What?:	**Content/Knowledge:** • concepts of multiplication, division, and area. • number and money sense, decimals.	**Mathematics Standard #1** • Students develop number sense; • use numbers and number relationships in problem solving; and • communicate the reasoning used in solving these problems.	• lecture • direct instruction	• short answer definitions of concepts. • communicate math concepts with symbols and in writing.
	Mechanics/Skills: • how to execute multiplication, division, and area algorithms. • how to use paper-and -pencil and calculator to prepare a budget and calculate funds.	**Mathematics Standard #5** • Students use a variety of tools and techniques to measure; • apply results in problem solving situations; and • communicate the reasoning used in problem solving.	• presenta-tions • demonstra-tions	• compute perimeter and area of garden • multiply variables related to garden • compute using percents, and decimals.
So What?:	**Integration of Knowledge** *(Synthesis)* • how to integrate knowledge and skills about math learned in the classroom with ways of calculating and problem solving at the garden.	**Mathematics Standard #6** • Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem solving situations and communicate the reasoning used.	• experiments • labs	• demonstrate connection between math concepts and procedures learned in class with those needed to build the garden;
Now What?:	**Application of Knowledge** *(Transfer)* • how to apply new "integrated" knowledge about mathematics to the actual building of the garden and management of project funds.	Although not explicitly discussed in terms of "transfer" or "application" of knowledge, the standards listed above focus on problem solving which facilitates the transfer and application of knowledge.	• service learning	• demonstrates ability to make plan of action with knowledge (e.g., can decide how much fence to buy).

REFLECTION RESOURCES FOR STAFF (INCLUDES, BUT NOT LIMITED TO ITEMS BELOW)

1. Journals:

• ***Personal Journal*** - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the teacher, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher,1996)

• ***Dialogue Journal*** - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the teacher to read and comment on. While labor intensive for the teacher, this can provide continual feedback to the students and prompt new questions for students to consider during the year. (Goldsmith, 1995)

• ***Highlighted Journal*** - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the teacher to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsberg College)

• ***Key Phrase Journal*** - Students are asked to integrate terms and key phrases within their journal entries. The teacher can provide a list of terms at the beginning of the term/quarter or for a certain portion of the text. Students could also create their own list of key phrases to include. These are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)

• ***Double-entry Journal*** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)

• ***Critical Incident Journal*** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why

was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a

dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

• ***Three-part Journal*** - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)

1. **Free Association Brainstorming** – (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 "post-its" and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feeling they had when they experienced their first "field encounter." After finishing question two completely, have them write down all of the feelings they are having "right now" regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)

2. **Quotes** - Using quotes can be a useful way to initiate reflection because there is an ample supply of them and they are often brief and inspiriting. Here are some quotes as examples you might want to use:

    - "If we do not act. We shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight." — Dr. Martin Luther King, Jr.

    - "A different world cannot be built by indifferent people." — Horace Mann

- "I believe that serving and being served are reciprocal and that one cannot really be one without the other." —Robert Greenleaf, educator and writer

- "Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has." — Margaret Mead

- "Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have." — Oprah Winfrey

Quotes may be used in a variety of ways. You might give each student a page of quotes and ask

them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)

3. **Quotes in Songs** - Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to "say" the lyric that describes their feelings. This usually proves to be "fun" in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey's kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart's song speech, Miami Dade Community College)

4. **Reflective Essays** - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students.

5. **Directed Writings** - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, "William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the

following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray's continuum?" A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.

6. **Experiential Research Paper** - An experiential research paper, based on Kolb's experiential learning cycle, is a formal that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site.

7. **Directed Readings** - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.

8. **Ethical Case Studies** - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)

9. **Structured Class Discussions** - Structured reflection sessions can be facilitated during regular class time when all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service 30 site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)

10. **Student Portfolios -** This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate "proof" which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. "The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates." Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.

11. **It's My Bag -** Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)

12. **It's Your Thing/Express Yourself -** This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that gives the student the chance to perform or explain in front of the class is what you are looking for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member's feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)

13. **Small Group Week -** This is a simple alternative to full-class reflection sessions when you really want students to have a maximum amount of time to talk individually. Schedule the reflection sessions so that only a small number of students need to attend. The group should consist of no more than 10-12, if possible. The rest of the class will be

scheduled to attend other class periods, using this period for whatever you want them to be doing outside of class. The students will feel more like sharing when you form the group in a small intimate circle and spend the period asking them questions related to their service-learning experience that encourage self-expression. (Prof. Dave Johnson, Miami Dade Community College)

14. **E-mail Discussion Groups** - Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about the group learning that occurred from the service experience.

15. **Class Presentations** - A way for students to share their service-learning experience with peers is to class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of students' involvement.

Once approved, The CCCS will hold four to six community outreach events in Concord, NH and the surrounding communities. At these events we will be introducing families to the innovative approach that The Capital City Charter School will offer.

We will be reaching out to the following organizations, but not limited to these organization, in order to make sure that we are reaching as many families in the Concord and surrounding areas in New Hampshire, as well as creating as diverse a population as possible.

Concord Boys and Girls Club
Child & Family Services
Department of Health and Human Services
Easter Seals
Hearts For Kindness
New England College
North East Deaf & Hard of Hearing Services

RESEARCH

Studies conducted by Cairn and Kielsmeier (1991) and Kraft and Swadener (1994) indicate the following outcomes for students involved in service learning:

Personal Growth: Increased self-esteem and confidence Increased personal responsibility Increased sense of personal efficacy

Career Development: Active exploration of career interests Understanding of the world of work Specific job skill Hiring advantage over others Greater confidence in career choice

Social Development: Increased interpersonal skills Increased tolerance/support for diversity Engagement in other volunteer activities Indication of future community participation

Academic/Cognitive: Belief that service is a positive learning experience Better grades Persistence to graduation

The Dominant Service Sector

- The Bureau of Labor Statistics (BLS) defines the service sector to include all industries except those in the goods-producing sector like agriculture, mining, construction, and manufacturing. The service sector or "service-providing industry," encompasses the industries of wholesale and retail trade, utilities, transportation, information, financial and business activities, professional and technical services, education, health care and social assistance, government, leisure and hospitality, and miscellaneous services.
    - Many careers are considered part of the service sector such as managers, accountants, sales representatives, architects, computer specialists, engineers, scientists, therapists, social workers, lawyers, teachers, artists, athletes, reporters, dentists, nurses, electricians, mechanics, airplane pilots, chefs, firefighters, grounds keepers, and soldiers.

  The service sector will be the main source of employment and output between 2008 and 2018, according to BLS projections released in November 2009. Employment in the service sector will increase over 12 percent between 2008 and 2018, while employment in the goods-producing sector is not expected to increase. Overall, economy-wide employment is expected to increase by 10 percent.
  The service sector employed 112.8 million people (seasonally adjusted) as of March 2011. BLS projects that by 2018, the service sector will employ 131.1 million people.
  In 2008, more than three out of four jobs (77.2 percent) in the U.S. economy were in the service sector. By 2018, this dominance is expected to increase, with 78.8 percent of total employment being in the service sector.

The Service Industry: Creating Jobs

- The 10 occupations with the largest projected growth between 2008 and 2018 are in the service sector. In fact, twenty-nine of the top 30 occupations with the largest growth are in the service sector. The top 30 occupations with the fastest projected growth are in the service sector.
- The service sector is expected to create 14.6 million jobs between 2008 and 2018. The goods-producing sector (excluding agriculture) is expected to add only 27,300 jobs in the same time period.
    - Within the service sector, education services, health care and social assistance services, and professional and business services are the industry divisions with the strongest employment growth. All three are expected to grow at an annual average rate that is over double the expected rate for the economy as a whole.
    - The educational service industry is expected to add 805,500 new jobs; health and social services is expected to add nearly 4 million new jobs; and professional and business services is expected to add 4.2 million jobs. Altogether these three sectors account for more than half the total increase in employment expected by 2018. In 2018, over one in four jobs will be in one of these three industries.
    - The industry group expected to be the largest source of output growth in the service sector is information services. Output in this sector is projected to increase 5.4 percent per year, to nearly $2.3 trillion in 2018, up from about $1.2 trillion in 2008. As of March 2011, the information sector employed 2.7 million people. Increased demand for internet, cable, and telecommunications services will continue to propel the information sector of the service industry, with over 3.1 million employed by 2018.
    - "Employment in public and private educational services is anticipated to grow by 12 percent, adding about 1.7 million new jobs through 2018. Rising student enrollments at all levels of education will create demand for educational services." Jobs in the education services industry are expected to increase at a 2.4 percent annual rate from 2008 to 2018. Education, training, and library occupations are projected to increase by 14.4 percent from 2008 to 2018 (over 1.3 million added jobs).
    - Between 2008 and 2018, "employment in community and social services occupations is projected to increase by 16 percent, growing by roughly 448,400 jobs. As health insurance providers increasingly cover mental and behavioral health treatment, and as a growing number of elderly individuals seek social services, demand for these workers will increase."
    - Employment of professionals and related occupations is expected to increase by nearly 16.8 percent, growing by over 5.2 million jobs.
    - The top five **industries** projected to add the most professional and technical jobs from 2008 to 2018 are:

        1. Management, scientific, and technical consulting services: 835,200 added jobs;

2. Computer systems design and related services: 656,400 added jobs;
3. General local government educational services: 652,700 added jobs;
4. Nursing and residential care facilities: 636,800 added jobs; and
5. Employment services: 599,700 added jobs.

National Studies on Service-Learning and Academic Achievement

- Students who are more civically engaged perform better in reading, mathematics, history, and science, and are more apt to complete high school. Those who participated in service-learning made significantly greater gains in all four subject areas than those who did not participate. Davila and Mora (2007) analyzed data from the National Education Longitudinal Study of 1988.

- Eighty-one percent of dropouts felt that they would have been more apt to stay in school if their school had offered real-world learning opportunities, such as service-learning. Bridgeland and colleagues (2006) conducted focus groups and interviews with high school dropouts, ages 16-24, to determine reasons they left school and factors that might have led them to persist.

- Low socio-economic status students who participate in service scored higher in achievement, motivation, grades, bonding to school, and attendance than similar students who did not participate in service. Scales and colleagues (2006) studied the effects of taking part in service-learning or community service on the academic assets of a large national sample of sixth- through twelfth-grade students.

- In a national evaluation of high-quality middle and high school federally funded Learn and Serve programs, Melchior (1998) found that at the end of one year, service-learning students significantly outperformed comparison students in overall grades, grades in mathematics and science, and school engagement. Participating high school students demonstrated significantly greater improvement in mathematics, science, and school engagement and had significantly fewer failures than the comparison group. Middle school students demonstrated significantly greater gains in social studies grades than comparison students. Short-term academic benefits were more pronounced for minority students; minority and disadvantaged students showed significantly greater long-term academic benefits than others.

- When comparing academic performance of students in alternative high schools offering the Quest Skills for Action curriculum, which includes a service-learning component, with the performance of similar students in traditional schools, alternative

school students had approximately half the absences, posted significantly fewer suspensions, and earned significantly higher grades (Laird & Black, 2002).

Impacts of Service-Learning on Participating K-12 Students

Source: RMC Research Corporation, December 2002, updated May 2007

For additional resources on this and other service -learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at http://www.servicelearning.org.

K-12 Fact Sheet

Recent research emphasizes academic, civic/citizenship, social/personal, and resilience impacts of service-learning on participating K-12 students.

Academic Impacts

A number of studies have been conducted showing promising results of the academic impact of service-learning. Students who participated in service-learning were found to have scored higher than nonparticipating students in several studies, particularly in social studies, writing, and English/language arts. They were found to be more cognitively engaged and more motivated to learn. Studies show great promise for service-learning as an avenue for increasing achievement among alternative school students and other students considered at risk of school failure.

Studies on school engagement generally show that service-learning students are more cognitively engaged in school, but not necessarily more engaged behaviorally. Studies of students' problem-solving abilities show strong increases in cognitive complexity and other related aspects of problem solving. Service-learning, then, does appear to have a positive impact on students by helping them to engage cognitively in school and score higher in certain content areas on state tests. Many of these outcomes are mediated by the quality of the program. For example:

> ***California Service-Learning Programs*** (Ammon, Furco, Chi & Middaugh, 2001) Researchers found that academic impacts were related to clarity of academic goals and activities, scope, and support through focused reflection.
>
> ***Civic Engagement and High School Academic Progress: An Analysis Using NELS Data*** (Dávila & Mora, 2007) A review of data from the National Educational Longitudinal Study of 1988 (NELS) suggested that participation in civic engagement activities including voluntary community service, service-learning, and student government during high school years enhanced academic achievement.
>
> ***Philadelphia Need in Deed Initiative Study*** (Billig, 2003) Sixth-grade students who participated in the service-learning approach had statistically significantly higher scores on the Terra Nova, a standardized test, in the areas of science and language arts; however, the same effects were not found for other grade levels. Data analyses showed that the differences may be attributable to the content and quality of the service-learning experience.
>
> ***Role of Service-Learning in Enhancing Student Achievement*** (Furco, 2007) A review of research indicates that high quality service-learning, because of its utilization of effective, experiential learning strategies, can enhance academic

outcomes in such content areas as reading, writing, mathematics, and science. A variety of studies have shown evidence of a range of achievement-related benefits from service-learning, including improved attendance, higher grade point averages, enhanced preparation for the workforce, enhanced awareness and understanding of social issues, greater motivation for learning, and heightened engagement in prosocial behaviors.

Civic/Citizenship Impacts

Typically, the area of civics and citizenship contains calls for the acquisition of knowledge (most often reflected in standards and measured by the National Assessment of Educational Progress), skills, and dispositions or virtues. Service-learning research in the area of civic engagement and citizenship is growing exponentially, especially in response to these calls for increased civic education.

Most, but not all, of the studies of service-learning and its impact on various measures of civic engagement, show that service-learning has positive results, particularly for the domains of civic skills and dispositions. The mixed results in these studies have been analyzed by the researchers as being related to the quality and intention of service-learning programs. When service-learning is intentionally oriented to a civic outcome, it appears to produce that outcome most of the time, especially for high school students. However, for many programs, civic engagement is not an intentional goal, and in those cases, it appears that service-learning may not accomplish civic outcomes as well as some other deliberate interventions. See, for example:

Building Citizenship: How Student Voice in Service-Learning Develops Civic Values (Morgan & Streb, 2001) Student voice in service-learning projects is positively correlated with improved self-concept, political engagement, and tolerance.

Carnegie Corporation Study of High School Civic Engagement (Billig, Root, & Jesse, 2005) Service-learning students had higher scores of enjoyment of school overall than comparison group peers and were significantly more likely to report intending to vote than comparison students. Duration of the service-learning experience, student decision making, teacher characteristics, experience using service-learning, and active teaching strategies were all associated with higher civic knowledge, skills, and dispositions.

Colorado Learn and Serve Program (Kim & Billig, 2003; Klute, Sandel, & Billig, 2002) Results showed a statistically significant difference in connection to community, connection to school, and civic responsibility for those participating in service-learning relative to their nonparticipating peers.

Impact of Service-Learning on Transitions to Adulthood (Martin, Neal, Kielsmeier, & Crossley, 2006) A nationally representative survey examined the ways in which service-learning involvement affected youths' development of attributes associated with adulthood. Compared to their peers, young adults who participated in K-12 service-learning were more likely to discuss politics or community issues and vote in an election year, more politically and socially connected to their communities, both as leaders and role models, and more active members of society.

Social/Personal Impacts
Over the years, the social and personal impacts of service-learning have been most frequently documented. Typical outcome areas that were shown to be strongly related to service-learning included self-efficacy, respect for diversity, self-confidence, collaborative skills, avoidance of risk behaviors, and resilience (Billig, 2000). Over the past few years, the number of studies in this area has declined.

Researchers in the social-emotional learning field, however, have embraced service-learning as a key strategy for accomplishing the five core social-emotional competencies (self-awareness, social awareness, self-management, relationship skills, and responsible decision making) that all young people should develop (Fredericks, 2003). Social emotional learning theorists believe that "social emotional learning provides the skills while service-learning provides the opportunities to apply the skills" (p. 1). Recent studies have focused on:

Career exploration
Several recent studies affirmed the research that has consistently shown the value of service-learning in helping young people explore career options. Yamauchi and colleagues (2006), for example, showed students in service-learning relative to nonparticipating students had a stronger set of job and career related skills and aspirations, including knowledge of how to plan activities, desire to pursue postsecondary education, and job interview skills. Furco (2002) found strong statistically significant differences on formulation of career plans and emphasis on finding a career that was personally satisfying and/or beneficial to others between the service-learning and service groups and the nonparticipants.

Ethics
Several studies of the impact of service-learning participation on ethics have recently been conducted. In these studies, ethics were generally defined as students' willingness to stand up for what is right, the development of strong moral values and judgments, willingness to intervene for the sake of justice, and development of a strong sense of right and wrong, good and bad.

- Furco (2002) found that there were statistically significant differences between service and service-learning participants and nonparticipants on all measures of ethics, with far more positive ratings for those who participate in service or service-learning.
- Leming (2001) examined whether service-learning reflection that contained an ethical reasoning component impacted student agency (feeling that they could make a difference), social relatedness, and political-moral awareness. Students with the ethical component within their service-learning program were compared to those who engaged in community service with reflection but without the ethical component and with those who did not participate in service.
- Leming found that after one semester, high school students with the ethical component in their service-learning program scored much higher on the ethics measures (essay prompts scored according to an ethical awareness index) than students in either of the other conditions. In both service-learning conditions, students scored higher than nonparticipants on measures of social responsibility and anticipated future participation

in community affairs. There were no differences on measures of self-esteem.

Resilience

A study of the Lions Quest program by Laird and Black (2002b) examined students' risk behaviors such as potential for dropping out of school, use of alcohol and other substances, and misconduct. They also conducted surveys that documented degrees of participation in service-learning and a checklist of personal gains. These studies affirmed the strong evidence from earlier research summarized by Billig (2000) that service-learning produces an array of positive impacts in the area of prosocial behaviors, acceptance of diversity, connection to cultural heritage, development of ethics, and strengthening of protective factors related to resilience. Service-learning clearly helps students to develop caring, altruism, and other social emotional learning.

- Ninth-grade students who participated in service-learning classes had statistically significantly more positive scores on all measures of resilience, and 12th-grade service-learning students maintained a low risk of dropping out compared to their nonparticipating peers, including those identified as being at high risk initially.
- Those students who participated in environmental service-learning projects had higher scores on interpersonal attitude scales than those who participated in other forms of service.
- Those involved in human service projects started out with lower scores and gained more than others.
- Those with more service hours showed higher scores on several areas, particularly measures of positive community values and interpersonal competencies.
- Ninth-grade students were also more likely to decrease their cigarette smoking if they engaged in service-learning.

A study of a three-year Corporation for National Service demonstration project in Wisconsin (Potts, 2000) looked at the success of fostering resiliency through service-learning in two geographical areas of the state. The project paired middle school students and university students in more than 100 service-learning projects.

Middle school students reported lower rates of certain risk behaviors, higher levels of leadership and ability to resist danger, higher levels of positive peer influence, higher rates of homework and school engagement, higher interpersonal competence, and increased involvement in service to others.

For a more detailed discussion, including references and documentation, see the complete online fact sheet at
http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/expanded.php

Suggested Citation: RMC. *Impacts of Service-Learning on K-12 Participants.* Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2003/2007.
http://www.servicelearning.org/instant_info/fact_sheets/*k-12_facts/impacts/*index.php

A DAY IN THE LIFE AT CCCS

REGULAR SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Project Period	Project Period	Project Period	Project Period	Project Period
8:40 - 9:30	A	F	D	B	G
9:35 - 10:25	B	G	E	C	A
10:30 - 11:20	C	A	F	D	B
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:30	D	B	G	E	C
1:35 – 2:25	E	C	A	F	D
2:30 - 3:30/4	Project Period	Project Period	Project Period	Project Period	Project Period

PROJECT DAYS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Project Period	Project Period	Project Period	Project Period	Project Period
8:40 - 9:30	A	Project	D	Project	G
9:35 - 10:25	B	Project	E	Project	A
10:30 - 11:20	C	Project	F	Project	B
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:30	D	B	Project	E	C
1:35 – 2:25	E	C	Project	F	D
2:30 - 3:30/4	Project Period Flex Time/Conference	Project Period Flex Time/Conference	Project Period Flex Time/Conference	Project Period Flex Time/Conference	Project Period Flex Time/Conference

Appendix D: Project Budget

Capital City Charter School

Budget Summary

Capital City Charter School Projected Enrollment									
Grade				**Pre-Operations**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
6				0	20	35	60	60	60
7				0	20	35	35	65	65
8				0	20	35	35	35	65
9				0	0	35	35	35	35
10				0	0	0	35	35	35
11				0	0	0	0	35	35
12				0	0	0	0	0	35
Total Projected Enrollment					**60**	**140**	**200**	**265**	**330**
				Pre-Operations	**Year1**	**Year2**	**Year3**	**Year4**	**Year5**
		State Revenue - Per Pupil Income	$7,047.06	$0.00	$422,823.60	$986,588.40	$1,409,412.00	$1,867,470.90	$2,325,529.80
		Projected FRL Population 20%	$1,780.63	$0.00	$21,367.56	$49,857.64	$71,225.20	$92,592.76	$113,960.32
		Projected Federal Startup Funds		$200,000.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00
		Total Projected Income		**$200,000.00**	**$644,191.16**	**$1,236,446.04**	**$1,480,637.20**	**$1,960,063.66**	**$2,439,490.12**
FUNC									
1000	Instructional Services								
2200	Instructional Salaries and Benefits								
2400	Administrative Salaries and Benefits								
	Object								
		Instruction General							
1000	110	Salaries - Teachers 1		$0.00	$150,000.00	$262,500.00	$400,000.00	$520,000.00	$640,000.00
	111	Salaries, Support Staff, Teachers Assistants 1		$0.00	$40,000.00	$60,000.00	$80,000.00	$100,000.00	$120,000.00
	200	Teachers/Aids benefits		$0.00	$0.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
	240	Staff Development		$0.00	$5,000.00	$7,500.00	$10,000.00	$12,000.00	$15,000.00
2410	200	FICA - Teachers		$0.00	$15,000.00	$26,250.00	$40,000.00	$52,000.00	$64,000.00
	260	Workers Compensation		$0.00	$6,750.00	$11,812.50	$18,000.00	$23,400.00	$28,800.00
	320	Consultants & Contracted Support		$10,000.00	$12,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
	580	Instructional Travel		$2,000.00	$2,800.00	$3,400.00	$3,400.00	$3,400.00	$3,400.00
	610	Supplies for Art, Music, Language		$10,000.00	$15,000.00	$18,000.00	$18,000.00	$18,000.00	$18,000.00
	641	Textbooks, Other Media & Core Instruction		$18,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00
	734	Computer, Software, Licenses		$2,900.00	$3,900.00	$3,900.00	$2,900.00	$2,900.00	$2,900.00
	730	Office Furniture & Equipment		$4,000.00	$6,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
	734	Computers and Communication Equipment		$10,000.00	$13,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00

		SUBTOTAL		$56,900.00	$294,450.00	$462,362.50	$643,300.00	$804,700.00	$967,100.00
		SPECIAL EDUCATION							
1200	110	Teacher Liaisons Special Education		$0.00	$10,000.00	$12,500.00	$15,000.00	$20,000.00	$25,000.00
		SUBTOTAL		$0.00	$10,000.00	$12,500.00	$15,000.00	$20,000.00	$25,000.00
2100	110	STUDENT SUPPORT SERVICES							
2122	360	Testing/Appraisal & Support Services		$0.00	$12,000.00	$10,000.00	$12,000.00	$12,000.00	$12,000.00
2122	390	Contracted Services, Guidance & Counseling		$0.00	$5,000.00	$7,500.00	$12,500.00	$15,000.00	$15,000.00
2122	610	Supplies, Building & Grounds (including signage)		$0.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2700	320	Insurance/Maintenance		$0.00	$8,000.00	$18,000.00	$28,000.00	$28,000.00	$28,000.00
2122	734	Computers and Communication Equipment		$0.00	$1,000.00	$800.00	$800.00	$800.00	$800.00
		SUBTOTAL		$0.00	$27,000.00	$37,300.00	$54,300.00	$56,800.00	$56,800.00
2130		HEATH SERVICES							
2134	110	Nurse Salary Contracted		$0.00	$5,000.00	$7,500.00	$12,500.00	$15,000.00	$15,000.00
2134	220	Nurse FICA		$0.00	$500.00	$750.00	$1,250.00	$1,500.00	$1,500.00
2134	610	Supplies, Health		$0.00	$800.00	$1,000.00	$1,200.00	$1,500.00	$1,700.00
		SUBTOTAL		$0.00	$6,300.00	$9,250.00	$14,950.00	$18,000.00	$18,200.00
2222		LIBRARY & MEDIA SERVICES							
2222	641	Books, Library		$0.00	$1,500.00	$1,500.00	$4,000.00	$4,000.00	$6,000.00
		SUBTOTAL		$0.00	$1,500.00	$1,500.00	$4,000.00	$4,000.00	$6,000.00
2225		PURCHASED PROFESSIONAL/TECHNICAL SERVICES							
2225	110	Contract Services, IT		$5,000.00	$8,000.00	$12,000.00	$15,000.00	$15,000.00	$15,000.00
2225	610	Computer Supplies		$1,700.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$1,500.00
2225	731	Computer Equipment		$7,500.00	$8,000.00	$8,000.00	$3,500.00	$3,500.00	$3,000.00
		SUBTOTAL		$14,200.00	$17,000.00	$21,000.00	$20,000.00	$20,000.00	$19,500.00
2410		Administration							
2410	110	Start Up Director Salary		$55,000.00	$0.00	$0.00	$0.00	$0.00	$0.00
2410	110	School Director Salary		$0.00	$60,000.00	$62,000.00	$64,000.00	$65,000.00	$65,000.00
2410	125	1/2 FTE Executive Assistant		$0.00	$20,000.00	$21,000.00	$22,000.00	$23,000.00	$24,000.00
2410	125	1/2 FTE Business Manager		$0.00	$25,000.00	$26,000.00	$27,000.00	$28,000.00	$29,000.00
2410	210	Director Benefits		$0.00	$2,000.00	$2,200.00	$2,400.00	$3,000.00	$3,500.00
2410	210	Support Staff Benefits		$0.00	$0.00	$2,000.00	$3,000.00	$4,000.00	$4,000.00
2410	220	FICA - School Director		$0.00	$0.00	$6,200.00	$6,400.00	$6,500.00	$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.		$0.00	$4,000.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
2318	330	Legal Services		$2,000.00	$2,500.00	$2,500.00	$2,500.00	$3,000.00	$3,000.00
2317	331	Auditors		$0.00	$4,500.00	$5,000.00	$5,500.00	$6,000.00	$6,500.00
2410	534	Postage		$1,500.00	$1,500.00	$2,500.00	$3,000.00	$3,000.00	$3,000.00

2410	210	Support Staff Benefits	$0.00	$0.00	$2,000.00	$3,000.00	$4,000.00	$4,000.00
2410	220	FICA - School Director	$0.00	$0.00	$6,200.00	$6,400.00	$6,500.00	$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.	$0.00	$4,000.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
2318	330	Legal Services	$2,000.00	$2,500.00	$2,500.00	$2,500.00	$3,000.00	$3,000.00
2317	331	Auditors	$0.00	$4,500.00	$5,000.00	$5,500.00	$6,000.00	$6,500.00
2410	534	Postage	$1,500.00	$1,500.00	$2,500.00	$3,000.00	$3,000.00	$3,000.00
2410	540	Advertising & Program Material Dissemination	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00
2410	550	Printing	$600.00	$600.00	$500.00	$500.00	$500.00	$500.00
2410	390	Contracted Services/School Board Management	$2,000.00	$8,000.00	$8,000.00	$8,000.00	$4,500.00	$4,500.00
2410	340	Network Cabling & Set-up, Security	$2,000.00	$2,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2410	739	Other Equipment	$2,500.00	$2,500.00	$700.00	$700.00	$700.00	$700.00
2319	500	Other Purchased Services:Bacground Checks	$350.00	$350.00	$300.00	$300.00	$300.00	$300.00
		SUBTOTAL	**$67,450.00**	$134,450.00	$147,400.00	$155,800.00	$160,000.00	$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	$0.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	$55,000.00	$110,000.00	$115,000.00	$130,000.00	$130,000.00	$130,000.00
2620	450	Building Repairs and Renovations (be used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property not appreciably prolong its life, but merely keep it in an efficient operating condition)	$0.00	$8,000.00	$20,000.00	$30,000.00	$35,000.00	$40,000.00
	620	Heat	$0.00	$3,000.00	$4,000.00	$5,000.00	$6,000.00	$8,000.00
	622	Electricity	$0.00	$3,000.00	$3,500.00	$4,000.00	$4,500.00	$5,000.00
	520	Property Liability Insurance	$0.00	$4,000.00	$10,000.00	$12,000.00	$13,000.00	$15,000.00
	530	Phone & Internet	$2,500.00	$3,600.00	$3,600.00	$3,600.00	$4,000.00	$4,000.00
		SUBTOTAL	**$57,500.00**	$132,600.00	$157,100.00	$186,100.00	$194,000.00	$204,000.00
		Total Projected Income	$200,000.00	$644,191.16	$1,236,446.04	$1,480,637.20	$1,960,063.66	$2,439,490.12
		Total Projected Expenses	$196,050.00	$623,300.00	$848,412.50	$1,093,450.00	$1,277,500.00	$1,461,600.00

2410	540	Advertising & Program Material Dissemination	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00
2410	550	Printing	$600.00	$600.00	$500.00	$500.00	$500.00	$500.00
2410	390	Contracted Services/School Board Management	$2,000.00	$8,000.00	$8,000.00	$8,000.00	$4,500.00	$4,500.00
2410	340	Network Cabling & Set-up, Security	$2,000.00	$2,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2410	739	Other Equipment	$2,500.00	$2,500.00	$700.00	$700.00	$700.00	$700.00
2319	500	Other Purchased Services:Bacground Checks	$350.00	$350.00	$300.00	$300.00	$300.00	$300.00
		SUBTOTAL	**$67,450.00**	$134,450.00	$147,400.00	$155,800.00	$160,000.00	$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	$0.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	$55,000.00	$110,000.00	$115,000.00	$130,000.00	$130,000.00	$130,000.00
2620	450	used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property not appreciably prolong its life, but merely keep it in an efficient	$0.00	$8,000.00	$20,000.00	$30,000.00	$35,000.00	$40,000.00
	620	Heat	$0.00	$3,000.00	$4,000.00	$5,000.00	$6,000.00	$8,000.00
	622	Electricity	$0.00	$3,000.00	$3,500.00	$4,000.00	$4,500.00	$5,000.00
	520	Property Liability Insurance	$0.00	$4,000.00	$10,000.00	$12,000.00	$13,000.00	$15,000.00
	530	Phone & Internet	$2,500.00	$3,600.00	$3,600.00	$3,600.00	$4,000.00	$4,000.00
		SUBTOTAL	**$57,500.00**	$132,600.00	$157,100.00	$186,100.00	$194,000.00	$204,000.00
		Total Projected Income	$200,000.00	$644,191.16	$1,236,446.04	$1,480,637.20	$1,960,063.66	$2,439,490.12
		Total Projected Expenses	$196,050.00	$623,300.00	$848,412.50	$1,093,450.00	$1,277,500.00	$1,461,600.00

ANNOTATIONS FOR BUDGET

NOTES EXPENDITURES

(1) Three Full time Teacher positions $37,500, & two 1/2 time Positions $18,750 based on starting salaries in NH in the range of salaries as $29,542 to $46,040.00 Concord SD & Surrounding SD's ave Salary $38,446.33 year two five ft @ $37,500 four 1/2 time @18,875
(2) Teacher assistant estimates based on $20,000 FTE, after capacity there will be both FTE and PTE, contract aids if shortage in support.
(3) The board of Trustees will set substitute rates and leave allowances
(4) This anticipates curriculum module development
(5) Computer purchases reflect classroom set-up needs
(6) Anticipate part-time position during planning until full enrollment for first year
(7) Due to scope of this initiative, 1.4 FTE is needed for development/planning year
(8) Anticipates 0.5 FTE admin assistant during planning and 1.0 FTE office after school has capacity of 45 Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialists for projects and concerns
(9) Anticipate a facility that needs some funding's for renovation and code compliance - funds in this category will be requested unless needed

NOTES REVENUE

(1) Revenue from parent group fundraisers, other fundraising within community dinners, corporate fundraisers etc.
(2) Revenue balances will be transferred to a trust account according to appropriate procedures.
(3) Revenue from Summer programs, enrichment classes, before after school care, school initiatives. Revenue based on 1/3 of students using services
(4) Reflects expenditure allotted for growth in 3rd year, new small and online, initiative

ASLER STANDARDS

Members of the Alliance for Service Learning in Education Reform (ASLER) developed these standards to promote quality in school-based and community-based service learning programs.

I. Effective service-learning efforts strengthen service and academic learning.

II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.

III. Preparation and reflection are essential elements in service learning.

IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.

V. Youth are involved in the planning.

VI. The service students perform makes a meaningful contribution to the community.

VII. Effective service learning integrates systematic formative and summative evaluation.

VIII. Service learning connects the school or sponsoring organization and its community in new and positive ways.

IX. Service learning is understood and supported as an integral element i n the life of a school or sponsoring organization and its community.

X. Skilled adult guidance and supervision are essential to the success of service learning.

XI. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Source: Standards of Quality for School-bused and Community-based Service-Learning, Alliance for ServiceLearning in Education Reform, March, 1995.

If your Service-Learning Project meets six to seven of these eleven ASLER Standards, you have a project that is consistent in the principles of Service-Learning.

Appendix F: Letters of Support

June 4, 2017

Susan Felker-Martin
333 Deer Meadow Rd
Webster, NH 03303

Michelle Gauthier
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Michelle,

I have lived in the Concord area for over thirty years. I would like to put forth my enthusiastic support, as a local business person and parent, for the proposed Capital City Charter School. The Concord community would truly benefit from this school. There is nothing to compare to it.

I have seen the city become rich in cultural diversity over these three decades. Capital City will celebrate this diversity. Their plan to have the students become sensitive to its community's needs and then design their service to meet those needs is both highly meritorious and will serve to empower these middle school age students to become service oriented for life. The plan for the curriculum to be community service focused inspires hope.

Most Sincerely,

Susan Felker-Martin
Sales Coordinator Juice Plus+ company

June 7, 2017

Nicole Fitts
Laconia, NH 03276

Mr. David Quigley
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Quigley,

I have lived in the Laconia area my entire life. I would like to put forth my enthusiastic support, as a parent, for the proposed Capital City Charter School. The curriculum and pedagogy is bold, forward-thinking and exciting. This area is in need of such a forward-thinking, supportive and student-led environment. The surrounding communities and potentially the State of New Hampshire would be at a significant advantage with this school in operation.

After Ms. Alicea explained the use of the word "Capital" having a purposeful, dual meaning:

1. Capital is the noun used for Concord versus
2. Capital – in the business world -- defined as wealth in the form of money or other assets owned by a person or organization or available or contributed for a particular purpose such as starting a company or investing. I was thrilled and excited for the concept to become a reality. Imagine the student's esteem when they attend and leave Capital City Charter School!

Capital City would celebrate the diversity that has become of the State of New Hampshire, educationally, socially and globally. The school & Founder's philosophy will aid to empower middle school age students to develop service-oriented and global thinking for life. I plan to enroll my son, currently in 2nd grade, into Capital City Charter School, as soon as they are approved.

Sincerely,

Nicole Fitts
Laconia Parent

Capital City Charter School

Budget Summary

Capital City Charter School Projected Enrollment									
Grade				**Pre-Operations**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
6				0	20	35	60	60	60
7				0	20	35	35	65	65
8				0	20	35	35	35	65
9				0	0	35	35	35	35
10				0	0	0	35	35	35
11				0	0	0	0	35	35
12				0	0	0	0	0	35
Total Projected Enrollment					**60**	**140**	**200**	**265**	**330**
				Pre-Operations	**Year1**	**Year2**	**Year3**	**Year4**	**Year5**
		State Revenue - Per Pupil Income	$7,047.06	$0.00	$422,823.60	$986,588.40	$1,409,412.00	$1,867,470.90	$2,325,529.80
		Projected FRL Population 20%	$1,780.63	$0.00	$21,367.56	$49,857.64	$71,225.20	$92,592.76	$113,960.32
		Projected Federal Startup Funds		$200,000.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00
		Total Projected Income		**$200,000.00**	**$644,191.16**	**$1,236,446.04**	**$1,480,637.20**	**$1,960,063.66**	**$2,439,490.12**
FUNC									
1000	Instructional Services								
2200	Instructional Salaries and Benefits								
2400	Administrative Salaries and Benefits								
	Object								
		Instruction General							
1000	110	Salaries - Teachers 1		$0.00	$150,000.00	$262,500.00	$400,000.00	$520,000.00	$640,000.00
	111	Salaries, Support Staff, Teachers Assistants 1		$0.00	$40,000.00	$60,000.00	$80,000.00	$100,000.00	$120,000.00
	200	Teachers/Aids benefits		$0.00	$0.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
	240	Staff Development		$0.00	$5,000.00	$7,500.00	$10,000.00	$12,000.00	$15,000.00
2410	200	FICA - Teachers		$0.00	$15,000.00	$26,250.00	$40,000.00	$52,000.00	$64,000.00
	260	Workers Compensation		$0.00	$6,750.00	$11,812.50	$18,000.00	$23,400.00	$28,800.00
	320	Consultants & Contracted Support		$10,000.00	$12,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
	580	Instructional Travel		$2,000.00	$2,800.00	$3,400.00	$3,400.00	$3,400.00	$3,400.00
	610	Supplies for Art, Music, Language		$10,000.00	$15,000.00	$18,000.00	$18,000.00	$18,000.00	$18,000.00
	641	Textbooks, Other Media & Core Instruction		$18,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00
	734	Computer, Software, Licenses		$2,900.00	$3,900.00	$3,900.00	$2,900.00	$2,900.00	$2,900.00
	730	Office Furniture & Equipment		$4,000.00	$6,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
	734	Computers and Communication Equipment		$10,000.00	$13,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00

		SUBTOTAL		$56,900.00	$294,450.00	$462,362.50	$643,300.00	$804,700.00	$967,100.00
		SPECIAL EDUCATION							
1200	110	Teacher Liaisons Special Education		$0.00	$10,000.00	$12,500.00	$15,000.00	$20,000.00	$25,000.00
		SUBTOTAL		$0.00	$10,000.00	$12,500.00	$15,000.00	$20,000.00	$25,000.00
2100	110	STUDENT SUPPORT SERVICES							
2122	360	Testing/Appraisal & Support Services		$0.00	$12,000.00	$10,000.00	$12,000.00	$12,000.00	$12,000.00
2122	390	Contracted Services, Guidance & Counseling		$0.00	$5,000.00	$7,500.00	$12,500.00	$15,000.00	$15,000.00
2122	610	Supplies, Building & Grounds (including signage)		$0.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2700	320	Insurance/Maintenance		$0.00	$8,000.00	$18,000.00	$28,000.00	$28,000.00	$28,000.00
2122	734	Computers and Communication Equipment		$0.00	$1,000.00	$800.00	$800.00	$800.00	$800.00
		SUBTOTAL		$0.00	$27,000.00	$37,300.00	$54,300.00	$56,800.00	$56,800.00
2130		HEATH SERVICES							
2134	110	Nurse Salary Contracted		$0.00	$5,000.00	$7,500.00	$12,500.00	$15,000.00	$15,000.00
2134	220	Nurse FICA		$0.00	$500.00	$750.00	$1,250.00	$1,500.00	$1,500.00
2134	610	Supplies, Health		$0.00	$800.00	$1,000.00	$1,200.00	$1,500.00	$1,700.00
		SUBTOTAL		$0.00	$6,300.00	$9,250.00	$14,950.00	$18,000.00	$18,200.00
2222		LIBRARY & MEDIA SERVICES							
2222	641	Books, Library		$0.00	$1,500.00	$1,500.00	$4,000.00	$4,000.00	$6,000.00
		SUBTOTAL		$0.00	$1,500.00	$1,500.00	$4,000.00	$4,000.00	$6,000.00
2225		PURCHASED PROFESSIONAL/TECHNICAL SERVICES							
2225	110	Contract Services, IT		$5,000.00	$8,000.00	$12,000.00	$15,000.00	$15,000.00	$15,000.00
2225	610	Computer Supplies		$1,700.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$1,500.00
2225	731	Computer Equipment		$7,500.00	$8,000.00	$8,000.00	$3,500.00	$3,500.00	$3,000.00
		SUBTOTAL		$14,200.00	$17,000.00	$21,000.00	$20,000.00	$20,000.00	$19,500.00
2410		Administration							
2410	110	Start Up Director Salary		$55,000.00	$0.00	$0.00	$0.00	$0.00	$0.00
2410	110	School Director Salary		$0.00	$60,000.00	$62,000.00	$64,000.00	$65,000.00	$65,000.00
2410	125	1/2 FTE Executive Assistant		$0.00	$20,000.00	$21,000.00	$22,000.00	$23,000.00	$24,000.00
2410	125	1/2 FTE Business Manager		$0.00	$25,000.00	$26,000.00	$27,000.00	$28,000.00	$29,000.00
2410	210	Director Benefits		$0.00	$2,000.00	$2,200.00	$2,400.00	$3,000.00	$3,500.00
2410	210	Support Staff Benefits		$0.00	$0.00	$2,000.00	$3,000.00	$4,000.00	$4,000.00
2410	220	FICA - School Director		$0.00	$0.00	$6,200.00	$6,400.00	$6,500.00	$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.		$0.00	$4,000.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
2318	330	Legal Services		$2,000.00	$2,500.00	$2,500.00	$2,500.00	$3,000.00	$3,000.00
2317	331	Auditors		$0.00	$4,500.00	$5,000.00	$5,500.00	$6,000.00	$6,500.00
2410	534	Postage		$1,500.00	$1,500.00	$2,500.00	$3,000.00	$3,000.00	$3,000.00

2410	540	Advertising & Program Material Dissemination		$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00
2410	550	Printing		$600.00	$600.00	$500.00	$500.00	$500.00	$500.00
2410	390	Contracted Services/School Board Management		$2,000.00	$8,000.00	$8,000.00	$8,000.00	$4,500.00	$4,500.00
2410	340	Network Cabling & Set-up, Security		$2,000.00	$2,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2410	739	Other Equipment		$2,500.00	$2,500.00	$700.00	$700.00	$700.00	$700.00
2319	500	Other Purchased Services:Bacground Checks		$350.00	$350.00	$300.00	$300.00	$300.00	$300.00
		SUBTOTAL		**$67,450.00**	$134,450.00	$147,400.00	$155,800.00	$160,000.00	$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES							
2620	423	Trash removal, Plowing, Grounds, Etc.		$0.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)		$55,000.00	$110,000.00	$115,000.00	$130,000.00	$130,000.00	$130,000.00
2620	450	used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property not appreciably prolong its life, but merely keep it in an efficient		$0.00	$8,000.00	$20,000.00	$30,000.00	$35,000.00	$40,000.00
	620	Heat		$0.00	$3,000.00	$4,000.00	$5,000.00	$6,000.00	$8,000.00
	622	Electricity		$0.00	$3,000.00	$3,500.00	$4,000.00	$4,500.00	$5,000.00
	520	Property Liability Insurance		$0.00	$4,000.00	$10,000.00	$12,000.00	$13,000.00	$15,000.00
	530	Phone & Internet		$2,500.00	$3,600.00	$3,600.00	$3,600.00	$4,000.00	$4,000.00
		SUBTOTAL		**$57,500.00**	$132,600.00	$157,100.00	$186,100.00	$194,000.00	$204,000.00
		Total Projected Income		$200,000.00	$644,191.16	$1,236,446.04	$1,480,637.20	$1,960,063.66	$2,439,490.12
		Total Projected Expenses		$196,050.00	$623,300.00	$848,412.50	$1,093,450.00	$1,277,500.00	$1,461,600.00

NOTES EXPENDITURES

1 Three Full time Teacher positions $37,500, & two 1/2 time Positions $18,750 based on starting salaries in NH in the range of salaries as $29,542 to $46,040.00

Concord SD & Surrounding SD's ave Salary $38,446.33 year two five ft @ $37,500 four 1/2 time @18,875

2 Teacher assistant estimates based on $20,000 FTE, after capacity there will be both FTE and PTE, contract aids if shortage in support

3 The board of Trustees will set substitute rates and leave allowances

4 This anticipates curriculum module development

5 Computer purchases reflect classroom set-up needs

6 Anticipate part-time position during planning until full enrollment for first year

7 Due to scope of this initiative, 1.4 FTE is needed for development/planning year

8 Anticipates 0.5 FTE admin assistant during planning and 1.0 FTE office after school has capacity of 45

Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialists for projects and concerns

10 Anticipate a facility that needs some fundings for renovation and code compliance - funds in this category will be requested unless needed

NOTES REVENUE

1 Revenue from parent group fundraisers, other fundraising within community dinners, corporate fundraisers etc.

2 Revenue balances will be transferred to a trust account according to appropriate procedures.

3 Revenue from Summer programs, enrichment classes, before after school care, school initiatives. Revenue based on 1/3 of students using services

4 Reflects expenditure allotted for growth in 3rd year, new small and online, initiative

NEWLY SUBMITTED
APPLICATION MATERIALS
FOR THE
FEBRUARY 8, 2018
STATE BOARD OF EDUCATION MEETING

NEW HAMPSHIRE CHARTER SCHOOLS PROGRAM

APPLICATION COVER SHEET

Name of Proposed Charter School:	CAPITAL CITY PUBLIC CHARTER SCHOOL
Name of Organization Sponsoring the Charter School (if any):	TOMORROW'S CHILD FOUNDATION
Name of Contact Person:	STEPHANIE C. ALICEA
Mailing Address:	2 STIRRUP IRON ROAD BOSCAWEN
Primary Telephone:	603-369-9000
Alternate Telephone:	603-796-2532
Email Address:	TOMORROWSCHILDNH@GMAIL.COM
Projected Date of School Opening:	AUGUST/SEPTEMBER 2018
Proposed School Location:	TBD - CONCORD NH

	SCHOOL YEAR	GRADE LEVELS	NUMBER OF KINDERGARTEN STUDENTS	TOTAL PROJECTED STUDENT ENROLLMENT
First Year	2018-2019	6-8	0	60
Second Year	2019-2020	6-9	0	140
Third Year	2020-2021	6-10	0	200
Fourth Year	2021-2022	6-11	0	265
Fifth Year	2022-2023	6-12	0	330

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 **Title**

Printed Name **Date**

January 2, 2018

Commissioner Frank Edelblut
New Hampshire Department of
Education 101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut

This letter is the formal response to the legal feedback pertaining to the public charter school application submitted by the sponsoring entity, Tomorrows Child Foundation. An updated and revised charter school application accompanies this response.

1. Ed 318.08(i), 1:

This requirement is not satisfied as the application does not include the total number of teachers and the average teacher/student ratio for the first five years of the school. The application also lacks a statement as to how the applicant intends to provide a physical location for the school.

The budget contains the anticipated number of students and salaries for teachers and teacher aids. Section (D) on pp. 12-13 of the Resubmitted Application indicates that the average teacher/student ratio will be 20/1. It is unclear from the charts provided in section (E (P. 13) and the budget how many teachers will be assigned to each student. While a ratio has been provided, the total number of teachers has not. Additional information would be helpful in clarifying this issue.

Additional explanation may be necessary.

Applicant Response: This section has been updated in the revised charter school application. At full capacity members from the Tomorrow's Child Foundation believe that we will utilize approximately 16 classrooms with the goal of maintaining a student/teacher average of 15-17/1. Sections D and E have been updated to reflect these changes. Facility details are also clarified (Section D paragraph 2-4). Please also see budgetary notes on p 3 of CCCS Revised Budget Document.

2. Ed. 318.08 (j)[1](2): This subsection is not satisfied, as the applicant failed to provide a policy setting forth the guidelines for the optional contracting of services or a statement as to why the school declines this option. A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;

In its resubmitted application, Capital City indicates that it anticipates contracting with individuals or companies. However, there is no reference to RSA 194-B:5 or RSA 194-B:8, VII.

[1] It appears that there is a typographical error in the rules. Ed 318.08 has two sections labeled (i), for the purposes of this application, this section is actually (j)

Additional clarification is necessary. There is a reference on p. 7 to entering into mutually agreeable relationships. This may be a reference to RSA 194-B:5, V. If so, a specific reference to the statute may assist in meeting this requirement.

This requirement is partially satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section U).

Excerpt from Section U:
During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any particular contractor at the time of this application, should we contract with an individual or company to provide services all candidates will be required to show sufficient evidence of past experience and expertise in the specified role including but not limited to formal education in the specified field, work history and references.

Volunteer Advisors, Experts and Friends of the School
At this time Foundation Board have identified a number of individuals who have agreed to participate in the first year of planning and development. These individuals will serve as **unpaid** advisors and experts in their fields as we launch this new public school.

<u>Ed. 318.08 (j) (4)</u>

(6) A statement which meets the requirements of RSA 194-B:2, II; and The initial legal review determined that this subsection was satisfied. However, there is no specific indication that the curriculum and policies will be included in the information dissemination referenced in section (W).

This requirement may be satisfied with additional information.

Applicant Response: This section has been updated in the revised charter school application (p. 41, Section W).

(7) Statements that the school shall develop, prior to opening, policies regarding the following:

a. Records retention;
b. Promoting school safety including:
    1. Reporting of suspected abuse or neglect;
    2. Sexual harassment, as detailed in Ed 303.01(j) and (k);
    3. RSA 193-F, pupil safety and violence prevention;
    4. RSA 126-U, limiting the use of child restraint practices; and

a. Developmentally appropriate daily physical activity pursuant to Ed 310.
The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

However, the resubmitted application does not indicate that, prior to opening, it will develop policies related to reporting suspected abuse or neglect or sexual harassment. This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 8, Section B). All required policies will be developed prior to opening.

194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure.
(b) Governance and organizational structure and plan.

The initial legal review determined that this requirement was not satisfied. The initial application was silent on the organizational structure beyond the board and did not specify the composition of the initial board.

In its resubmission, the applicant provided additional information regarding the role of the Director. However, in making its changes, the applicant deleted the listing of the officers of the board.

Also, it is unclear if the applicant's definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states "for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum." Resubmitted Application p. 7. "

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 8-10, Section B).

Excerpt from Section B:

A. For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

B. Officers
Initial officers shall include: chair, vice chair, secretary and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in July of each year and shall serve until the next annual organizational meeting.

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

The initial legal review determined that this requirement did not appear to be satisfied, noting that the application did not identify the initial trustees, nor did it specify how they will be

selected. In its resubmitted application, Capital City clarified that the initial Board of Trustees will be appointed by the sponsoring entity and that terms will be set and staggered.

It remains unclear if the applicant's definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states "for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum." Resubmitted Application p. 7. However, RSA 91-A:2, III, (b) states that "except in an emergency, a quorum of the public body shall be physically present at the location specified in the meeting notice as the location of the meeting."

Applicant Response: This section has been updated in the revised charter school application (p. 11, Section C). The reference to RSA 91-A can be found in this section.

Excerpt from Section C:

For conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

(F) Curriculum that meets or exceeds state standards in the subject areas offered.

The review of the initial application determined that this requirement was not satisfied.

This section was resubmitted. However, it remains unclear as to whether or not the information provided, is a curriculum that meets or exceeds state standards in the subject areas offered. The subject areas, themselves, are not provided for in this section.

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 14-19, Section F).

(G) Academic and other learning goals and objectives.
The initial review determined that this requirement was not satisfied.

In its original submission, sections (f) and (g) were combined. In its resubmitted application, these two sections were separated and additional information was provided in section (g). The resubmitted application lists subject area and goals as well as a lengthy description of service learning.

The goals submitted are rather abstract with no clear means by which to measure their achievement. For instance, a goal under English Language Arts is that "students write to learn while learning to write." Resubmitted Application p. 23.

This requirement appears to remain not satisfied, unless the State Board of Education determines that the Academic and other learning goals and objectives identified, are sufficient.

Applicant Response: This section has been updated in the revised charter school application (p. 14-19, Section F and p. 19-20, Section G). The modified content (Section G) beginning on page 19 of the revised application, includes *Overarching Goals*. These are goals meant to help understand the service-learning process (p. 20, curr guide). Included in the CCCS Curriculum Guide, Appendix C, are each subject, like Mathematics (curr guide p. 21), with a summary of what teachers will expect and promote at CCCS. After said description, there are approximately five (5) goals listed (curr guide p. 23) like: *Students will focus on foundational facts-vocabulary, formulas, algorithms, and number facts-that are grounded in conceptual understanding.*

(J) Staffing overview, including qualifications sought for professionals and paraprofessionals.

The initial legal review determined that this requirement was not satisfied. In its resubmission, Capital City has provided additional information regarding the requirements for certain employees, but not all. There are no requirements for a number of the positions included in the budget, including but not limited to the nurse and executive assistant. Further, the requirements for the teachers are rather broad, not necessarily requiring specific specialties. For instance, while art is taught at the school, there is no indication of the requirements for the art teacher.

This section also provides the qualifications for a business manager. However, this position is not accounted for in the budget.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 24-27, Section J).

The Board of Trustees, along with the Director of CCCS will identify other staff requirements such as administrative support, nurse, special education liaison and curriculum coordinator as needed, which may also be qualities found in other employees. Multiple positions may be fulfilled by one person. For example, a teacher may also be a part-time Nurse, or the assistant Director may also be the special education liaison.

The internal legal review stated *"There are no requirements for a number of the positions included in the budget, including but not limited to the nurse and executive assistant. This section also provides the qualifications for a business manager. However, this position is not accounted for in the budget"*. **A ½ FTE Business Manager is accounted for on p. 2 of the budget, line 2410:125.**

(K) Personnel compensation plan, including provisions for leaves and other benefits, if any. The initial legal review determined that this requirement was not satisfied because it was silent regarding fringe benefits and retirement benefits.

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 28, Section K).

(L) Pupil transportation plan, including reasonable provision from the chartered public school's own resources for transportation of pupils residing outside the district in which the chartered public school is physically located.

The initial legal review determined that this requirement may not be satisfied. It is still unclear how the school will use its own resources for the transportation of out-of-district students.

This requirement may not be satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 28, Section L).

(M) Statement of assurances related to nondiscrimination according to relevant state and federal laws.

The initial legal review determined that this requirement appeared to be satisfied. However, it recommended expanding the protected categories to its statement of nondiscrimination, to include: pregnancy, citizenship, veteran status and genetic information. These changes have not been made.

Applicant Response: This section has been updated in the revised charter school application (p. 30, Section M).

(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 children with disabilities.

The initial legal review determined that this requirement was not satisfied because the application did not describe the method of coordinating with an LEA to provide required special education programs. In its resubmission, it is unclear what, if any, changes were made.

Resubmitted application p. 35. The resubmitted application does not describe how the charter school will coordinate with the pupil's LEA and it does not indicate if the special education liaison will be certified in special education.

This requirement appears to remain not satisfied.

Applicant Response: The information requested was on the bottom of page 34. It is also located on page 2 of the CCCS revised budget section 1200: 110. In this updated application, the information requested is located on page 30 and the top of page 31, and states:

Excerpt from Section C:

"In accordance with New Hampshire law (RSA 194-B:8), the Capital City Charter School will not discriminate against any child with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. It is the intention of CCCS to hire with a special education liaison in order to assist the director, attend IEP meetings and work with the sending district(s)."

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

The initial legal review determined that this requirement was not satisfied.

The application continues to be lacking in a clear description of its governance, discipline and age-appropriate due process procedures.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 34, Section P).

(R) Annual budget, including all sources of funding, and a projected budget for the next 2 years. The initial legal review determined that this requirement may be satisfied.

However, in its resubmitted application there was reference to contributions by families. As this is a public school, it is unclear if families can be expected to contribute.

This requirement may not be satisfied.

Applicant Response: This section has been updated and the above reference removed from the revised from the charter school application for clarity (p. 36, Section R).

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

The initial legal review determined that this requirement appeared to be satisfied. However, it did raise a concern related to the school's proposed budget if there is a need to adjust the school hours due to transportation conflicts with the local school district. This concern has not been addressed.

This requirement may be satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section S).

(U) Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

The initial legal review determined that this requirement was not satisfied due to the fact that while the application indicates that consultants may be utilized there are no descriptions of qualifications or certifications provided.

The concerns raised in the initial legal review, remain. While additional information has been provided which indicates that Capital City anticipates hiring consultants for computer IT set up, guidance and counseling, special education and health, neither the desired qualifications nor certifications have been provided.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section U). It should be noted that this submission (application) on behalf of the sponsoring entity (Tomorrows Child Foundation) is the first step in a long series of technical steps required to open a new public charter school. Many of the reviewer's comments are simply subjective and others require a level of granularity that simply cannot be expressed until post authorization when the new entity (CCCS) is created and the Board of Trustees has been seated.

Excerpt from Section U:

During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any particular contractor/s at this time, should this application be approved, CCCS will require that any individual or organization hired show sufficient evidence of past experience and expertise in the specified role including but not limited to formal education in the specified field, certification if applicable, work history and references. Individuals or organizations under consideration must meet the requirements contained within the school's conflict of interest policy and must disclose any potential conflicts prior to any formal agreement.

(V) Philosophy of parent involvement and related plans and procedures.
The initial legal review determined that this requirement did not appear to be satisfied.

In its resubmission, additional information was provided but it was limited. The resubmitted application states that "parents and legal guardians will also be encouraged to participate in

school governance and governance structures." Resubmitted Application p. 43. However, it is unclear what this participation entails.

This requirement appears to remain not satisfied.
Applicant Response: This section has been updated in the revised charter school application (p. 41, Section V).

(X) A global hold-harmless clause which states:

The chartered public 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 chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

The initial legal review determined that this requirement appeared to be satisfied but suggested an edit that was not made. The required language is taken directly from RSA 194-B:3, II (x) and should be exact.

This requirement will be satisfied when the necessary changes are made.

Applicant Response: This section has been updated in the revised charter school application (p. 42, Section X).
(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.

The initial legal review determined that this requirement was not satisfied. The initial application did not provide an outline of the school's proposed accountability plan that clarified expectations for evaluating the school's program.

Additional information has been provided which includes four questions that will serve as a basis for its annual report. The four questions are:

1. Is the school making progress toward achieving its mission?
2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

In making its report, the charter school would benefit from using the additional questions listed as suggested sub-questions in the New Hampshire Charter School Accountability Process found at:

https://www.education.nh.gov/instruction/school_improve/charter/documents/charter_school_accountability_process.pdf

This requirement may be satisfied, if the state board deems the proposed accountability plan to be adequate.

Applicant Response: The CCCS accountability plan will be fully developed prior to opening and will continue to evolve as statutory requirements change (p. 52, Section DD).

CHARTER SCHOOL APPLICATION

Submitted by:

The Founding Members of

Capital City Charter School: A Public Charter School

Proposed location, Concord, NH

Original Submission: May 26, 2017

Revised Application I Submitted: September 20, 2017

Revised Application II Submitted: January 2, 2018

Tomorrowschildnh@gmail.com

CAPITAL CITY CHARTER SCHOOL

"We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history's course".

-- President Barack Obama, upon signing the Edward M. Kennedy Serve America Act, 2009

An Introduction

The following pages articulate our request for a state-issued charter for grades 6-8 creating an alternative approach to learning for a high-quality public education for the families of Concord, New Hampshire, and the surrounding areas. We propose an integration of service-learning (research-based teaching method of guided classroom learning applied through action) and State Standards (provides teachers, parents, and students with a set of clear expectations that are aligned to the expectation in college and careers). Service groupings and an approach to teaching centered on the child, rather than the teacher, will allow children to move through the curriculum while meeting state standards and enabling children of all abilities and backgrounds to be successful.

The first phase of the School will begin with two classrooms of (grade 6) two to three classrooms of mixed ages (grades 7-8), and gradually add additional high school classrooms as well as junior high classrooms (grades 6-8 and 9-12).

Why Service-Learning?

Capital[1] City Public Charter School (CCCS) is dedicated to the educational journey of middle and high school students in New Hampshire. Service-learning is a research-based teaching

[1] Capital – The name has a purposeful, dual meaning 1. Noun used to describe Concord: 2. Wealth in the form of money **or other assets** available or contributed for a particular purpose…**investing,** in NH and the nation/worlds future.

method of guided or classroom learning, applied through action, that addresses an authentic community[2] need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge. Simply put, service-learning connects school-based curriculum with the inherent caring and concern young people have for their world[3].

CCCS, at its core, will employ the Five states of Service-Learning -- Investigation; Preparation and Planning; Action; Reflection; and Demonstration in all aspects of the school curriculum. These interdependent stages of successful service-learning constitute a process that is key to a student's effectiveness and critical to their learning transferable skills and content, which will allow them to become critical thinkers, global, and collaborative learners, ready to conquer what lies ahead.

- Investigation - All service-learning begins with investigation: resources within the student population, and investigation of the community need.
- Preparation & Planning - Students explore, research and discuss the topic and the teacher and students set the stage for learning and social action.
- Action - Direct result of preparation & planning. Solid preparation allows students to carry out their plan of action and apply what they learned to benefit the community.
- Reflection - One of the standards in service-learning and one of the five stages. A vital and ongoing process that integrates learning & experience with personal growth and awareness.

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[2] Community, is defined as CCCS, sending school, living environment or town.

[3] see Kaye, Catherine Berger, "Service-Learning: Strategies for Developing Character" (2005). *Special Topics, General*. 53.

- Demonstration - What is often called "The Big Wow." Students make explicit what and how they have learned and what they have accomplished through community involvement.

CCCS hopes to create learners that are not only prepared for schoolwork and their future, but also give more than just book smarts. We aim to create a service and civic-minded learning environment that will allow another method to engage the students to gain "real world" knowledge and better express the growth of their community and selves. Concord is our capital, centrally located and there is not a public middle or high school choice for anyone between exit 19 and 11 on 93 N&S and exit 1 to 10 on exit 89.

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(A) EDUCATIONAL MISSION

Vision

Capital City Public Charter School (CCCS) aspires to provide curriculum that enables each student to become empowered with the knowledge and skills to use his or her voice effectively and with integrity in co-creating our global public world. Our vision is to create an environment in which students academic, social, and personal skills improve our schools and our communities by working together with the service-learning curriculum at the core to ensure each child 's success.

Mission

The Capital City Charter School mission is both bold and pragmatic: to implement a service-learning program and high-quality[4] education to the students of today and change-makers of tomorrow. CCCS consciously integrates student experience into the service-learning curriculum and addresses areas beyond the academic realm to create a high-quality education which includes; leadership, communication, collaboration and critical thinking.

Capital City Charter School will:

- Strengthen students service and academic learning with our service-learning curriculum.
- Include the philosophy and methodology of service-learning which best ensures the program quality and continuity are maintained.
- Provide concrete opportunities for students to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and collaboration through the curriculum.
- Recognize students' efforts to connect required curriculum to meet the needs of their target community while faculty and staff serve as guides.
- Involve students in planning and integrate systematic, formative and summative evaluation.

[4] Civic mindedness, leadership, communication, collaboration and critical thinking intertwined in all aspects of the curriculum

(B) GOVERNANCE, ORGANIZATIONAL STRUCTURE

In accordance with provisions to RSA 194-B:3, V, the application to establish a public charter school has been submitted by a non-profit organization -- Tomorrow's Child Foundation.

The Sponsoring Board

Tomorrow's Child Foundation is the sponsoring entity for the Capital City Charter School (See Appendix A for a list of board members).

Tomorrows Child Foundation is a New Hampshire registered non-profit organization comprised of six founding members and established to create and sustain a charter school in Concord, NH in accordance with RSA 194-B:3, V(a).

Board of Trustees

In accordance with RSA 194-B:5, CCCS will be governed by five (5) up to a nine-to eleven-member Board of Trustees (the Board) that has general supervisory control and authority over operations of the charter school. Trustee selection (via nomination and majority vote) will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees will represent the diversity of stakeholders and contributors:

- Three (3) members representing the parents of CCCS students or not fewer than 25% of the Board's total membership (parent board members will be chosen after the school opens from the available population of interested parents.)
- Three (3) members representing the community or not <u>fewer</u> than 25% of the Board's total membership
- One (1) or two (2) members representing the higher education community
- One (1) or two (2) members representing the business community
- One (1) member will be the Director of the school with ex-officio capacities.

During the first three years, there shall be no less than two (2) Founders on the Board of Trustees, in addition to the diverse stakeholders and contributors listed above. Prior to opening the Board will develop a conflict of interest statement, policy, and form. For purposes of conducting business, a majority of the board's members must be physically present and

participating in person to be considered a quorum[5]. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute RSA 91-A, which applies to chartered public schools.

Officers

Initial officers shall include: chair, vice chair, secretary and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in July of each year and shall serve until the next annual organizational meeting.

COMMITTEES

The Board of Trustees will create subcommittees as it deems necessary to pursue specific topics and report back to the board for action unless the board specifically votes to delegate a subcommittee to act. Committees will include but are not limited to Finance, Facilities, Fundraising, Startup, Board Recruitment, and Outreach. Committee assignments will be made by the Board and members will be chosen according to relevant experience.

GOVERNANCE

The Board of Trustees will be responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. Day to day management of the school and staff members will be the responsibility of the school Director. The Director will report directly to the Board.

Duties of the Director will include but are not limited to:

- Communication with the Board, teachers, students, parents, districts, and the public
- Staff management
- Disciplinary issues
- School culture
- Professional development
- Operational management
- School safety

[5] See RSA 91-A

- Public relations
- Coordination with sending districts

The Board of Trustees will be responsible for:

- Hiring the director of school
- Approving an annual operating budget for the school.
- Meeting monthly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development, and sustainability.
- Developing an annual financial timeline for the school.
- The Board will establish school policies prior to opening and periodically review policies as necessary. Policies will include but are not limited to, admissions, conflict of interest, non-discrimination, records retention, lottery selection, school safety including pupil safety & violence prevention, limiting the use of child restraint practices and developmentally appropriate daily physical activity and policies related to reporting suspected abuse or neglect or sexual harassment (in accordance with, but not limited to Ed 303.01(j) and (k), RSA 193-F and RSA 126-U).
- Developing the CCCS's accounting and finance manual.
- Ensuring proper accounting and reporting practices.
- Creating a systematic fundraising plan and raising funds for the school.
- Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; annual performance review of the CCCS's Director; and all human resources decisions and contracts.
- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Director and CCCS faculty.
- Creating a student recruitment plan
- Developing a long-range, strategic growth plan.
- Developing public understanding, demand, and will for high-quality education for every child.

The Board of Trustees will have oversight and authority to render final decisions on matters

pertaining to:

- Appointing one or more advisory members or committees.
- Reviewing and approving significant contracts, e.g., for facilities and benefits programs.
- Matters for which the board serves as a hearing body for action or appeals.
- Any other matters which are prescribed by statute or rule.

(C) METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

The initial Board of Trustees will be appointed by members of the sponsoring entity, *Tomorrow's Child Foundation*. Terms of trustees will be staggered. First-year trustees will be appointed for two, or three-year terms to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated but that Board member will only be allowed to serve until the original date expires. Board members may serve consecutive terms if so voted by a Board majority. The Board of Trustees, will select and appoint future trustees, define future board terms and vote policies for board governance and filling vacancies. For conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

Start-up Committee

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

- Form initial subcommittees
- Secure general and board liability insurance
- Create policies regarding sexual harassment and child abuse in accordance with RSA
- Secure appropriate site for the school
- Develop applications and marketing materials
- Develop job descriptions and the hiring process
- Publicize staff, administration, and faculty positions
- Obtain health, fire, and safety code approvals for facility
- Purchase supplies and materials for school setup

Board of Advisors

The Board of Trustees may be augmented by a Board of Advisors, non-voting, who represents academia, research, international relations, students and faculty, legislators, and topics

of interest to the board. The board will attempt to include diverse perspectives of partners collaborating with the school to advise on program quality, current research and development, and business strategy.

(D) GENERAL DESCRIPTION AND PROPOSED OR POTENTIAL LOCATION

Board members from the Tomorrow's Child Foundation are working with realtors and other community members to identify available properties in Concord large enough to house school programs for 60 – 140 during the first two years and for 200 – 330 students by the fourth and fifth years. At full capacity members from the Tomorrow's Child Foundation believe that we will utilize approximately 16 classrooms with the goal of maintaining a student teacher ratio of 15-17 to 1. The amount of teachers, in year one, will be four (4), year two, nine (9), year three, twelve (12), year four, sixteen (16), year five, twenty-one (21). Our ideal location will be accessible via public transportation in the I-93 Exit 13-15 corridor. Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options and work 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. of 60 - 140 students and growth to a cap of 330 students plus the staff to support them, the school will require a minimum space of 25,000 sq. feet. Ideally, we will find a space that already has some division of classrooms and, if possible, can be renovated for expansion gradually, thereby reducing any start-up costs.

In accordance with RSA 194-B:8, II, any facility will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations, including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of ED 321.23(u) and (v).

Upon approval of the charter by the State Board of Education initial trustees will pursue, negotiate, and arrange facility options. We will require additional space for offices and must have flexible indoor & outdoor space.

(E) MAXIMUM NUMBER, GRADE OR AGE LEVELS

During the first year of operation, the CCCS will serve middle school students in grades 6-8, in one middle school classroom, which will serve students in grade 6, and two mixed-age classrooms, serving grades 7 and 8. CCCS will accept up to 60 students in its first year. New, incoming classes will be added each year thereafter, including grades 9-12. Maximum enrollment at full capacity shall be 320 students. Should the number of potential students exceed the available spots; a blind lottery will be conducted to determine enrollment.

Capital City Charter School Projected Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
6	20	35	60	60	60
7	20	35	35	65	65
8	20	35	35	35	65
9	0	35	35	35	35
10	0	0	35	35	35
11	0	0	0	35	35
12	0	0	0	0	35
Total	**60**	**140**	**200**	**265**	**330**
Projected	**4FT/HT**	**9 FT/HT**	**12 FT/HT**	**16 FT/HT**	**21 FT/HT**

(F) CURRICULUM THAT MEETS OR EXCEEDS STATED STANDARDS IN THE SUBJECT AREAS OFFERED

The intellectually conscious mission of The Capital City Charter School engages students in applying their knowledge through the deeper learning skills necessary for students to compete with their peers around the world. CCCS' curriculum will be developed using Standards that are equivalent or better than current State and National Standards as a guideline to ensure that students demonstrate mastery in all subject areas. Based upon our current knowledge of best educational practice, students will, with the use of State Standards and Service-Learning curriculum[6], gain valuable knowledge in various domains and connect their academics to service, career paths, and internships (when applicable and possible).

Students will engage directly with making meaning of the standards: co-design work that will best engage them in deep exploration of the standards that will assist students in gaining a deeper understanding of core academic content and simultaneously build more in-depth learning skills through the integration of content knowledge with application. In the middle school, students will study middle school content — language and literature, rhetoric, math, history and government, the sciences, music, and art — in a program aligned with the K-12 Service-Learning Standards[7] & ASLER Standards (Appendix E) and the current State Standards[8]. The alignment will allow for the state standards to be met and exceeded, in unconventional ways, with a combination of instruction ("seat time") and knowledge with application in the community. CCCS's future high school curriculum will deliver specific content and skills, aligned with but exceeding the state content standards while also aligning with the K-12 Service-Learning & ASLER Standards, for all subject areas.

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[6] see ASLER Standards – Appendix E

[7] Figure 1.1, page 15 of application (next page)

[8] see Common Core or current NH State Standards, Department of Education – as of 12/2017

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

State and national standards currently provide the blueprint of our students learning, the K-12 Service-Learning and ASLER Standards paired with current State Standards act as the foundation of CCCS. In concert with the State Standards, that now provide the blueprint for student learning, the K-12 Service-Learning Standards will be aligned with New Hampshire state Grade-Level and Grade-Span Expectations and incorporated into CCCSs academic expectations.

K-12 SERVICE-LEARNING STANDARDS

K-12 Service-Learning Standards	
Meaningful Service Service-learning actively engages participants in meaningful and personally relevant service activities.	**Link to Curriculum** Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
Reflection Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.	**Diversity** Service-learning promotes understanding of diversity and mutual respect among all participants.
Youth Voice Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.	**Partnerships** Service-learning partnerships are collaborative, mutually beneficial, and address community needs.
Progress Monitoring Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.	**Duration and Intensity** Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

All curriculum standards will correlate to the best practices for service-learning curriculum and the eight key elements involved. The Eight elements are Meaningful Service; Intentional Link to Curriculum; Reflection; Diversity; Youth Voice; Partnerships; Progress Monitoring; Duration and Intensity. Each element will be illustrated by appropriate State

Standards, NH Grade Level Expectations, and social and emotional developmental tasks, with clearly defined documentation for progress.

Meaningful Service: Service-learning at CCCS will actively engage students in significant and personally relevant service activities. Students identify, investigate, learn about, and articulate a genuine, recognized community need. This need is often verified through the media, surveys, observation, or interviews with informed community partners (Teacher/Staff Community Liaison). With well guided and thought-out plans, students can see their actions having verifiable positive consequences as they learn and apply academic skills and knowledge. When a service experience has meaning, and students understand the purpose, engagement, and action.

Intentional Link to Curriculum: When service-learning is employed as a teaching method to meet designated content and skills, academics come alive. This is our goal for CCCS. Knowledge is applied with transparency, allowing students to make explicit connections between

Figure 1.1

subject matter and application within the context of community. While the subject matter and social context may change, the skills learned and practiced by students are transferable. It is the goal of CCCS to create curriculum where the learning and the service weave together and reinforce each other, with the service informing the curriculum and the curriculum informing the service.

Reflection: Through service-learning, students at CCCS participate in systemic processes that integrate cognitive thinking--related to social issues and their lives--with an empathetic response. This blend of active and cognitive thought deepens the service- learning as students apply and transfer new understandings of themselves, others, and the world around them. While all the standards have importance, “reflection” is a word often repeated in the service-learning community.

Diversity: Imagine all the possible ways service-learning can expose young people to the concept of diversity. Whether it involves interfacing with local, or town/city community partners, an elder in a retirement community, a veteran just returning from war, a recent immigrant or a government official, participation in service-learning provides exposure to a range of backgrounds, perspectives, and ways of thinking and solving problems. The term diversity takes on a deeper meaning and relevance. Social and cultural boundaries lessen as relationships resonate with mutual respect.

Youth Voice: Young people need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Service-learning based education will enable students at CCCS to take the initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened. Our students meet significant age and grade appropriate challenges with tasks that require thinking, initiative, problem-solving, and responsibility in an environment safe enough for them to make mistakes and to succeed.

Partnerships: Our students participate in the development of partnerships and share responsibility with community members, parents, and other students, as well as with people from sponsoring and outside organizations business, and governments. These relationships give our students opportunities to interact with people of diverse backgrounds in different settings. Through these dynamics, our students and community members learn about each other and gain mutual respect, understanding, and appreciation. There is an exchange of information, ideas, and skills among all participants in the service-learning experience.

Progress Monitoring: Even the best service-learning intentions can fall flat or require a makeover. Since the service-learning experience typically takes place in a group or classroom,

which are laboratories for learning and efficacy, if something goes awry benefits may still occur. At CCCS, the goal is to have continuous success; this will serve our students to continue to garner results from their service-learning experiences through the curriculum. For example, our students can learn about the need for perseverance, or find a better strategy to turn a good idea into a policy or action. With progress monitoring, our students set a baseline of what the status quo is when they begin the process and learn the skill of comparing this with the results. Along the way they observe, report, and calculate to have a sense of where they are headed allowing for modifications even while in process.

Duration and Intensity: How long should the service-learning process last? As long as necessary for a quality experience. The charter is based on the theory of service-learning, and therefore, projects will continue throughout the year. A sufficient duration allows the participants to move through the Five States of Service-Learning--investigation, preparation, and planning, action, reflection, and demonstration--with ample time to authenticate and address identified community needs and achieve learning outcomes. The emphasis at CCCS is in the process; service-learning is about moving forward with purpose while allowing for flexibility.

CURRICULUM & INSTRUCTION

All instruction at CCCS will employ best practices and research based methods. Teaching styles may vary, though content coverage and alignment with standards will not. All curriculum standards will correlate to the best practices for service-learning curriculum and the eight key elements involved (See p. 15) with clearly defined documentation for progress.

The Capital City Charter School expects our students, teachers, administration and staff to maintain a safe, nurturing, participatory and productive learning environment. In order to maximize learning time and promote positive behaviors, CCCS Administration will use a multi-tiered system of support based on proven models such as the RTI (Response to Intervention, Tier

1: quality core instruction, Tier 2: supplemental intervention, and Tier 3: individualized interventions) for students' social, emotional and behavioral needs. This includes, once authorized and in accordance with 194-B:3, II(p), developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. CCCS is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the RTI multi-tiered system, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families.

(G) ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVES

Service-Learning defined *as a researched based teaching method where guided classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge.* Picking up trash on a river bank is *service*. Studying water samples under a microscope is *learning*. When science students collect and analyze water samples, document their results, and present findings to a local pollution control agency – that is ***service-learning***[9].

In such settings, service-learning applied in a structured, but flexible way that connects to their classroom content; students will *Investigate; Prepare and Plan; Take Action; Reflect; and Demonstrate* across all content areas (See Appendix C, CCCS Curriculum Guide). Through a variety of project-based and service-learning opportunities, ranging from interdisciplinary classes

[9] see National Youth Leadership Council

to personal learning experiences**, students work with teachers and mentors** to design personally meaningful work that addresses curriculum standards while infusing global competencies. Progress is mastery-based, with clearly identified standards[10] and documentation requirements articulated and shared with students and parents/families, which will be in line with the current State Standards. At CCCS, service-learning is an integral component of our education program, beginning with service-learning curriculum and projects for younger students and culminating in internships (and apprenticeships as appropriate) for older students.

The National Youth Leadership Council has clear examples (Appendix C) of ways in which CCCS can and will use Service-Learning over the academic year. NYLC states, service-learning is an incredibly flexible tool easily adapted to different age levels, community needs, and curricular goals. Projects can engage entire schools over an academic year, or involve a small group for a short period.

Because service-learning is defined as *a teaching strategy that explicitly links community services experiences to classroom instruction*, and because at CCCS, we will ensure the service-learning process mentioned in Section F produces appropriate learning for our students. Traditional assessment methods (essays, quizzes, research papers) can be used along with other forms of inquiry and analysis, along with the specific goals located in Appendix C, we will strive for the following:

OVERARCHING GOALS:

- >90% of students will make 1 year's gain in reading, writing, and math each year.
- >90% of students will show gains in information and concept understanding in core curriculum areas, as per pre- and post-unit assessments
- Compile annual and longitudinal portfolios to be used for summative assessment and planning.
- Ongoing reviews with parents, staff and students
- Portfolios of student work

[10] see Common Core or current NH State Standards, NH Grade Level Expectations and ASLER Standards

- Progress reports documenting skill and content knowledge development
- Teacher observation (during all phases of service-learning in class and during project) including, but not limited to note taking, group discussion, pre-post student questionnaires, etc.)

CCCS will create an Accountability plan to review student learning and use assessment results to create and implement curriculum. Our curriculum will be designed to develop knowledge and skills in reading, writing, mathematics, spelling, history and geography, and science. Foreign language, technology, and health content will be woven into the core academic program. The arts are emphasized through a comprehensive, multi-disciplinary arts program beyond core academic instructional time as well as through Integrated Service-Learning Curriculum Projects (Figure 1.2).

Middle School	High School
A middle school science class studying pollution and disease worked with Environmental Protection to learn about the dangers of radon and how to test for it in homes. To educate the community on hazards, testing, and cleanup, students created an infomercial to share with local schools and community groups.	Tackling discrimination against HIV-positive people, tenth-graders wrote skits that drew parallels between the treatment of individuals living with AIDS and racial discrimination. They built sets, made costumes and programs, and performed their work for the community. Proceeds supported a local AIDS hospice.

Figure 1.2

(H) ACHIEVEMENT TESTS TO BE USED TO MEASURE PUPIL ACADEMIC AND OTHER GOAL ACHIEVEMENT

Student achievement will be measured using a variety of assessment strategies, including formative and summative assessments, anecdotal records, portfolio assessments, and norm-referenced and criterion-referenced tests. The achievement in mathematics, Spelling, Reading, Writing, History, Geography and Science will be determined in some ways and not limited to the following:

- Progress Reports will document our students' progress in subjects and critical skills areas and can be reviewed for year-to-year comparisons.
- Progress Reports will document our students' progress in subjects and critical skills areas and can be reviewed for year-to-year comparisons.
- Students will maintain portfolios of their work. Portfolios will include work selected by students and teachers and will document progress over time. The portfolio will provide an opportunity for the student to reflect on their learning and progress.
- Student Journaling of their work, experience, and specific service-learning projects, will provide our students, their teachers and parents/guardians with a powerful means of assessing working knowledge across all areas of the curriculum throughout the year.
- Daily Observations and recording of those observations using checklists and other means of adjusting the personalized learning plans and facilitating the teachers' work in recording and communicating each student's progress. This documentation will be made available to students and parents/guardians at any time upon request.
- Group Projects and Collaborative Presentations will enable students and teachers to evaluate their skills at working cooperatively to solve problems, developing effective leadership, sharing and coordinating tasks and communicating efficiently.
- 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 civic and global education. The paper will also incorporate skills and understanding demonstrated through an act– as measured by a rubric and assessed jointly by faculty, fellow students, and community/parent volunteers.
- Parent/Teacher/Student conferences will provide an opportunity to review the student's growing portfolio.

Standardized Testing

Per RSA 194-B:8 V, CCCS will utilize standardized testing including Assessment Standards equivalent or better than State Standards of Assessment in addition to other supplemental testing methods such as the Northwest Evaluation Assessments (NWEA). At the beginning of the school year, students will be given benchmark assessments for reading and mathematics, using the current State Standards. Core competencies of literacy and numeracy will be assessed using a combination of state-required standardized tests and a nationally norm-referenced achievement test such as the NWEA's MAP (Northwest Evaluation Association's Measurement of Academic Progress).

(I) FOR SCHOOLS OFFERING HIGH SCHOOL GRADE LEVELS, GRADUATION

The requirements for graduation from CCCS will meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27. CCCS will consider "credit" to be defined as stipulated in Ed 306.27 (d): "By the 2008-2009 school year, the local school board shall require that a high school credit can be earned by demonstrating mastery of required

Required Program Areas	Credit(s)	Required Program Areas	Credit(s)
Arts education	3 credits	World languages	5 credits
Business education	5 credits	Health education	1/2 credit
Information and communications technologies	½ credit	Physical education	2 credits
Family and consumer science	3 credits	Technology education	4 credits
World languages	5 credits	English	6 credits
Health education	1/2 credit	Mathematics	6 credits
Science	5 credits		

Table 306-1 Required Program Areas and Credits

competencies for the course, as approved by certified school personnel."

CCCS will also meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27 (4) a-d when offering extended learning opportunities (service-learning based curriculum).

(J) STAFF OVERVIEW

Planning and Development

The period from charter authorization until 4-6 months before the school opens to students will be considered the Period of Planning and Organizational Development. Planning will commence once authorization is granted. Planners consider this period to consume approximately one year. During the planning and development period, project staff will include start-up coordinators, as needed consulting specialists, personnel from other organizations, and volunteers.

Tasks related to school development include:

- Board initiations and government training
- Planning and coordination
- Facility initiatives
- Curriculum development and course design
- Materials development and marketing
- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents, and colleges

Staffing

The Board of Trustees is committed to recruiting staff with a diverse range of skills, teaching and administrative experience, and cultural and ethnic backgrounds who are qualified in domains of teaching. Other desired qualities and qualifications include: a commitment to the mission and vision of the school, an ability to work effectively on a team with colleagues, students, families, and community members; experience with a variety of instructional approaches, including project-based learning; interest or expertise working with a diverse

student population; and a commitment to their own professional growth.

School Director – Duties of the Director will include but are not limited to:

- Communication with the Board, teachers, students, parents, districts, and the public
- Staff management
- Disciplinary issues
- School culture
- Professional development
- Operational management
- School safety
- Public relations
- Coordination with sending districts

Director Qualifications

- Meet all NH regulations for eligibility and teacher certification, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties
- Background in high school education
- Such other qualifications as the Board may find appropriate.

Business Manager – ½ Time – Duties of the Business Manager will include but are not limited to:

- Setting up school financial systems
- Work with the director to prepare budget and other financial documents
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing
- Assisting the Director when needed
- Filing required paperwork with state and federal agencies
- Responsible for ADM

Business Manager Qualifications:

- Bachelor's 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

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".*

The school sets a goal of one teacher and one assistant for each classroom, with some assistant services provided by volunteers or teachers in training. CCCS hopes to maintain a student to teacher ratio of approximately 15-17 to 1 (not including aids). A minimum of 50% of teachers employed by the school will have New Hampshire teaching certificates or have at least three years of teaching experience, as stated by New Hampshire Charter School statute (RSA 194-B: 14. Section IV). Because of our rigorous service-learning based core curriculum, the school will aim to hire those holding a current NH Educator Certification. In addition, we will seek adults who have prior experience working with children and have strong recommendations as positive role models.

The Board of Trustees, along with the Director of CCCS will identify other staff requirements such as administrative support, nurse, special education liaison and curriculum coordinator as needed, which may also be qualities found in other employees. Multiple positions may be fulfilled by one person. For example, a teacher may also be a part-time Nurse, or the assistant Director may also be the special education liaison. Those without NH Educator Certification may hold a Bachelor's or Master's degree, have a strong liberal arts backgrounds, have experience in a specific area of study, and interest or experience in service or experiential learning.

Teaching Assistants hired to work in the Capital City Charter School will meet three criteria: intelligence, very supportive with children, and strong recommendations as ethical role

models. Our goal is to hire Teaching Assistants who are working toward becoming classroom teachers, or hold a current NH paraprofessional certification.

The qualification and positions listed below are recommended, but not limited to the specifics, as there may be multiple positions that can be filled by one candidate (specifically the half time positions).

Guidance Counselor

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in counseling and guidance, and human growth and development.
- Preference given to Masters' Degree in School Counseling.
- Preference given to applicants holding a teacher certification.

Special Education Liaison

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with Special Education experience.
- Preference given to candidates with administrative experience.

Part Time Nurse

- Part time nurse will be available during specific school hours.

Art Teacher

- Part time Art Teacher will be available during core hours.
- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in, but not limited to Visual Arts, Fine Arts and Art History and Drama.
- Preference given to Masters' Degree in Fine/Visual Arts.

(K) PERSONNEL COMPENSATION PLANS, INCLUDING PROVISION FOR LEAVES AND OTHER BENEFITS, IF ANY.

Salary

The CCCS Director, Learning Coordinator and Teachers will be paid a salary. The salaries of this full-time personnel shall be paid bi-weekly. Assistant Teachers, and other staff, whether full-time or part-time, will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

Vacation

CCCS will publish an annual calendar of holidays and vacations during which the School will officially be closed. Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave

Full-time salaried staff will receive five (5) sick days per school year, to be used in the year in which they are accrued. Part-time salaried employees will receive two (2) sick days per year. For purposes of sick leave for part-time salaried employees, one day will equal the number of hours in that employee's regularly scheduled workday.

Fringe Benefits

Capital City Charter School will provide health insurance and retirement benefits.

(L) PUPIL TRANSPORTATION PLAN

The site for CCCS will be finalized during our initial planning period. We will seek a centrally located site both to accommodate the resources of the surrounding School Districts and for ease of access for families traveling from other areas.

Students residing within the district

It is expected that students residing in the district where the charter school is located will be provided transportation by the local district under the same terms and conditions referenced in RSA194-*B: 2,V* which states: *"Attendance at a chartered public school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.* CCCS will work with the local district in which the charter school is located in order to design a mutually beneficial transportation plan for CCCS students and the local district.

Students living outside the district

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district." It is our expectation that students who attend the Capital City Charter School and reside in the host district shall have the opportunity to ride district transportation to the charter school within the conditions of

Students attending the Capital City Charter School who do not reside in the host district will be required to arrange for their own transportation. The Capital City Charter School will make every effort to support and coordinate among families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means.

(M) STATEMENT OF ASSURANCES RELATED TO COMMITMENT TO NONDISCRIMINATION ACCORDING TO RELEVANT STATE AND FEDERAL LAWS

Our school's success depends on a dynamic and diverse student body and staff. The Capital City Charter School will celebrate and welcome diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by State and Federal Law[11].The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns (See Appendix G for policies CCCS will adapt and adopt).

(N) METHOD OF COORDINATING WITH PUPIL'S LOCAL EDUCATION

The Capital City Charter School will comply with all federal and state special education laws and rules applicable to New Hampshire charter schools.

Charter Public Schools & Special Education

As an open enrollment school, the Capital City Charter School will accept applications from any child who is a New Hampshire resident and will discuss the school with any interested parent. In accordance with New Hampshire law (RSA 194-B:8), the Capital City Charter School

[11] See
Titles IV, VI, and VII of the Civil Rights Act of 1964
The Age Discrimination in Employment Act of 1967
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972 (Title IX)
Section 504 of the Rehabilitation Act of 1973 (Section 504)
The Americans with Disabilities Act of 1990 (ADA)
NH Law against discrimination (RSA 354-A)

will not discriminate against any child with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. It is the intention of CCCS to contract with a special education liaison to assist the Director, attend IEP meetings and work with the sending district(s).

School District Special Education Responsibility

ED 1104.01, effective 6/28/08, sets forth the following sequence of the special education process:

(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.

It is clear pursuant to (a) that decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the child's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. Any federal funding or other funding available to a sending district related to special education, to the extent and in a manner acceptable to the funding source, shall also be directed to the receiving chartered public school on an eligible per pupil basis pursuant to RSA 194-B:11, IV. These important provisions allow the responsible sending district and the Capital City Charter School to cooperate creatively to meet a student's special education needs with a credentialed special education liaison to assist with the transition to CCCS. The sending district will be required to

provide the Capital City Charter School with a complete copy of each student's IEP for implementation and monitoring purposes by the contracted liaison at CCCS.

(O) ADMISSION PROCEDURES

Eligibility

CCCS is an open enrollment, public school. All New Hampshire students who meet the schools' admission criteria may apply. The school may accept out-of-state students on a space-available basis. There are two criteria for admission eligibility:

1.) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations (see Admissions Agreement).

2.) If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to an established lottery policy. Eligible students who are not chosen in the lottery will be listed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend, or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the waitlist declines admission, the board will continue to contact students/parents in the order listed.

Application Procedures

The CCCS Charter School 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. The school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. CCCS will have a website with complete application procedures and forms available online.

CCCS offers a unique opportunity for students to become deeply involved in their own education. CCCS recognizes such a shift in responsibility will not necessarily happen naturally or easily and is committed to supporting students and their parents or guardians through that process. CCCS wants to ensure each student, and his or her parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to CCCS. The process of establishing a mutual relationship focused on student needs begins at the time of application.

At a minimum, the admissions process will include the following: Prospective students and their families will tour the School and attend at least one informational meeting at which our educational approach and school of students and their families will be explained.

Application packets with information about the School and its philosophy and expectations of attending students and their families will be shared, along with student-related policies. 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.
- A committee will review the applications for completeness
- Should applicants exceed the number of allotted slots, a formal lottery, organized by grade and service-learning experience will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive notification. Those who have been wait-listed will be notified.

Soon after the enrollment process is complete, CCCS will hold meetings for admitted students and their families and provide an orientation for students and families.

Enrollment Provisions

The CCCS will offer automatic re-enrollment to its students, provided they be in good standing. Families will have to provide a letter of intent to re-enroll by a stated date preceding the lottery, so there is clarity about available spaces.

- CCCS will admit from the wait-list should space become available after the lottery.
- Siblings of children already enrolled at the School will receive preference.
- The Board will reserve the right to give preference in enrollment to up to five total children of School Faculty as part of the employee benefits package.
- Up to three children of the Founders of the CCCS will receive priority for placement, as a means of recognition of their sweat equity in establishing the School.

(P) PHILOSOPHY OF PUPIL GOVERNANCE AND DISCIPLINE AND AGE-APPROPRIATE DUE PROCESS PROCEDURES TO BE USED FOR DISCIPLINARY MATTERS INCLUDING SUSPENSION AND EXPULSION

It will be a priority at the Capital City Charter School that students are physically and emotionally safe while at school. In our planning period, a code of ethics will be established to address this priority both with regard to infringements on safety and respect, and to create clear and meaningful methods of problem-solving.

A core value of the CCCS is the development of student character and global citizenship and civic-mindedness. In CCCS, students will develop important self-monitoring, communication, and leadership skills as they progress academically and develop socially. Self-discipline, self-advocacy, governance, communication and conflict resolution will be inherent to the curriculum. Our RTI multi-tiered system, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families. This system will work to support teachers in addressing any behavior issues they are experiencing with students in their classrooms in a manner that is respectful of the student, their family and in keeping with our mission. In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to provide opportunities for positive recognition

equally. The school recognizes that education includes evolving maturity and will provide programs, such as mediation, to teach skills. Situations requiring intervention not available at the school will be discussed and handled with parents (See Appendix G for policies to be adapted & adopted by CCCS).

(Q) METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING

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

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

The Board will approve accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure proper tracking and use of CCCS funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check. A fidelity bond will cover each with check-writing authority in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

CCCS shall comply with all requirements specified in the law pertaining to reporting requirement (RSA 194-B: 101-V). This list includes an annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to ED 318.07, CCCS will produce an annual report that will include, at a minimum, the following elements:

- A general progress report to establish the initial school program, a process that will require considerable flexibility and energy,
- An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement,
- Changes, if any, in the organizational structure and make-up of the Board of Trustees,
- Assessment and report of business, parent, and volunteer involvement in CCCS,
- Description of community services available at the site,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying Charter School ‘s assets, liabilities, and fund balances or equities,
- Projections of income and expenses for the upcoming school year.

(R) ANNUAL BUDGET, INCLUDING SOURCES OF FUNDING

Please see the budget that appears in Appendix D.

The included budget reflects estimated expenses for the first four years of operations. We have developed a list of our most likely and most important Mission-driven plans and costs, recognizing that the budget as represented surpasses the expected income in the first few years.

Appendix D also includes expected sources of revenue related to the federal start-up grant, and the state per-pupil allotment based on our projected enrollment. Work to raise the additional funds necessary to support the budget will begin and will increase in intensity once the charter has been granted. During our planning period, we will also examine the feasibility of additional revenue sources, including extra-curricular activities, which might bring income as well as exposure to the School.

We have entered this project with the full understanding that the state per-pupil allotment is likely not enough to support a New Hampshire independent charter school's full goals and mission and guarantee sustainability. We will offset this gap through of the fundraising efforts of the CCCS Board of Trustees Fundraising Committee including securing grant monies, and private and corporate contributions. Strategic partnerships and other fundraising efforts will also be important. Rather than seek out a few high dollar investors, we hope to cultivate many committed supporters from the business community and the greater community to support the Mission of the CCCS.

Once the CCCS has been established, the CCCS Board of Trustees will organize a fundraising committee. This committee's mission will be to support the School's economic viability. As the School's development arm, the committee will focus on securing the support of local, state and national foundations and charitable organizations as well as cultivating support from community members and businesses. The unique character of the School, its blend of service-learning based instruction and approach to teaching and the resource and value it brings to our local community will be highlighted in our fundraising efforts. A major focus of the committee will be to begin to develop an endowment fund. School-focused fundraising will include events small and large, aimed at a financial gain and the solidifying of the School community and Mission.

(S) SCHOOL CALENDAR ARRANGEMENT AND THE NUMBER AND DURATION OF DAY PUPILS ARE TO BE SERVED PURSUANT TO RSA 194-B:8, III

We will follow, at a minimum, a 180-day school year in accordance with the RSA 194-B:8, III. We expect to follow the calendar of the district in which the charter school is located in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. It is expected that days will begin at approximately 8:45 am and end at 2:15, though some flexibility may be required to meet our host district's bus route schedule. We are willing to open our doors as early as 7:20 am to account for such route scheduling and use this as individual work time for service-learning projects. We are willing to leave our doors open until 3:30 pm to do the same. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

Pursuant to RSA 194-B:1, the Capital City Charter School will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents. The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School.

(U) IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES

During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any contractor/s at this time, should this application be approved, CCCS will require that any individual or organization hired show sufficient evidence of

experience and expertise in the specified role including but not limited to formal education in the specified field, certification if applicable, work history and references. Individuals or organizations under consideration must meet the requirements contained within the school's conflict of interest policy and must disclose any potential conflicts prior to any formal agreement.

Volunteer Advisors, Experts and Friends of the School

At this time Foundation Board have identified a number of individuals who have agreed to participate in the first year of planning and development. These individuals will serve as **unpaid** advisors and experts in their fields as we launch this new public school.

Caroletta C. Alicea, New Hampshire State Representative, Business Owner, Tomorrow's Child Foundation Board Member Caroletta has joined the team in its early stages. Her commitment to help this student population as her local school board member, and to rally supporters, constituents, donors, legislators, and the business community, along with policy creation will be her gift and focus for CCCS.

Scott Fazzina, IT Director & Payroll Supervisor, Granite Bay Care, Inc. Scott has experience in the management, strategy and execution of IT infrastructure for non-profit organizations. He has the ability to establish, plan, and administer the overall policies and goals for the information technology department, and will consult CCCS in, but not limited to, this area. He will also assist in the analyzation of the needs of CCCS and determine ways to meet our objectives and potentially manage the deployment, monitoring, maintenance, development, upgrade, and support of all IT systems, including servers, PCs, operating systems, telephones, software applications, and peripherals. Scott is also able, if needed, to manage financial aspects of the IT Division, including purchasing, budgeting, and budget review.

Matt Southerton, Director, New Hampshire Alliance for Public Charter Schools, Matt has experience in all areas of charter school development including; charter school applications, grant writing, school budgeting, charter school law, governance, and school setup. Matt has assisted multiple charter school applicants with the creation of charter school and startup grant applications. Matt maintains contacts with many national organizations including: The National Alliance for Public Charter Schools, the Charter School Resource Center, the Office of Civil Rights and the U.S. Department of Education. Matt will serve as an unpaid adviser an expert on public charter schools.

Sabrina Rando, EdD., BCBA, LBA, Board Certified Behavior Analyst, Licensed Applied Behavior Analyst, Owner Sabrina began working with children with autism in 2003. She has been in the field since, drawn to the challenge and the reward of teaching children to communicate and to become more independent. She has worked with several populations and in many settings, including public school, private school, residential settings, and in client homes. She earned a master's degree in behavior analysis from Simmons College and became a Board-Certified Behavior Analyst in 2013. Sabrina is most interested in applying behavior analytic principles to adult learning and leadership. She earned a doctorate in education from New England College, where her dissertation research focused on improving conditions for para-Educators who work with children with autism in public schools. Sabrina has offered to help us provide a successful and appropriately differentiated curriculum.

Barbara Higgins, M.Ed., Certified Health Educator, Head Coach Track & Field and Cross Country and Former Concord School District Board Member. Barbara has been an educator for 14 years and currently works as a special education teacher at Parker Academy Charter School. Her perspective is important as an educator, coach and teacher mentor. She brings

knowledge about special education to CCCS and an extensive understanding of teacher preparation, certification and curriculum.

(V) PHILOSOPHY OF PARENT INVOLVEMENT[12]

A key component of the CCCS design is that parents, legal guardians, and adult advocates are partners in students' learning and essential members of the CCCSs school community. Their knowledge of their children is sought throughout every aspect of their children's school careers. Resources, support, and training will be provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning.

Parents and legal guardians will also be encouraged to participate[13] in school governance structures, including the Board of Trustees including, and not limited to parent steering or advisory committee formed by the Board. Parents and legal guardians receive daily communications about their children 's learning, along with periodic progress reports. Parents and legal guardians have real-time access to their children 's work and learning progress through the online portfolios.

In accordance with RSA 189:13-a, CCCS shall conduct school employee and volunteer background checks on all individuals working or volunteering within the school .

(W) A PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENT AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated. During the initial months of planning and

[12] (See Appendix G for policies to be adapted & adopted by CCCS).

[13] Participation may include, but is not limited to holding positions on the Board, Parent Committee, CCCS PTA, Volunteer work at the school, involvement/guidance in service-learning group projects and other involvement as needed and decided by Sponsoring Board and Board of Trustees.

operating, information will be disseminated through bulletins, advisories, and postings on informational websites. Materials, including, but not limited to curriculum, policies and job postings – in accordance with RSA 194-B:2, II – for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and community and faith-based organizations and service agencies.

(X) A GLOBAL HOLD HARMLESS CLAUSE

In accordance with RSA 194-B: 3, II (x) Capital City 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 chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE

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 regulations shall not be enforceable.

(Z) PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL INCLUDING DISPOSITION OF ITS ASSETS

If the CCCS ceases operation, the Board shall consult with an attorney and the Department 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(c)(3) of the Internal Revenue code of 1986, or any corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public educational purpose.

(AA) IN THE CASE OF THE CONVERSION OF A PUBLIC SCHOOL TO A CHARTER 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 students 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 all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transition.

IN ADDITION TO AN APPLICATION, EACH CHARTER SCHOOL APPLICANT, IN CONSULTATION WITH THE LOCAL SCHOOL BOARD, SHALL PREPARE A PROPOSED CONTRACT

Not Applicable.

(CC) AN OUTLINE OF THE PROPOSED ACCOUNTABILITY PLAN.

The Board of Trustees in cooperation with the Director will meet all New Hampshire accountability and reporting requirements including those outlined in the New Hampshire Charter Accountability Process. CCCS will provide an annual report to the Department of Education (DOE) that speaks to the school's effectiveness at upholding its mission, maintaining student progress, and sustaining the academic, financial, and organizational health of the school. Four questions will serve as the basis for the report:

1. Is the school making progress toward achieving its mission?
2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

Data for this report will be collected throughout the year from students, parents, legal guardians, faculty and staff, through a variety of means. The CCCS accountability plan will be fully developed prior to opening and will continue to evolve as statutory requirements change.

Reporting Document	Due Date	Comments
Annual Progress Report (a.k.a. Annual Accountability Report) * ***RSA 194-B:10, I and II***	▪ Annually - August 1	**Four Key Questions to Answer:** (1) Is the school making progress toward achieving its mission; (2) Is the school responsibly using public funds; (3) Is the school promoting student attainment of expected knowledge and skills; and, (4) Is the school sustainable?
Board Minutes	▪ Monthly or as determined, i.e., every other month	Recommendation: post minutes on school website Right-to-Know law: ***RSA 91-A:2 and RSA 91-A:3, II***
Certificate of Insurance Coverage (i.e., workers' compensation, property liability)	▪ Annually - Start of the school year	***RSA 194-B:3, II (t)*** – Provide evidence of adequate insurance coverage
Certificate of Occupancy for School Facility * ***RSA 194-B:8, II***	▪ Before a new school initially opens to students ▪ If an existing school moves to a new facility	Supplied by the Fire Department
Fire and Life Safety Inspection * ***RSA 194-B:8, II***	▪ Before a new school initially opens to students ▪ Annually and/or if an existing school moves to a new facility	School Inspection – Online Reporting Tool Upon completion, submit online to the NH Division of Fire Safety by December 15. Then, the Fire Department completes inspection.
Health Inspection Report * ***RSA 194-B:8, II***	▪ When a school initially opens to students and upon five-year renewal	Contact the local health officer to schedule a school inspection: Health Officers by Town
Independent Financial Audit * ***RSA 194-B:10, II***	▪ Annually - September 30	NHDOE Audit Department reviews and requests further action, if necessary.
Quarterly Financial Reports	▪ Annually - September 30, December 31, March 31, June 30	Instructions can be found at: https://www.education.nh.gov/instruction/school_improve/charter/accountability.htm
Please submit Charter Accountability Reporting Requirements to: Michelle Gauthier, NHDOE, Bureau of Instructional Support and Student Assessment		

Appendix A: Charter School Foundation Board/Bios
Appendix B: Articles of Incorporation, Tomorrow's Child Foundation
Appendix C: CCCS Curriculum Guide, including Research & Sample Day in the Life
Appendix D: Project Budget
Appendix E: ASLER Standards
Appendix F: Letters of Support
Appendix G: Sample Policies to be Reviewed & Implemented at CCCS

APPENDICES

APPENDIX A
BOARD OF TRUSTEE BIOS

Stephanie Alicea – Ms. Alicea has been a middle and high school educator since 1999 who has a Master's of Education in Curriculum and Instruction. Her focus while teaching has been curriculum focused on the whole student and their experience. She has been the Coordinator for a thousand student plus faculty Community Service-Day, a coach, advisor and life-skills educator. Service-Learning has been Ms. Alicea's focus of all classes and life. Awards and certifications include Alt 3 Educator Certification, Prime for Life Instructor Certification, Mac Certified.

Caroletta Alicea – President & CEO of Granite Bay Connections, Inc., Concord, NH. Mrs. Alicea provides direction to Agency Management and serves as the liaison between the Board of Trustees and the Executive Management Team. With over thirty (30) years of experience in all levels of management, finance/accounting, and leadership. Mrs. Alicea serves as an NH State Legislator, (Boscawen) for three terms. Currently, she is the Clerk, Assistant Floor Leader and President of the Order of Women Legislators (OWLs). Her educational interest and experience come in part from her sixteen (16) years on the Merrimack Valley School Board in which she has served as the Policy Chair, and on the Finance, Negotiations, and Student Ethics Committees.

Stephanie Carter – Ms. Carter has lived and worked in the Concord area for forty (40) years. Currently working as an Executive Administrative Assistant, she has spent the last fourteen (14+) years managing roughly two-hundred (200) people and the building she works in. Ms. Carter believes alternative/charter schools benefit students with non-traditional approached in teaching that allows for students' growth in a society with ever-changing needs and is excited to be a part of Tomorrows Child and its mission.

Lavinia Jackson

A Tappahannock, VA native, began both writing and reciting at an early age. First Published at 13, by graduation, she had won awards for her poetry. Lavinia received her degree in Creative

Writing/Philosophy, with a concentration in Poetry, from Loyola College in 1994. She continued to publish her poetry online and in various collections. She continued to publish poetry and receive awards, while she served in the USCG.

As a resident of Greensboro, NC, Lavinia took her passion for poetry into the community. Her peace campers were published in a local anthology by partnering with the Creative Writing Dept at UNCG. She is one of the Founders of Sigma Theta Lambda Literary Sorority. She has written for the Greensboro Voice, performed her work with Artists4Justice in an original production. She also has facilitated writing classes for the homeless and has co-facilitated the Visual Poetry Walk. She is currently an artist-in-residence at Revolution Mill. "Poetry in Plain Sight" is her first collection of work, spanning over 20 years. Her book has earned her both 2015 Best Author Award and the 2016 Maya Angelou Literary award.

Kasai Mumpini - As Senior Executive Vice President, Mr. Mumpini provides direction to Agency Management and has more the twenty-five (25) years of leadership and organizational behavior experience. Mr. Mumpini, through business, serves individuals with cognitive and physical disabilities throughout New England, he affords the organization an expansive understanding of service delivery systems. He also actively coaches and volunteers with middle and high school football, cheer and other teams and events throughout the year.

John Scannell – As a professional with 25+ years of working in manufacturing environments supporting the defense, aerospace, medical, and molding/machining industries, Mr. Scannell will bring a business sense, fundraising expertise and supervisory experience to CCCS. Mr. Scannell has 15+ years successfully working in the start-up and or turn around business environment. This will be a benefit to CCCS, along with his training and proficiencies in “7 Habits of Highly Effective People”, Consultative Selling and Large Account Management processes and his consistent professional ability to grow businesses, prioritize projects and manage operations. He is passionate about building "world class" cross functional teams to meet or exceed customer (in this case, students, parents, staff and community) expectations, and an added benefit it the campground he owns and runs on his own time. Mr. Scannell is a welcome and exciting addition to the sponsoring board of CCCS.

Appendix B: Articles of Incorporation, Tomorrow's Child Foundation

Articles Of Incorporation of Tomorrow's Child Foundation

Articles of Incorporation

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name
The name of the corporation shall be Tomorrow's Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of New Hampshire and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400, and the name of its initial registered agent is Stephanie C. Alicea.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicea, Boscawen NH 03303 – Chair
Kasai Mumpini Bedford, NH 03110 – Vice Chair
Stephanie Carter, Concord, NH – Secretary
John Scannell, Gilford, NH 03249 – Voting Member
Lavinia Jackson, North Carolina – Voting Member
Stephanie C. Alicea, Boscawen, NH 03303 – Voting Member

ARTICLE 5: Incorporators

The name and address of the initial incorporator is Stephanie C. Alicea, 2 Stirrup Iron Road, Boscawen, NH 03303.

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303.

ARTICLE 7: Membership

This corporation shall have members. The eligibility, rights and obligations of the members will be determined by the organization's bylaws. The management of the affairs of the corporation shall be vested in a board of directors, as defined by the corporation's bylaws. No director shall have any right, title, or interest in or to any property of the corporation.

ARTICLE 8: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles
These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 3rd day of April 2017.

Incorporators:

Stephanie C. Alicea

2 Stirrup Iron Rd, Boscawen NH. 03303

Caroletta C. Alicéa
4 Stirrup Iron Rd Boscawen, NH 03303

Kasai Mumpini
64 Old Suncook Road, Concord, NH 03301

Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407

Stephanie Carter
10 Bow Street, Concord, NH 0301

Appendix C: CCCS Curriculum Guide, including Research & Sample Day in the Life

CAPTIAL CITY CURRICULUM GUIDE:

We do not learn from our experiences; we learn from processing our experiences. - John Dewey

ACADEMIC SERVICE-LEARNING

THE CAPITAL CITY CHARTER SCHOOL RECOGNIZES ACADEMIC SERVICE-LEARNING AS A KEY TEACHING STRATEGY FOR DEVELOPING CIVIC ENGAGEMENT AND RESPONSIBILITY IN OUR STUDENTS. ACADEMIC SERVICE-LEARNING IS A FORM OF EXPERIENTIAL EDUCATION WHERE LEARNING OCCURS THROUGH A CYCLE OF ACTION AND REFLECTION AS STUDENTS WORK WITH OTHERS APPLYING WHAT THEY ARE LEARNING IN THEIR CLASSES TO COMMUNITY ISSUES.

THE BOARD IS COMMITTED TO THE CONCEPT OF ACADEMIC SERVICE-LEARNING AND TO THE INTEGRATION OF THE STRATEGY INTO THE INSTRUCTIONAL METHODOLOGY IN OUR SCHOOL IN ORDER TO INCREASE OUR STUDENTS' ACADEMIC PERFORMANCE, EMPLOYABILITY SKILLS AND CIVIC RESPONSIBILITY.

Curriculum Guide Created and Adapted from: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action second edition by Cathryn Berger Kaye, M.A., (Free Spirit Publishing, 2010) www.freespirit.com, Minneapolis, MN.

INTRODUCTION

Service-learning is being widely practiced throughout the United States and internationally in K-12 schools. Having students learn important curricular objectives by providing service yields benefits for all involved.

Reflection is one of the most important components of service-learning. Reflection helps service-learning participants connect thinking and action and stimulates the use of higher order thinking skills such as analysis, comprehension, problem solving, evaluation, and inference.

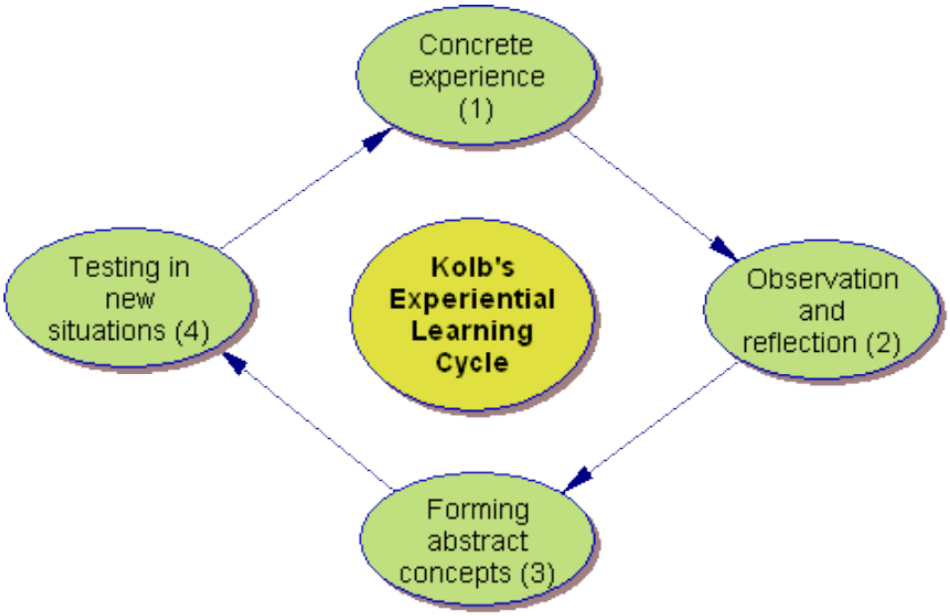
Reflection too often takes the form of a simple summary of service activities or one's feeling about the service experience. Most service-learning practitioners recognize that reflection can be deeper, but simply do not have the time to create a lot ofdifferent kinds of reflection activities.

Sections of the guide provide a summary of the theories in the educational research literature about reflection. This will also help Capital City Charter School staff, educators and community partners to create additional activities.

THEORETICAL FRAMEWORK

Building upon the work of John Dewey and Kurt Levin, American educational theorist David A. Kolb believes "learning is the process whereby knowledge is created through the transformation of experience" (1984, p.38). Kolb's "Experiential Learning Model" provides a useful framework for integrating experience and synthesizing elements of service-learning. The theory presents a cyclical model of learning, consisting of four stages shown below. A person may begin at any stage, but must follow each other in the sequence:

- concrete experience (or "DO")
- reflective observation (or "OBSERVE")
- abstract conceptualization (or "THINK")
- active experimentation (or "PLAN")



Kolb's four-stage learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences.

The first stage, **concrete experience** (CE), is where the learner actively experiences an activity such as a lab session or field work. The second stage, **reflective observation** (RO), is

when the learner consciously reflects back on that experience. The third stage, abstract **conceptualization** (AC), is where the learner attempts to conceptualize a theory or model of what is observed. The fourth stage, **active experimentation** (AE), is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

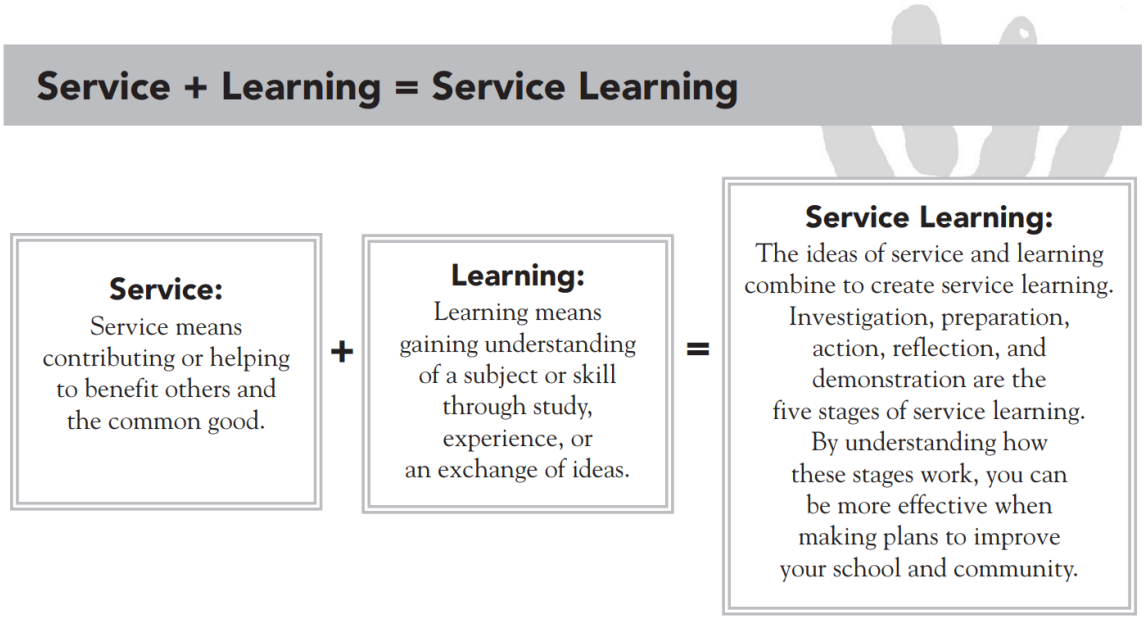
Everyone responds to and needs the stimulus of all types of learning styles to one extent or another - it's a matter of using emphasis that fits best with the given situation and a person's learning style preferences. Kolb developed four learning styles classified as: *assimilators*, who learn better when presented with sound logical theories to consider; *convergers*, who learn better when provided with practical applications of concepts and theories; *accommodators*, who learn better when provided with “hands-on" experiences; and *divergers*, who learn better when allowed to observe and collect a wide range of information. This, again, provides a useful framework for integrating experience and synthesizing elements of service-learning.

Adapted from: Learning Theories Knowledgebase (2017, Nobvember). Experiential Learning (Kolb) at Learning-Theories.com. Retrieved November 15, 2017 from http://www.learning-theories.com/experiential-learning-kolb.html

SERVICE-LEARNING DEFINED

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences that ...

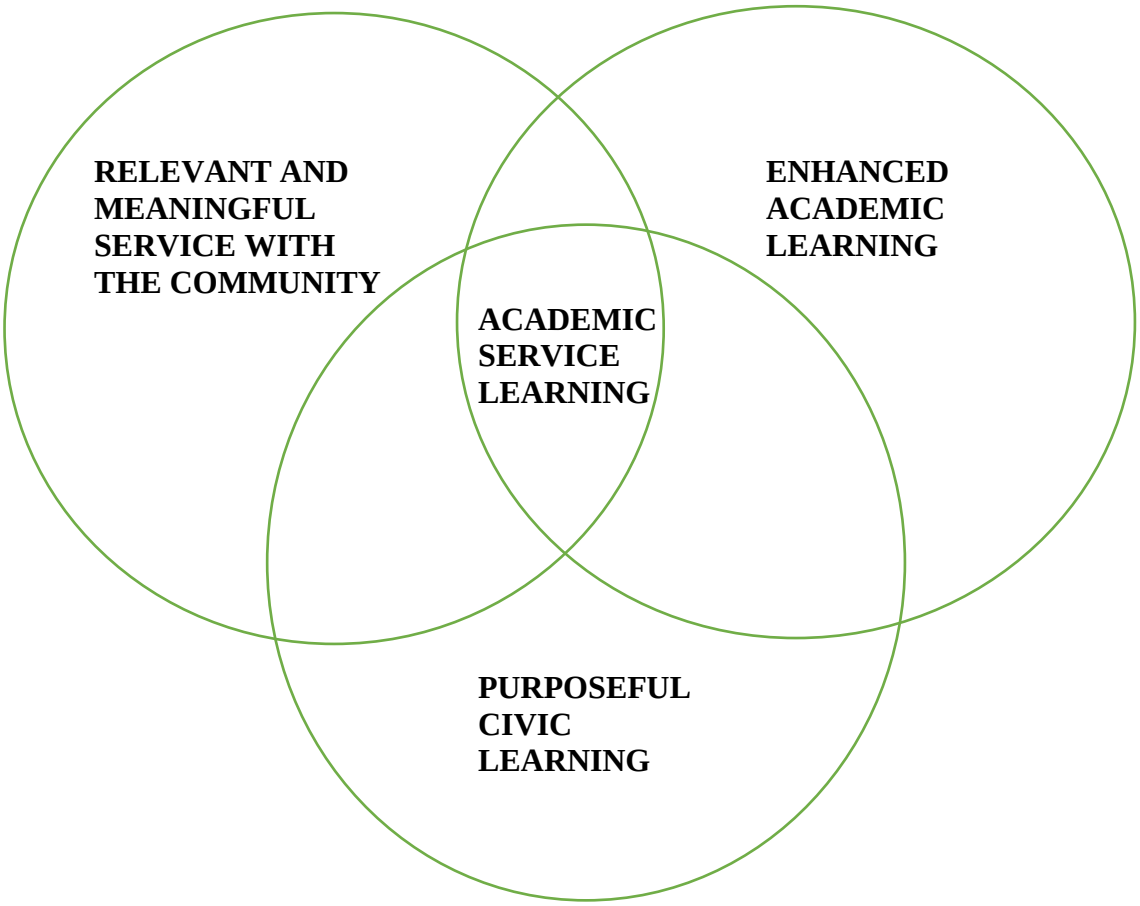
- Meet actual community needs,
- Are coordinated in collaboration with the school and community,
- Are integrated into each young person's academic curriculum,
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities,
- Enhance what is taught in the school by extending student learning beyond the classroom,
- Help to foster the development of sense of caring for others and commitment to civic responsibility .



THE THREE NECESSARY CRITERIA FOR ACADEMIC SERVICE-LEARNING

The three criteria below test a course's ability to be classified as service learning.

- **Relevant and Meaningful service with the Community:** that the work being done must improve the quality of life for an individual, group, neighborhood, or for the entire community.
- **Enhanced Academic Learning:** that the work being done is used to apply contrast, or complement more traditional course learning resources.
- **Purposeful Cidc Learning:** knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation.



EXAMPLES OF SERVICE-LEARNING

Service-learning can be used in most disciplines, as evidenced by the examples below.

In an **Project Lead The Way** class**,** students design and build mechanical devices to assist people with physical, developmental or learning disabilities.

Idustrial Arts students design and plant a community garden at a women's shelter.

Computer science student projects develop databases for non-profit agencies.

As part of a **Chemistry**, students conduct seminars for teens on the effects of substance abuse on the body.

Social Studies/Civics teacher instructs a course entitled "Aging: From Biology to Social Policy;" in which students are encouraged to volunteer in elderly support organizations providing students opportunities to explore the applications of course content to real world events.

Accounting students work with neighborhood advisory boards developing and leading workshops for residents of low-income areas on household finances, budgeting, etc.

Environmental Science students conduct an energy survey and make recommendations for energy savings in businesses, homes, the university, and schools.

History students publish a local cultural journal that reports on unique community aspects.

Civics students work with grass roots senior citizen's groups to lobby for legislation that better meets older people's needs. Grass roots organizing techniques are stressed.

SERVICE-LEARNING & COMMON CORE CONNECTION

Service Learning.

This allows students a laboratory to practice, review, reassess, and reflect, all with the guidance and support of knowledgeable teachers. They see the viability and purpose of their study. This process actually adds rigor to academics as students are depended upon, builds interdisciplinary understandings, and deepens learning, all while improving the viability of the Common Core State Standards.

Common Core and Student Engagement

Common Core State Standards (CCSS) serve as a guide for purposeful learning with real world application. Many CCSS descriptors and elements comprise essential 21st century competencies well suited for our 21st century learners. With Common Core integration the aim is for our students, through academics, to develop and hone their ability to read closely so as to analyze, interpret, and synthesize information and ideas, collaborate with others, and utilize refined language skills, to present information through writing and speaking with the support of technology. The following list of seven "Capacities for the Literate Individual," a "portrait of students who meet the standards describes students at CCCS and all of the unique standards add up to a desired outcome.

1. Demonstrate independence

They read complex text independently, and question and clarify information. As self-directed learners, they seek appropriate resources (teacher assistance, peers, print and digital media) to increase understanding.

2. Build strong content knowledge

As purposeful readers, viewers, and listeners, they research to increase general and content specific knowledge and understanding. They share knowledge through writing and speaking.

3. Respond to varying demands of audience, task, purpose, and discipline

They shift tone, word choice, and selection of evidence to best fit the writing context.

4. Comprehend as well as critique:

They question the veracity and bias of their sources.

5. Value evidence

They evaluate evidence and use evidence effectively to construct arguments.

6. Use technology and digital media strategically and capably

They navigate media to find useful information, integrate online and offline sources, and choose tech tools wisely to best support their intentions.

7. Come to understand other perspectives and cultures

Students seek to understand other cultures, communicate with others, and evaluate perspectives of themselves and others.

This description of literate individuals is what we hope teachers keep in mind, rather than preparing students to pass standards-based tests. Passing such tests will be easy for students if they truly possess the capacities listed above.

So, we know where we are going; how do we get there? Of critical note regarding Common Core State Standards is this: They provide an outline of what we want students to be able to do, however the how of the process is left to the educators--those who prepare and design the day-to-day programs and curriculum and greet learners as they arrive at CCCS. We choose learning to provide a more authentic context for the application of the learning, and by so doing elevate students' abilities and understandings, assist them in seeing why learning matters, and recognize they already are people of value to society.

Adapted from: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action second edition by Cathryn Berger Kaye, M.A., (Free Spirit Publishing, 2010) www.freespirit.com, Minneapolis, MN.

SERVICE-LEARNING OUTCOMES

Service-Learning as an educational strategy and curriculum at CCCS is designed to accomplish the following:

- Enhance student learning by joining theory with experience and thought with action
- Fill unmet needs in the community through direct and indirect service that is meaningful and necessary
- Enable students to help others, give of themselves, and enter into caring relationships with others
- Assist students to see the relevance of the academic subject to the real world
- Enhance the self-esteem and self-confidence of your students
- Develop an environment of collegial participation among students, faculty, and the community
- Give students the opportunity to do important and necessary work
- Increase the civic and citizenship skills of students
- Assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers
- Expose students to societal inadequacies and injustice and empower students to remedy them
- Develop a richer context for students learning
- Provide cross-cultural experiences for students
- Better prepare students for their careers/continuing education
- Foster a re-affirmation of students' career choices
- Keep students motivated and interested class and serve as a tool for reflection

- Give students more responsibility for their learning
- Help students learn how to get things done
- Impact local issues and local needs

Meaningful Service: Service-learning based curriculum at CCCS will actively engage all participants in meaningful and personally-relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum: Service-learning based curriculum at CCCS will intentionally be used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Reflection: Service-learning based curriculum at CCCS will incorporate multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to explore a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity: Service-learning based curriculum at CCCS will promote understanding of diversity

moreover, mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain an understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution

and group decision-making.

3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Progress Monitoring: Service-learning based curriculum at CCCS will engage participants in an ongoing process of assessing the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants gather evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high-quality practices are sustained.

Duration and Intensity: Service-learning based curriculum has sufficient length and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and

celebration.

2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes[1].

[1] see Service-learning Standards For Quality Practice by National Youth Leadership Council

CURRICULUM FRAMEWORK & INTENTIONAL LINK TO CURRICULUM

English Language Arts/Literacy

At CCCS, students will learn to read while reading to learn. Reading is a complicated process about making meaning, which includes phonemic awareness, fluency, vocabulary development, and comprehension. At CCCS, comprehension strategies and critical thinking skills will be taught to help students make sense of content and the world around them. Students at all grade levels work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Complex text sources, whether primary or secondary source material, will be used with all students at CCCS as an enriching challenge. Like a steep mountain, complex text presents an opportunity for our students to go beyond their perceived limits and accomplish more than they thought possible. Students-collectively and individually-tackle complex texts with care and patience as their reading skills are strengthened. Reading is taught across all content areas because each subject area requires students to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems).

At the secondary level, teachers of math, science, history, technology, and the arts explicitly teach and support students to be keen readers of text within their discipline. By integrating reading throughout the day, schools convey to students the importance of reading, critical thinking, and meaning-making in school and life. It is the goal of CCCS for teachers to develop and teach a common language for the writing process and the traits of good writing. They will use consistent practices for teaching and assessing writing. At the secondary level, teachers of math, science, history, technology, and the arts will explicitly teach and support quality writing within their subject area. Students engage in the writing process to learn to write

like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know.

Writing at CCCS is taught, across the curriculum. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While the nature and amount of writing vary by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms.

Goals:

- Students will learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres.
- Students will read at or above grade level with fluency, accuracy and enjoyment in a way that makes meaning clear.
- Students will write effectively and creatively for a variety of purposes and audiences.
- Students will learn to craft quality writing in a variety of contexts.
- Students write to learn while learning to write.

Mathematics

Math at CCCS will be taught with rigor and integrity in discrete math classes. Along with discrete math instruction, math will be integrated into projects, case studies, and learning expeditions whenever possible, in the lead or supporting role. At CCCS, all teachers will promote mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving.

In the same way that our school will celebrate literacy through events, projects (creation of a community garden), community meetings, and hallway displays, mathematical thinking and learning will also be showcased and discussed throughout the building.

Goals:

- Students will focus on foundational facts-vocabulary, formulas, algorithms, and number facts-that are grounded in conceptual understanding.
- Our teachers will ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is an equally strong focus on problem-solving skills and critical thinking.

- Students will learn to use appropriate technology strategically in problem-solving. Technology tools are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving.
- Math curriculum & educators will support students to think like mathematicians and cultivate mathematical habits of mind-curiosity, risk-taking, perseverance, and craftsmanship.
- Students will learn to reason abstractly and quantitatively, model mathematically to practical situations, and to construct and critique mathematical arguments.

Science

The science curriculum will allow students to read, write, think, and work as scientists. Expeditions, case studies, projects, problem-based content, possible collaboration with professionals and engineers, and interactive instructional practices at CCCS will foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community (e.g., seventh-graders analyzing conditions for optimal growth in their school garden, high school students testing indoor air quality in the school to inform recommendations to the Board of Education).

Goals:

- Educators will reinforce the connections among science, math, engineering, and technology as they promote students' skills in questioning; developing and using

models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information.

- Students at CCCS will acquire the skills to be logical in making assumptions, accurate when collecting data, insightful when concluding, and unbiased when supporting statements with reliable scientific evidence.
- Students will learn appreciation and stewardship of the natural world as part of the everyday design.
- Students will be able to integrate environmental literacy into the science curriculum (at all grade levels).

Social Studies

Students' understanding of enduring concepts is prioritized so that they can apply that knowledge to the modern world. CCCS views social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. The emphasis of the curriculum, meant for the student body is on deep understanding rather than memorization of myriad facts and details, explicit literacy instruction is a focus for students at all grade levels.

Goals:

- Students will understand the big picture and timeline of history.
- Students will focus on big ideas such as the elements that make up a culture or civilization.
- Teachers at CCCS will support our students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures.
- Students will know how to animate history by choosing compelling case studies that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes.
- Students will investigate and address social issues in their local community and become compassionate community members in the process.

- Students will demonstrate action as social scientists: analyze primary sources, consider multiple perspectives, conduct research, and draw their own conclusions.
- Students will read, write, and think like historians.

Arts

Arts in all forms will be celebrated as a foundation of culture and a central aspect of learning and life at CCCS. Artistic skills are understood as aptitudes, and artistic achievement is valued as academic achievement. It is the goal of CCCS to fill the hallways, classrooms and general areas with student artwork, which can be displayed in a way that honors all work. Artistic performances will be points of pride for the school. The visual and performing arts will be taught using the same effective instructional practices that are used in other disciplines. The arts curriculum will build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Goals:

- Student exhibitions of learning will feature the arts along with other subjects.
- Students will use visual and performing arts to explore and enhance story-telling skills alongside the development of their creativity, communication and technology skills.
- Students will use Arts as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement) and used as a window into diverse cultures and regions of the world; such is the goal of CCCS.

Fitness and Wellness

CCCS promotes wellness in students and school staff members. Healthy eating, exercise, stress reduction, sleep, and healthy relationships-the key elements of physical and mental health-are included as part of a school's wellness approach. The physical education program will emphasize personal fitness and nutrition and character development and reinforces a school culture of respect, responsibility, and achievement. Physical activity and outdoor time will be woven into our school day whenever possible and appropriate (e.g., walking to fieldwork research sites, setting up and cleaning classrooms and common spaces, using physical energizer breaks to enhance academic work times). Team meetings and school staff explicitly support students to understand and monitor dangers to wellness posed by alcohol, drugs, and tobacco. Experiences in the natural world-working in and appreciating nature-are a priority for our students. We at CCCS hope through the curriculum physical challenges push students to pursue excellence and assume responsibility for their own learning.

Goals:

- Students will understand the connections between physical challenge and academic challenge.
- CCCS will provide healthy meals to students and even eat lunch in a "family style" for our staff to emphasize the importance of wellness.
- Students will become stewards of a climate of social and emotional safety for attending students.
- Students will participate in a basic physical education program aimed at meeting the health needs of children and early adolescents.
- Students will understand human development through an age-appropriate approach, exploring and promoting a healthy sense of self.

SKILL DEVELOPMENT

Thinking Skills Development Through Service-Learning

- Thinking critically and using good judgment
- Thinking creatively
- Analyzing and evaluating information and events
- Solving problems to reach goals
- Managing time and resources wisely
- Planning and organizing projects
- Researching, probing for information, and documenting
- Outlining, organizing, and presenting information

Personal Skills Development Through Service-Learning

- Making positive decisions
- Managing attitudes and emotions (self-control)
- Setting and reaching personal goals
- Developing talents and abilities
- Maintaining health and well-being

Social Skills Development Through Service-Learning

- Communicating effectively
- Resolving conflicts
- Showing respect and concern for others
- Resisting negative pressure and drug use
- Working cooperatively with others
- Providing ethical leadership
- Developing positive relationships

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ELEMENTS OF AN EFFECTIVE SERVICE LEARNING PROGRAM

- Meaningful Service
- Problem Solving
- Working in Groups
- Adult-Student Interaction
- Opportunity to Apply Skills
- Preparation and Reflection

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Service-Learning Middle School Developmental Continuum

Service-learning and helps adolescents develop the strength of character and resiliency necessary to withstand negative peer pressures. Through service-learning they learn about their responsibility to contribute to others and begin to feel valued and accepted for their meaningful participation in their community.

- To feel accepted by peers and others
- To see concrete outcomes from their efforts
- To have opportunities for creative expression
- To have opportunities for self-definition
- To participate and be part of a group
- To learn decision-making through experience
- To explore adult roles and career opportunities
- To interact with people of diverse backgrounds
- To engage in physical activity
- To take risks within a structured environment
- To gain competence and achievement
- To make a difference in the community

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Service-Learning High School Developmental Continuum

Service-learning allows all students, not just the honor roll student, to play a constructive role in the community and begin to learn the responsibilities of adulthood.

- Become self-reliant
- Expand peer relationships
- Learn to manage time and personal health
- Formulate a personal value system
- Assume responsibility for career planning
- Develop skills important to live as consumer and effective use of leisure time
- Develop citizenship skills important to responsible participation in a democratic society

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DYNAMICS FOR SUCCESS: A LEARNING CURRICULUM THAT SERVES

At CCCS, we will ensure all resources are considered when planning curriculum. The Sponsoring Board has considered integrating a sequence of themes per grade lavel to be utilitzed throughout the school year with a focus on interdisciplinary learning, academic content, and development of transferable skills. Along with the overarching themes, we will utilize the Common Cores State Standards and the following skills that go hand-in-hand with the CCSS, commonly referred to as 21st Century Skills in teaching and learning that include life and career skills ie., critical thinking, communication, collaboration, creativity, technology and information/media literacy.

Although each level has a paticular theme, essential questions, and a specific series of learning experiences that lead to taking purposeful action in the school, community, or globally. Each learning experience integrates opportunities for analytical thinking, creative thinking, practical thinking, and ethical thinking. Every learning experience is highly engaging with compelling paired or group interactions that develop communication and self assurance.

Consider the sequence of themes for each of these grades:

- Grade 7: Identity
- Grade 8: Community
- Grade 9: Contributing to Community
- Grade 10: Global Connections
- Grade 11: Leadership
- Grade 12: Transitions

Rubric for Continuous Improvement of the Service-Learning Experience
Based on the K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council, 2008

	Novice	Introductory	Experienced	Advanced
Duration and Intensity *Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.*	Project is brief (less than two weeks) and addresses an immediate need without providing a long term solution. Process of investigation, planning, action, reflection, and demonstration/ celebration of impacts is weak. Minimal amount of time and intensity is provided.	The Service-Learning experience is carried out over a short time period (a few weeks), addresses an immediate need and provides only a start to a long term solution. The process of investigating community needs, planning, action, reflection, and demonstration/celebration drives the project somewhat, resulting in limited time and intensity.	The process of investigating community needs, planning, action, reflection, and demonstration/celebration is used on a limited basis. Service-Learning is conducted over a significant period of time. The project addresses community need but falls short of achieving all learning outcomes.	The process of investigating community needs, planning, action, reflection, and demonstration/celebration of learning and impacts on self and community is used consistently. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months, providing adequate time to address identified community needs and achieve learning outcomes.
Link to Curriculum *Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.*	Project uses skills which can be found in the standards, but they aren't the foundation out of which the project grows. Skills incorporated into the experience are at lower levels on the hierarchy of learning. Service is not intentionally connected to learning and is seen as mainly an add-on or enrichment activity.	Students master basic skills through the service-learning project but the link to curriculum is weak and not intentional. Experience does not align with content standards and is not used to push learning to higher levels of application. Student is recognized on school records, but no formal district policy is in place.	Project work leads students toward mastery of more complex skills in a rigorous and relevant curriculum. Instruction assists students in completion of project, though the link may not be direct and intentional. Service-learning is an integral part of the academic expectations for students throughout the district.	Participants learn how to transfer knowledge and skills from one setting to another. Service-learning is explicitly aligned with the academic curriculum; learning goals are clearly articulated. Students construct knowledge through challenging tasks in a rigorous and relevant curriculum. Service-learning is formally recognized in school board policies and student records.
Partnerships *Service-learning partnerships are collaborative, mutually beneficial, and address community needs.*	Project is determined and implemented with little involvement from community partners or is grounded in meeting a need for service presented by the community partner or school. A shared vision and collaborative partnership has not been established or maintained.	Partnerships are few in number, weak, or non-existent. Limited interactions with community partners lead to meeting a minimal community need. Project reflects a partial shared vision with minimal collaborative work between the partners. Service is not reciprocal or of mutual benefit.	Some communication and ongoing interaction with community partners is central to the project. Students work with partners to develop common goals. More opportunities could be provided to encourage students to see community members as collaborative partners and resources, and not just recipients of service.	A variety of partners are engaged. Partnerships engage in frequent and regular communication, establish a shared vision and set common goals, and collaboratively develop and implement action plans to meet specified goals. Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.
Meaningful Service *Service-learning actively engages participants in meaningful and personally relevant service activities.*	Students provide indirect service with no contact with population being served. Project is determined without a community needs assessment and does not lead to attainable and visible outcomes. Experience is not appropriate for students' age and developmental level and/or issue is not personally relevant.	Community needs assessment is done in isolation from the community. Project includes minimal direct contact with those being served. Outcomes are attainable and visible, but do little to contribute toward lasting change. Students do not understand their service experiences in the context of the underlying societal issues being addressed.	Project addresses a real need connected to a personally relevant issue and provides direct contact with those being served. Outcomes are attainable and visible, but may not be highly valued by those being served in the school, local, and/or global community.	Experiences are developmentally appropriate, address personally relevant issues, and encourage participants to understand their service experiences in the context of the underlying societal issues being addressed. Interesting and engaging service activities lead to attainable and visible outcomes that have significant impact on participants and others in the school, local, and/or global community.

Rubric for Continuous Improvement of the Service-Learning Experience
Based on the K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council, 2008

	Novice	Introductory	Experienced	Advanced
Youth Voice *Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.*	Teacher determines project with very limited or without student input. Task completion is determined and monitored by the teacher. Teacher evaluates quality and effectiveness of the service-learning experience without student input.	Teacher determines project and offers strong guidance in organizing and completing project tasks. Students are allowed to provide input into decisions, but final determination is made by the teacher. Youth have limited opportunities to demonstrate their abilities and decision-making skills.	Teacher works with students in determining project based on standards. All students work collaboratively to develop project plan and take leadership in carrying out tasks. Teacher helps to shape decisions throughout the process, but places primary emphasis on student voice.	Youth are engaged in generating ideas, identifying learning outcomes, and decision-making during planning, implementation, and evaluation. Youth acquire knowledge and skills to enhance leadership and decision-making and are involved in evaluating the quality and effectiveness of the service-learning experience. Youth and adults are involved in creating an environment that supports trust and open expression of ideas.
Diversity *Service-learning promotes understanding of diversity and mutual respect among all participants.*	Students' pre-conceptions and stereotypes are not challenged. Multiple perspectives are not intentionally sought or incorporated into service-learning experience. Decisions are made by vote rather than consensus.	Understanding of multiple perspectives is limited to tolerance and acceptance of others. Students' pre-conceptions are challenged on a limited basis but project could do more to address engaging the perspective of recipients of the service (people and/or places).	Some time is spent identifying and overcoming stereotypes and valuing different points of view. Students' pre-conceptions and stereotypes are somewhat challenged. Some collaboration incorporating multiple perspectives is developed.	Participants analyze different points of view to gain understanding of multiple perspectives, develop interpersonal skills in conflict resolution and decision-making, recognize and overcome stereotypes, and understand and value the diverse backgrounds and perspectives of those offering and receiving service. Decisions are made through a consensus process.
Reflection *Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.*	Basic reflection is provided for at the end of the service-learning experience using one or two different methods. Reflection is limited in its depth and does not demonstrate complex analysis of social and civic issues. Examination of preconceptions and assumptions is not incorporated into reflective process.	Reflection consists of documenting progress of project and has no clear connection to skills being developed. Project could do more to deepen the level of reflection for students and challenge them to identify, research, and discuss alternative solutions.	Meaningful reflection is planned and integral to the project and is used to teach and/or reinforce core academic skills and/or content. Reflection includes some emphasis on higher order thinking skills. Students are prepared for service-related tasks in connection with skill instruction. Project challenges students to identify, research and implement alternative solutions.	Participants think deeply about complex community problems and alternative solutions and examine a variety of social and civic issues. Participants examine preconceptions in understanding their roles and responsibilities as citizens. It occurs before, during, and after the experience and includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate changes in participants' knowledge, skills, and/or attitudes.
Progress Monitoring *Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.*	Teacher and students follow implementation plans without collecting data to guide decisions. No clear connection exists to specific goals and learning outcomes.	Teacher assesses outcome of learning activities separate from service-learning experience. Teacher and students gather evidence of progress, but do not base decisions on data collected.	Evidence collected provides a picture of student progress throughout the service-learning experience and guides both instruction and project implementation.	Evidence of quality service-learning implementation and progress toward meeting specific goals and learning outcomes is collected from multiple sources throughout. Evidence is used to improve experiences and progress toward goals. Evidence of progress is communicated with the broader community to deepen understanding of service-learning and ensure high quality practices.

THE FOLLOWING PROFILE DESCRIPTIONS INTERRELATE AND EMBED THE FOUR FACETS (LISTED ON THE LEFT) THAT UNDERPIN EACH COMPETENCY.

EACH PROFILE LEVEL PROGRESSES DEVELOPMENTALLY AND IS WRITTEN FROM A STUDENT'S POINT OF VIEW.

CONSIDER THE THEMES PER GRADE (P. 26) AND THE K-12 SERVICE-LEARNING STANDARDS WHEN READING THE PROFILES FOR ASSESSEMENT

CORE COMPETENCY "I CAN" STATEMENTS

CRITICAL THINKING

Analyze and Critique:

- ☐ I can show if I like something or not
- ☐ I can identify criteria that I can use to analyze evidence
- ☐ I can analyze evidence from different perspectives
- ☐ I can reflect on and evaluate my thinking, products, and actions
- ☐ I can analyze my own assumptions and beliefs and consider views that do not fit with them

Question and Investigate:

- ☐ I can explore materials and actions
- ☐ I can ask open-ended questions and gather information
- ☐ I can consider more than one way to proceed an investigation
- ☐ I can evaluate the credibility of sources of information
- ☐ I can tell the difference between facts and interpretations, opinions, and judgments

Develop and Design:

- ☐ I can experiment with different ways of doing things
- ☐ I can develop criteria for evaluating design options
- ☐ I can monitor my progress and adjust my actions to make sure I achieve what I want
- ☐ I can make choices that will help me create my intended impact on an audience or situation

CREATIVE THINKING

Novelty and value:

- ☐ I get ideas when I play. My ideas are fun for me and make me happy
- ☐ I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
- ☐ I generate new ideas as I pursue my interests
- ☐ I get ideas that are new to my peers
- ☐ I can develop a body of creative work over time in an area I'm interested in or passionate about

Generating Ideas:

- ☐ I get ideas when I use my senses to explore
- ☐ I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems
- ☐ I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head
- ☐ I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative
- ☐ I have interests and passions that I pursue over time

Developing Ideas:

- ☐ I make my ideas work or I change what I am doing
- ☐ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them
- ☐ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- ☐ I use my experiences with various steps and attempts to direct my future work
- ☐ I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking

PERSONAL AWARENESS AND RESPONSIBILITY

Self Determination:

- ☐ I can show a sense of accomplishment and joy
- ☐ I can celebrate my efforts and accomplishments
- ☐ I can advocate for myself and my ideas
- ☐ I can imagine and work toward change in myself and the world
- ☐ I take the initiative to inform myself about controversial issues

Self-Regulation:

- ☐ I can sometimes recognize emotions
- ☐ I can use strategies that help me manage my feelings and emotions
- ☐ I can persevere with challenging tasks
- ☐ I can implement, monitor, and adjust a plan and assess the results
- ☐ I can take ownership of my goals, learning, and behaviour

Well-being:

- ☐ I can participate in activities that support my well-being, and tell/show how they help me
- ☐ I can take some responsibility for my physical and emotional well-being
- ☐ I can make choices that benefit my well0being and keep me safe in my community, including my online interactions
- ☐ I can use strategies to find peace in stressful times
- ☐ I can sustain a healthy and balanced lifestyle

COMMUNICATION

Connect and engage with others (to share and develop ideas):

- ☐ I ask and respond to simple, direct questions
- ☐ I am an active listener; I support and encourage the person speaking
- ☐ I recognize that there are different points-of-view and I can disagree respectfully

Acquire, interpret, and present information (include inquiries)

- ☐ I can understand and share information about a topic that is important to me
- ☐ I present information clearly and in an organized way
- ☐ I can present information and ideas to an audience I may not know

Collaborate to plan, carry out, and review constructions and activities

- ☐ I can work with others to achieve a common goal; I do my share
- ☐ I can take on roles and responsibilities in a group
- ☐ I can summarize key ideas and identify the ways we agree (commonalities)

Explain/recount and reflect on experiences and accomplishments

- ☐ I give, receive, and act on feedback
- ☐ I can recount simple experiences and activites and tell something I learned
- ☐ I can represent my learning, and tell how it connects to my experiences and efforts

SOCIAL RESPONSIBILITY

Contributing to community and caring for the environment:

- ☐ With some support, I can be part of a group
- ☐ I can participate in classroom and group activities to improve the classroom school, community, or natural world
- ☐ I contribute to group activities that make my classroom, school, community, or natural world a better place
- ☐ I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change
- ☐ I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change

Solving problems in peaceful ways:

- ☐ I can solve some problems myself and can identify when to ask for help
- ☐ I can identify problems and compare potential problem-solving strategies
- ☐ I can clarify problems, consider alternatives, and evaluate strategies
- ☐ I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

Valuing diversity:

- ☐ With some direction, I can demonstrate respectful and inclusive behaviour
- ☐ I can explain when something is unfair
- ☐ I can advocate for others
- ☐ I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

Building relationships:

- ☐ With some support, I can be part of a group
- ☐ I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing
- ☐ I can identify when others need support and provide it
- ☐ I am aware of how others may feel and take steps to help them feel included
- ☐ I build and sustain positive relationships with diverse people, including people from different generations

POSITIVE PERSONAL & CULTURAL IDENTITY

Relationships and cultural contexts:

- ☐ I can describe my family and community
- ☐ I am able to identify the different groups that I belong to
- ☐ I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)
- ☐ I understand that learning is continuous and my concept of self and identity will continue to evolve

Personal values and choices:

- ☐ I can tell what is important to me
- ☐ I can explain what my values are and how they affect choices I make
- ☐ I can tell how some important aspects of my life have influenced my values
- ☐ I understand how my values shape my choices

Personal strengths and abilities:

- ☐ I can identify my individual characteristics
- ☐ I can describe/express my attributes, characteristics, and skills
- ☐ I can reflect on my strengths and identify my potential as a leaders in my community
- ☐ I understand I will continue to develop new abilities and strengths to help me meet new challenges

Social Responsibility

Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to Community and Caring for the Environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.

- *With some support, I can be part of a group.*
- *I can participate in classroom and group activities to improve the classroom, school, community, or natural world.*
- *I contribute to group activities that make my classroom, school, community, or natural world a better place.*
- *I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change*
- *I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.*

2. Solving Problems in Peaceful Ways.

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

- *I can solve problems myself and can identify when to ask for help.*
- *I can identify problems and compare potential problem-solving strategies*
- *I can clarify problems, consider alternatives, and evaluate strategies.*
- *I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.*

3. Valuing Diversity

Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

- *With some direction, I can demonstrate respectful and inclusive behaviours.*
- *I can explain when something is unfair.*
- *I can advocate for others*
- *I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.*

4. Building Relationships

Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.

- *With some support, I can be part of a group.*
- *I am kind to others, can work or play. cooperatively, and can build relationships with people of my choosing.*
- *I can identify when other need support and provide it.*
- *I am aware of how others may feel and take steps to help them feel included.*
- *I build and sustain positive relationships with diverse people, including people from different generations.*

Continuum of Profiles

The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I am aware that other people can be different than I am. I can interact with my friends. With some support, I can be part of a group.
2	In familiar and structured settings, I can interact with others and the environment respectfully. I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
3	I can interact with others and the environment respectfully and thoughtfully. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.
4	I can take purposeful action to support others and the environment. I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.
5	I can initiate positive, sustainable change for others and the environment. I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.

Communication Competency

Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

1. Connect and engage with others (to share & develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus.

Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate)

- *I ask and respond to simple, direct questions*
- *I am an active listener; I support and encourage the person speaking*
- *I recognize that there are different points-of-view and I can disagree respectfully*

2. Acquire, interpret, and present information (include inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology.

Examples: "show & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal

- *I can understand and share information about a topic that is important to me*
- *I present information clearly & in an organized way*
- *I can present information & ideas to an audience I may not know*

3. Collaborate to plan, carry out, review constructions & activities

Students work together to accomplish goals either face to face, or through media.

Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project

- *I can work with others to achieve a common goal, I do my share*
- *I can take on roles and responsibilities in a group*
- *I can summarize key ideas & identify the ways we agree (commonalities)*

4. Explain/recount/reflect on experiences and accomplishments

Students tell about their experiences –especially their learning experiences – and reflect and share what they learned.

Examples: presentations of learning, self-assessment, and receiving/offering feedback

- *I give, receive, and act on feedback*
- *I can recount simple experiences and activities and tell something I learned*
- *I can represent my learning and tell how it connects to my experiences and efforts*

Continuum of Profiles

The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Communication Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	In a safe and supported environment, I respond meaningfully to communication from peers and adults. With support, I can be part of a group.
2	In a familiar situations, with direct support, I communicate with peers and adults I understand and share basic information about topics that are important to me. I talk and listen to people I know. I plan and complete activities with peers and adults. I can answer simple direct questions about my activities and experiences.
3	In familiar situations, with some support and guidance, I communicate with peers and adults. I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (to connect, help, be friendly, learn/share). I listen and respond to others, I can work with others to achieve a short-term concrete goal; I do my share. I can recount simple experiences/activities & tell something I learned
4	I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener; I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles & responsibilities. I recount & comment on events and experiences.
5	I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener—I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.
6	I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.
7	I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire, critically analyse, and integrate well-chosen information from a range of sources. I show understanding and control of the forms and technologies I use. In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. I am able to represent my learning and my goals, and connect these to my previous experiences. I accept constructive feedback and use it to move forward.
8	I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.

Creative Thinking Competency

Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy

1. Novelty and Value

Students get creative ideas that are both novel and have value. Degrees of novelty –idea may be: new to that student or their peers; it may be novel for their age group or larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts –it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classmate, larger group of peers, in one's community, or on a global level

- *I get ideas when I play. My ideas are fun & make me happy.*
- *I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.*
- *I generate new ideas as I pursue my interests.*
- *I get ideas that are new to my peers.*
- *I can develop a body of creative work over time in an area I'm interested in or passionate about*

2. Generating Ideas

Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas –giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious an subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind *(e.g. by doing relaxing or automatic activities)*

- *I get ideas when I uses my senses to explore.*
- *I build on others' ideas and add new ideas of y own, or combine other people's ideas in new ways to create new things or solve straightforward problems*
- *I deliberately learn a lot about something (e.g. by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.*
- *I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.*
- *I have interest and passions that I pursue over time)*

3. Developing Ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.

- *I make my ideas work or I change what I am doing.*
- *I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them*
- *I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries*
- *I use my experiences with various steps and attempts to direct my future work*
- *I can preserve over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking*

Continuum of Profiles

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Creative Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I get ideas when I play. I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.
2	I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.
3	I can get new ideas in areas in which I have an interest and build my skills to make them work. I generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g., by doing research, talking to others, or practising), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
4	I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers. I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.
5	I can develop a body of creative work over time in an area of interest or passion. I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.

Critical Thinking Competency

Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

1. Analyze and Critique

Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

- *I can show if I like something or not.*
- *I can identify criteria that I can use to analyze evidence.*
- *I can analyze evidence from different perspectives.*
- *I can reflect on and evaluate my thinking, products, and actions.*
- *I can analyze my own assumptions and beliefs and consider* views that do not fit with them.

2. Question and Investigate

Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

- *I can explore materials and actions.*
- *I can ask open-ended questions and gather information.*
- *I can consider more than one way to proceed in an investigation.*
- *I can evaluate the credibility of sources of information.*
- *I can tell the difference between facts and interpretations, opinions, or judgments.*

3. Develop and Design

Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.

- *I can experiment with different ways of doing things*
- *I can develop criteria for evaluating design options.*
- *I can monitor my progress and adjust my actions to make sure I achieve what I want.*
- *I can make choices that will help me created my intended impact on an audience or situation.*

Continuum of Profiles

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Critical Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I can explore. I can explore materials and actions. I can show if I like something or not.
2	I can use evidence to make simple judgments. I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.
3	I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.
4	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans. I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.
5	I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking. I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.
6	I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues. I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.

Positive Personal & Cultural Identity

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

1. Relationships and Cultural Contexts

Students understand that their relationship and cultural contexts help to shape who the are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.

- *I can describe my family and community.*
- *I am able to identify the different groups that I belong to.*
- *I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups)*
- *I understand that learning is continuous and my concept of self identity will continue to evolve.*

2. Personal Values and Choices

Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.

- *I can tell what is important to me.*
- *I can explain what my values are and how they affect choices I make.*
- *I can tell how some important aspect of my life have influenced my values*
- *I understand how my values shape my choices*

3. Personal Strengths and Abilities

Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

- *I can identify my individual characteristics.*
- *I can describe/express my attributes, characteristics, and skills.*
- *I can reflect on my strengths and identify my potential as a leader in my community.*
- *I understand I will continue to develop new abilities and strengths to help me meet new challenges.*

Continuum of Profiles

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Positive Personal & Cultural Identity Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I am aware of myself as different from others. I know my name. With some help, I can identify some of my attributes.
2	I am aware of different aspects of myself. I can identify people, places, and things that are important to me. I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. I am able to explain what interests me.
3	I can describe different aspects of my identity. I have pride in who I am. I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.
4	I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual. I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).
5	I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity. I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.

Personal Awareness & Responsibility

Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

1. Self-Determination

Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

- *I can show a sense of accomplishment & joy*
- *I can celebrate my efforts & accomplishments.*
- *I can advocate for myself and my ideas*
- *I can imagine and work toward change in myself and the world.*
- *I take the initiative to inform myself about controversial issues*

2. Self-Regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

- *I can sometimes recognize emotions.*
- *I can use strategies that help me manage my feelings and emotions.*
- *I can persevere with challenging tasks.*
- *I can implement, monitor, and adjust a plan and assess the results.*
- *I can take ownership of my goals, learning, & behavior.*

3. Well-being

Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.

- *I can participate in activities that support my sell-being, and tell/show how they help me.*
- *I can take some responsibility for my physical and emotional well-being.*
- *I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.*
- *I can use strategies to find peace in stressful times.*
- *I can sustain a healthy and balanced lifestyle.*

Continuum of Profiles

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Personal Awareness & Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

Social Responsibility

Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to Community and Caring for the Environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.

- *With some support, I can be part of a group.*
- *I can participate in classroom and group activities to improve the classroom, school, community, or natural world.*
- *I contribute to group activities that make my classroom, school, community, or natural world a better place.*
- *I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change*
- *I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.*

2. Solving Problems in Peaceful Ways.

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

- *I can solve problems myself and can identify when to ask for help.*
- *I can identify problems and compare potential problem-solving strategies*
- *I can clarify problems, consider alternatives, and evaluate strategies.*
- *I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.*

3. Valuing Diversity

Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

- *With some direction, I can demonstrate respectful and inclusive behaviours.*
- *I can explain when something is unfair.*
- *I can advocate for others*
- *I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.*

4. Building Relationships

Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.

- *With some support, I can be part of a group.*
- *I am kind to others, can work or play. cooperatively, and can build relationships with people of my choosing.*
- *I can identify when other need support and provide it.*
- *I am aware of how others may feel and take steps to help them feel included.*
- *I build and sustain positive relationships with diverse people, including people from different generations.*

Continuum of Profiles

The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.

Profile	Description
1	I am aware that other people can be different than I am. I can interact with my friends. With some support, I can be part of a group.
2	In familiar and structured settings, I can interact with others and the environment respectfully. I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
3	I can interact with others and the environment respectfully and thoughtfully. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.
4	I can take purposeful action to support others and the environment. I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.
5	I can initiate positive, sustainable change for others and the environment. I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.

ASSESSMENT

STANDARDS OF ASSESSMENT

The principles of sound assessment- whether authentic or standards based (or both)- align with principles of good practice for service-learning- which call for real-world problem solving, Authentic learning opportunities and audiences, and active student participation in all phases of projects—as well as give direction to educators to design authentic, standards based assessments for their service-learning projects. The following include methods of assessment CCCS would like to employ.

Organization of Information – Students must organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem or issue.

Consideration of Alternative - Students must consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem or issue.

Disciplinary Content - Students must show understanding and/or use ideas, theories, or perspectives considered central to an academic (or professional) discipline.

Disciplinary Process - Students must use methods or inquiry, research, communication characteristic of an academic (or professional) discipline.

Elaborated Written Response - Students must demonstrate they can elaborate on their understanding, explanations, or conclusions through extended writing.

Problem Connected to the World Beyond the Classroom - Students must address a concept, problem or issue that is similar to the one that they have encountered or are likely to encounter in life beyond the classroom.

Audience Beyond the School- Students must communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school.

STANDARDS OF TEACHING AND LEARNING.

Higher Order Thinking - Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, or arriving at conclusions that produce new meaning and understanding for them.

Deep Knowledge - Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.

Substantive Conversation - Students engage in extended conversational exchanges with the teacher and/or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

Connections to the World Beyond the Classroom - Students make connections between substantive knowledge and either public problems or personal experiences,

EXAMPLE ASSESSEMENT METHODS AT CCCS

Capital City Charter School Final Revision – January 2018

Phases	Content & Processes	Standards Addressed	Instructional Methods	Assessment (what students may be asked to do)
What?:	**Content/Knowledge:** • concepts of multiplication, division, and area. • number and money sense, decimals.	**Mathematics Standard #1** • Students develop number sense; • use numbers and number relationships in problem solving; and • communicate the reasoning used in solving these problems.	• lecture • direct instruction	• short answer definitions of concepts. • communicate math concepts with symbols and in writing.
	Mechanics/Skills: • how to execute multiplication, division, and area algorithms. • how to use paper-and -pencil and calculator to prepare a budget and calculate funds.	**Mathematics Standard #5** • Students use a variety of tools and techniques to measure; • apply results in problem solving situations; and • communicate the reasoning used in problem solving.	• presenta-tions • demonstra-tions	• compute perimeter and area of garden • multiply variables related to garden • compute using percents, and decimals.
So What?:	**Integration of Knowledge** *(Synthesis)* • how to integrate knowledge and skills about math learned in the classroom with ways of calculating and problem solving at the garden.	**Mathematics Standard #6** • Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem solving situations and communicate the reasoning used.	• experiments • labs	• demonstrate connection between math concepts and procedures learned in class with those needed to build the garden;
Now What?:	**Application of Knowledge** *(Transfer)* • how to apply new "integrated" knowledge about mathematics to the actual building of the garden and management of project funds.	Although not explicitly discussed in terms of "transfer" or "application" of knowledge, the standards listed above focus on problem solving which facilitates the transfer and application of knowledge.	• service learning	• demonstrates ability to make plan of action with knowledge (e.g., can decide how much fence to buy).

REFLECTION RESOURCES FOR STAFF (INCLUDES, BUT NOT LIMITED TO ITEMS BELOW)

1. Journals:

• ***Personal Journal*** - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the teacher, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher,1996)

• ***Dialogue Journal*** - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the teacher to read and comment on. While labor intensive for the teacher, this can provide continual feedback to the students and prompt new questions for students to consider during the year. (Goldsmith, 1995)

• ***Highlighted Journal*** - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the teacher to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsberg College)

• ***Key Phrase Journal*** - Students are asked to integrate terms and key phrases within their journal entries. The teacher can provide a list of terms at the beginning of the term/quarter or for a certain portion of the text. Students could also create their own list of key phrases to include. These are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)

• ***Double-entry Journal*** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)

• ***Critical Incident Journal*** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why

was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a

dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

• ***Three-part Journal*** - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)

1. **Free Association Brainstorming** – (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 "post-its" and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feeling they had when they experienced their first "field encounter." After finishing question two completely, have them write down all of the feelings they are having "right now" regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)

2. **Quotes** - Using quotes can be a useful way to initiate reflection because there is an ample supply of them and they are often brief and inspiriting. Here are some quotes as examples you might want to use:

    - "If we do not act. We shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight." — Dr. Martin Luther King, Jr.

    - "A different world cannot be built by indifferent people." — Horace Mann

- "I believe that serving and being served are reciprocal and that one cannot really be one without the other." —Robert Greenleaf, educator and writer

- "Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has." — Margaret Mead

- "Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have." — Oprah Winfrey

Quotes may be used in a variety of ways. You might give each student a page of quotes and ask

them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)

3. **Quotes in Songs** - Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to "say" the lyric that describes their feelings. This usually proves to be "fun" in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey's kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart's song speech, Miami Dade Community College)

4. **Reflective Essays** - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students.

5. **Directed Writings** - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, "William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the

following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray's continuum?" A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.

6. **Experiential Research Paper** - An experiential research paper, based on Kolb's experiential learning cycle, is a formal that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site.

7. **Directed Readings** - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.

8. **Ethical Case Studies** - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)

9. **Structured Class Discussions** - Structured reflection sessions can be facilitated during regular class time when all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service 30 site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)

10. **Student Portfolios -** This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate "proof" which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. "The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates." Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.

11. **It's My Bag -** Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)

12. **It's Your Thing/Express Yourself -** This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that gives the student the chance to perform or explain in front of the class is what you are looking for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member's feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)

13. **Small Group Week -** This is a simple alternative to full-class reflection sessions when you really want students to have a maximum amount of time to talk individually. Schedule the reflection sessions so that only a small number of students need to attend. The group should consist of no more than 10-12, if possible. The rest of the class will be

scheduled to attend other class periods, using this period for whatever you want them to be doing outside of class. The students will feel more like sharing when you form the group in a small intimate circle and spend the period asking them questions related to their service-learning experience that encourage self-expression. (Prof. Dave Johnson, Miami Dade Community College)

14. **E-mail Discussion Groups** - Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about the group learning that occurred from the service experience.

15. **Class Presentations** - A way for students to share their service-learning experience with peers is to class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of students' involvement.

Once approved, The CCCS will hold four to six community outreach events in Concord, NH and the surrounding communities. At these events we will be introducing families to the innovative approach that The Capital City Charter School will offer.

We will be reaching out to the following organizations, but not limited to these organization, in order to make sure that we are reaching as many families in the Concord and surrounding areas in New Hampshire, as well as creating as diverse a population as possible.

Concord Boys and Girls Club
Child & Family Services
Department of Health and Human Services
Easter Seals
Hearts For Kindness
New England College
North East Deaf & Hard of Hearing Services

RESEARCH

Studies conducted by Cairn and Kielsmeier (1991) and Kraft and Swadener (1994) indicate the following outcomes for students involved in service learning:

Personal Growth: Increased self-esteem and confidence Increased personal responsibility Increased sense of personal efficacy

Career Development: Active exploration of career interests Understanding of the world of work Specific job skill Hiring advantage over others Greater confidence in career choice

Social Development: Increased interpersonal skills Increased tolerance/support for diversity Engagement in other volunteer activities Indication of future community participation

Academic/Cognitive: Belief that service is a positive learning experience Better grades Persistence to graduation

The Dominant Service Sector

- The Bureau of Labor Statistics (BLS) defines the service sector to include all industries except those in the goods-producing sector like agriculture, mining, construction, and manufacturing. The service sector or "service-providing industry," encompasses the industries of wholesale and retail trade, utilities, transportation, information, financial and business activities, professional and technical services, education, health care and social assistance, government, leisure and hospitality, and miscellaneous services.
    - Many careers are considered part of the service sector such as managers, accountants, sales representatives, architects, computer specialists, engineers, scientists, therapists, social workers, lawyers, teachers, artists, athletes, reporters, dentists, nurses, electricians, mechanics, airplane pilots, chefs, firefighters, grounds keepers, and soldiers.

  The service sector will be the main source of employment and output between 2008 and 2018, according to BLS projections released in November 2009. Employment in the service sector will increase over 12 percent between 2008 and 2018, while employment in the goods-producing sector is not expected to increase. Overall, economy-wide employment is expected to increase by 10 percent.
  The service sector employed 112.8 million people (seasonally adjusted) as of March 2011. BLS projects that by 2018, the service sector will employ 131.1 million people.
  In 2008, more than three out of four jobs (77.2 percent) in the U.S. economy were in the service sector. By 2018, this dominance is expected to increase, with 78.8 percent of total employment being in the service sector.

The Service Industry: Creating Jobs

- The 10 occupations with the largest projected growth between 2008 and 2018 are in the service sector. In fact, twenty-nine of the top 30 occupations with the largest growth are in the service sector. The top 30 occupations with the fastest projected growth are in the service sector.
- The service sector is expected to create 14.6 million jobs between 2008 and 2018. The goods-producing sector (excluding agriculture) is expected to add only 27,300 jobs in the same time period.
    - Within the service sector, education services, health care and social assistance services, and professional and business services are the industry divisions with the strongest employment growth. All three are expected to grow at an annual average rate that is over double the expected rate for the economy as a whole.
    - The educational service industry is expected to add 805,500 new jobs; health and social services is expected to add nearly 4 million new jobs; and professional and business services is expected to add 4.2 million jobs. Altogether these three sectors account for more than half the total increase in employment expected by 2018. In 2018, over one in four jobs will be in one of these three industries.
    - The industry group expected to be the largest source of output growth in the service sector is information services. Output in this sector is projected to increase 5.4 percent per year, to nearly $2.3 trillion in 2018, up from about $1.2 trillion in 2008. As of March 2011, the information sector employed 2.7 million people. Increased demand for internet, cable, and telecommunications services will continue to propel the information sector of the service industry, with over 3.1 million employed by 2018.
    - "Employment in public and private educational services is anticipated to grow by 12 percent, adding about 1.7 million new jobs through 2018. Rising student enrollments at all levels of education will create demand for educational services." Jobs in the education services industry are expected to increase at a 2.4 percent annual rate from 2008 to 2018. Education, training, and library occupations are projected to increase by 14.4 percent from 2008 to 2018 (over 1.3 million added jobs).
    - Between 2008 and 2018, "employment in community and social services occupations is projected to increase by 16 percent, growing by roughly 448,400 jobs. As health insurance providers increasingly cover mental and behavioral health treatment, and as a growing number of elderly individuals seek social services, demand for these workers will increase."
    - Employment of professionals and related occupations is expected to increase by nearly 16.8 percent, growing by over 5.2 million jobs.
    - The top five **industries** projected to add the most professional and technical jobs from 2008 to 2018 are:

        1. Management, scientific, and technical consulting services: 835,200 added jobs;

2. Computer systems design and related services: 656,400 added jobs;
3. General local government educational services: 652,700 added jobs;
4. Nursing and residential care facilities: 636,800 added jobs; and
5. Employment services: 599,700 added jobs.

National Studies on Service-Learning and Academic Achievement

- Students who are more civically engaged perform better in reading, mathematics, history, and science, and are more apt to complete high school. Those who participated in service-learning made significantly greater gains in all four subject areas than those who did not participate. Davila and Mora (2007) analyzed data from the National Education Longitudinal Study of 1988.

- Eighty-one percent of dropouts felt that they would have been more apt to stay in school if their school had offered real-world learning opportunities, such as service-learning. Bridgeland and colleagues (2006) conducted focus groups and interviews with high school dropouts, ages 16-24, to determine reasons they left school and factors that might have led them to persist.

- Low socio-economic status students who participate in service scored higher in achievement, motivation, grades, bonding to school, and attendance than similar students who did not participate in service. Scales and colleagues (2006) studied the effects of taking part in service-learning or community service on the academic assets of a large national sample of sixth- through twelfth-grade students.

- In a national evaluation of high-quality middle and high school federally funded Learn and Serve programs, Melchior (1998) found that at the end of one year, service-learning students significantly outperformed comparison students in overall grades, grades in mathematics and science, and school engagement. Participating high school students demonstrated significantly greater improvement in mathematics, science, and school engagement and had significantly fewer failures than the comparison group. Middle school students demonstrated significantly greater gains in social studies grades than comparison students. Short-term academic benefits were more pronounced for minority students; minority and disadvantaged students showed significantly greater long-term academic benefits than others.

- When comparing academic performance of students in alternative high schools offering the Quest Skills for Action curriculum, which includes a service-learning component, with the performance of similar students in traditional schools, alternative

school students had approximately half the absences, posted significantly fewer suspensions, and earned significantly higher grades (Laird & Black, 2002).

A DAY IN THE LIFE AT CCCS

REGULAR SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Project Period	Project Period	Project Period	Project Period	Project Period
8:40 - 9:30	A	F	D	B	G
9:35 - 10:25	B	G	E	C	A
10:30 - 11:20	C	A	F	D	B
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:30	D	B	G	E	C
1:35 – 2:25	E	C	A	F	D
2:30 - 3:30/4	Project Period	Project Period	Project Period	Project Period	Project Period

PROJECT DAYS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Project Period	Project Period	Project Period	Project Period	Project Period
8:40 - 9:30	A	Project	D	Project	G
9:35 - 10:25	B	Project	E	Project	A
10:30 - 11:20	C	Project	F	Project	B
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:30	D	B	Project	E	C
1:35 – 2:25	E	C	Project	F	D
2:30 - 3:30/4	Project Period Flex Time/Conference	Project Period Flex Time/Conference	Project Period Flex Time/Conference	Project Period Flex Time/Conference	Project Period Flex Time/Conference

Appendix D: Project Budget

Capital City Charter School

Budget Summary

Capital City Charter School Projected Enrollment									
Grade				**Pre-Operations**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
6				0	20	35	60	60	60
7				0	20	35	35	65	65
8				0	20	35	35	35	65
9				0	0	35	35	35	35
10				0	0	0	35	35	35
11				0	0	0	0	35	35
12				0	0	0	0	0	35
Total Projected Enrollment					**60**	**140**	**200**	**265**	**330**
				Pre-Operations	**Year1**	**Year2**	**Year3**	**Year4**	**Year5**
		State Revenue - Per Pupil Income	$7,047.06	$0.00	$422,823.60	$986,588.40	$1,409,412.00	$1,867,470.90	$2,325,529.80
		Projected FRL Population 20%	$1,780.63	$0.00	$21,367.56	$49,857.64	$71,225.20	$92,592.76	$113,960.32
		Projected Federal Startup Funds		$200,000.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00
		Total Projected Income		**$200,000.00**	**$644,191.16**	**$1,236,446.04**	**$1,480,637.20**	**$1,960,063.66**	**$2,439,490.12**
FUNC									
1000	Instructional Services								
2200	Instructional Salaries and Benefits								
2400	Administrative Salaries and Benefits								
	Object								
		Instruction General							
1000	110	Salaries - Teachers 1		$0.00	$150,000.00	$262,500.00	$400,000.00	$520,000.00	$640,000.00
	111	Salaries, Support Staff, Teachers Assistants 1		$0.00	$40,000.00	$60,000.00	$80,000.00	$100,000.00	$120,000.00
	200	Teachers/Aids benefits		$0.00	$0.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
	240	Staff Development		$0.00	$5,000.00	$7,500.00	$10,000.00	$12,000.00	$15,000.00
2410	200	FICA - Teachers		$0.00	$15,000.00	$26,250.00	$40,000.00	$52,000.00	$64,000.00
	260	Workers Compensation		$0.00	$6,750.00	$11,812.50	$18,000.00	$23,400.00	$28,800.00
	320	Consultants & Contracted Support		$10,000.00	$12,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
	580	Instructional Travel		$2,000.00	$2,800.00	$3,400.00	$3,400.00	$3,400.00	$3,400.00
	610	Supplies for Art, Music, Language		$10,000.00	$15,000.00	$18,000.00	$18,000.00	$18,000.00	$18,000.00
	641	Textbooks, Other Media & Core Instruction		$18,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00
	734	Computer, Software, Licenses		$2,900.00	$3,900.00	$3,900.00	$2,900.00	$2,900.00	$2,900.00
	730	Office Furniture & Equipment		$4,000.00	$6,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
	734	Computers and Communication Equipment		$10,000.00	$13,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00

		SUBTOTAL		$56,900.00	$294,450.00	$462,362.50	$643,300.00	$804,700.00	$967,100.00
		SPECIAL EDUCATION							
1200	110	Teacher Liaisons Special Education		$0.00	$10,000.00	$12,500.00	$15,000.00	$20,000.00	$25,000.00
		SUBTOTAL		$0.00	$10,000.00	$12,500.00	$15,000.00	$20,000.00	$25,000.00
2100	110	STUDENT SUPPORT SERVICES							
2122	360	Testing/Appraisal & Support Services		$0.00	$12,000.00	$10,000.00	$12,000.00	$12,000.00	$12,000.00
2122	390	Contracted Services, Guidance & Counseling		$0.00	$5,000.00	$7,500.00	$12,500.00	$15,000.00	$15,000.00
2122	610	Supplies, Building & Grounds (including signage)		$0.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2700	320	Insurance/Maintenance		$0.00	$8,000.00	$18,000.00	$28,000.00	$28,000.00	$28,000.00
2122	734	Computers and Communication Equipment		$0.00	$1,000.00	$800.00	$800.00	$800.00	$800.00
		SUBTOTAL		$0.00	$27,000.00	$37,300.00	$54,300.00	$56,800.00	$56,800.00
2130		HEATH SERVICES							
2134	110	Nurse Salary Contracted		$0.00	$5,000.00	$7,500.00	$12,500.00	$15,000.00	$15,000.00
2134	220	Nurse FICA		$0.00	$500.00	$750.00	$1,250.00	$1,500.00	$1,500.00
2134	610	Supplies, Health		$0.00	$800.00	$1,000.00	$1,200.00	$1,500.00	$1,700.00
		SUBTOTAL		$0.00	$6,300.00	$9,250.00	$14,950.00	$18,000.00	$18,200.00
2222		LIBRARY & MEDIA SERVICES							
2222	641	Books, Library		$0.00	$1,500.00	$1,500.00	$4,000.00	$4,000.00	$6,000.00
		SUBTOTAL		$0.00	$1,500.00	$1,500.00	$4,000.00	$4,000.00	$6,000.00
2225		PURCHASED PROFESSIONAL/TECHNICAL SERVICES							
2225	110	Contract Services, IT		$5,000.00	$8,000.00	$12,000.00	$15,000.00	$15,000.00	$15,000.00
2225	610	Computer Supplies		$1,700.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$1,500.00
2225	731	Computer Equipment		$7,500.00	$8,000.00	$8,000.00	$3,500.00	$3,500.00	$3,000.00
		SUBTOTAL		$14,200.00	$17,000.00	$21,000.00	$20,000.00	$20,000.00	$19,500.00
2410		Administration							
2410	110	Start Up Director Salary		$55,000.00	$0.00	$0.00	$0.00	$0.00	$0.00
2410	110	School Director Salary		$0.00	$60,000.00	$62,000.00	$64,000.00	$65,000.00	$65,000.00
2410	125	1/2 FTE Executive Assistant		$0.00	$20,000.00	$21,000.00	$22,000.00	$23,000.00	$24,000.00
2410	125	1/2 FTE Business Manager		$0.00	$25,000.00	$26,000.00	$27,000.00	$28,000.00	$29,000.00
2410	210	Director Benefits		$0.00	$2,000.00	$2,200.00	$2,400.00	$3,000.00	$3,500.00
2410	210	Support Staff Benefits		$0.00	$0.00	$2,000.00	$3,000.00	$4,000.00	$4,000.00
2410	220	FICA - School Director		$0.00	$0.00	$6,200.00	$6,400.00	$6,500.00	$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.		$0.00	$4,000.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
2318	330	Legal Services		$2,000.00	$2,500.00	$2,500.00	$2,500.00	$3,000.00	$3,000.00
2317	331	Auditors		$0.00	$4,500.00	$5,000.00	$5,500.00	$6,000.00	$6,500.00
2410	534	Postage		$1,500.00	$1,500.00	$2,500.00	$3,000.00	$3,000.00	$3,000.00

2410	210	Support Staff Benefits	$0.00	$0.00	$2,000.00	$3,000.00	$4,000.00	$4,000.00
2410	220	FICA - School Director	$0.00	$0.00	$6,200.00	$6,400.00	$6,500.00	$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.	$0.00	$4,000.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
2318	330	Legal Services	$2,000.00	$2,500.00	$2,500.00	$2,500.00	$3,000.00	$3,000.00
2317	331	Auditors	$0.00	$4,500.00	$5,000.00	$5,500.00	$6,000.00	$6,500.00
2410	534	Postage	$1,500.00	$1,500.00	$2,500.00	$3,000.00	$3,000.00	$3,000.00
2410	540	Advertising & Program Material Dissemination	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00
2410	550	Printing	$600.00	$600.00	$500.00	$500.00	$500.00	$500.00
2410	390	Contracted Services/School Board Management	$2,000.00	$8,000.00	$8,000.00	$8,000.00	$4,500.00	$4,500.00
2410	340	Network Cabling & Set-up, Security	$2,000.00	$2,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2410	739	Other Equipment	$2,500.00	$2,500.00	$700.00	$700.00	$700.00	$700.00
2319	500	Other Purchased Services:Bacground Checks	$350.00	$350.00	$300.00	$300.00	$300.00	$300.00
		SUBTOTAL	**$67,450.00**	$134,450.00	$147,400.00	$155,800.00	$160,000.00	$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	$0.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	$55,000.00	$110,000.00	$115,000.00	$130,000.00	$130,000.00	$130,000.00
2620	450	Building Repairs and Renovations (be used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property not appreciably prolong its life, but merely keep it in an efficient operating condition)	$0.00	$8,000.00	$20,000.00	$30,000.00	$35,000.00	$40,000.00
	620	Heat	$0.00	$3,000.00	$4,000.00	$5,000.00	$6,000.00	$8,000.00
	622	Electricity	$0.00	$3,000.00	$3,500.00	$4,000.00	$4,500.00	$5,000.00
	520	Property Liability Insurance	$0.00	$4,000.00	$10,000.00	$12,000.00	$13,000.00	$15,000.00
	530	Phone & Internet	$2,500.00	$3,600.00	$3,600.00	$3,600.00	$4,000.00	$4,000.00
		SUBTOTAL	**$57,500.00**	$132,600.00	$157,100.00	$186,100.00	$194,000.00	$204,000.00
		Total Projected Income	$200,000.00	$644,191.16	$1,236,446.04	$1,480,637.20	$1,960,063.66	$2,439,490.12
		Total Projected Expenses	$196,050.00	$623,300.00	$848,412.50	$1,093,450.00	$1,277,500.00	$1,461,600.00

2410	540	Advertising & Program Material Dissemination	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00
2410	550	Printing	$600.00	$600.00	$500.00	$500.00	$500.00	$500.00
2410	390	Contracted Services/School Board Management	$2,000.00	$8,000.00	$8,000.00	$8,000.00	$4,500.00	$4,500.00
2410	340	Network Cabling & Set-up, Security	$2,000.00	$2,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2410	739	Other Equipment	$2,500.00	$2,500.00	$700.00	$700.00	$700.00	$700.00
2319	500	Other Purchased Services:Bacground Checks	$350.00	$350.00	$300.00	$300.00	$300.00	$300.00
		SUBTOTAL	**$67,450.00**	$134,450.00	$147,400.00	$155,800.00	$160,000.00	$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	$0.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	$55,000.00	$110,000.00	$115,000.00	$130,000.00	$130,000.00	$130,000.00
2620	450	used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property not appreciably prolong its life, but merely keep it in an efficient	$0.00	$8,000.00	$20,000.00	$30,000.00	$35,000.00	$40,000.00
	620	Heat	$0.00	$3,000.00	$4,000.00	$5,000.00	$6,000.00	$8,000.00
	622	Electricity	$0.00	$3,000.00	$3,500.00	$4,000.00	$4,500.00	$5,000.00
	520	Property Liability Insurance	$0.00	$4,000.00	$10,000.00	$12,000.00	$13,000.00	$15,000.00
	530	Phone & Internet	$2,500.00	$3,600.00	$3,600.00	$3,600.00	$4,000.00	$4,000.00
		SUBTOTAL	**$57,500.00**	$132,600.00	$157,100.00	$186,100.00	$194,000.00	$204,000.00
		Total Projected Income	$200,000.00	$644,191.16	$1,236,446.04	$1,480,637.20	$1,960,063.66	$2,439,490.12
		Total Projected Expenses	$196,050.00	$623,300.00	$848,412.50	$1,093,450.00	$1,277,500.00	$1,461,600.00

ANNOTATIONS FOR BUDGET

NOTES EXPENDITURES

(1) Three Full time Teacher positions $37,500, & two 1/2 time Positions $18,750 based on starting salaries in NH in the range of salaries as $29,542 to $46,040.00 Concord SD & Surrounding SD's ave Salary $38,446.33 year two five ft @ $37,500 four 1/2 time @18,875

(2) Teacher assistant estimates based on $20,000 FTE, after capacity there will be both FTE and PTE, contract aids if shortage in support.

(3) The board of Trustees will set substitute rates and leave allowances

(4) This anticipates curriculum module development

(5) Computer purchases reflect classroom set-up needs

(6) Anticipate part-time position during planning until full enrollment for first year

(7) Due to scope of this initiative, 1.4 FTE is needed for development/planning year

(8) Anticipates 0.5 FTE admin assistant during planning and 1.0 FTE office after school has capacity of 45 Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialists for projects and concerns

(9) Anticipate a facility that needs some funding's for renovation and code compliance - funds in this category will be requested unless needed

NOTES REVENUE

(1) Revenue from parent group fundraisers, other fundraising within community dinners, corporate fundraisers etc.

(2) Revenue balances will be transferred to a trust account according to appropriate procedures.

(3) Revenue from Summer programs, enrichment classes, before after school care, school initiatives. Revenue based on 1/3 of students using services

(4) Reflects expenditure allotted for growth in 3rd year, new small and online, initiative

ASLER STANDARDS

Members of the Alliance for Service Learning in Education Reform (ASLER) developed these standards to promote quality in school-based and community-based service learning programs.

I. Effective service-learning efforts strengthen service and academic learning.

II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.

III. Preparation and reflection are essential elements in service learning.

IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.

V. Youth are involved in the planning.

VI. The service students perform makes a meaningful contribution to the community.

VII. Effective service learning integrates systematic formative and summative evaluation.

VIII. Service learning connects the school or sponsoring organization and its community in new and positive ways.

IX. Service learning is understood and supported as an integral element i n the life of a school or sponsoring organization and its community.

X. Skilled adult guidance and supervision are essential to the success of service learning.

XI. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Source: Standards of Quality for School-bused and Community-based Service-Learning, Alliance for Service-Learning in Education Reform, March, 1995.

If your Service-Learning Project meets six to seven of these eleven ASLER Standards, you have a project that is consistent in the principles of Service-Learning.

Appendix F: Letters of Support

June 4, 2017

Susan Felker-Martin
333 Deer Meadow Rd
Webster, NH 03303

Michelle Gauthier
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Michelle,

I have lived in the Concord area for over thirty years. I would like to put forth my enthusiastic support, as a local business person and parent, for the proposed Capital City Charter School. The Concord community would truly benefit from this school. There is nothing to compare to it.

I have seen the city become rich in cultural diversity over these three decades. Capital City will celebrate this diversity. Their plan to have the students become sensitive to its community's needs and then design their service to meet those needs is both highly meritorious and will serve to empower these middle school age students to become service oriented for life. The plan for the curriculum to be community service focused inspires hope.

Most Sincerely,

Susan Felker-Martin
Sales Coordinator Juice Plus+ company

June 7, 2017

Nicole Fitts
Laconia, NH 03276

Mr. David Quigley
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Quigley,

I have lived in the Laconia area my entire life. I would like to put forth my enthusiastic support, as a parent, for the proposed Capital City Charter School. The curriculum and pedagogy is bold, forward-thinking and exciting. This area is in need of such a forward-thinking, supportive and student-led environment. The surrounding communities and potentially the State of New Hampshire would be at a significant advantage with this school in operation.

After Ms. Alicea explained the use of the word "Capital" having a purposeful, dual meaning:

1. Capital is the noun used for Concord versus
2. Capital – in the business world -- defined as wealth in the form of money or other assets owned by a person or organization or available or contributed for a particular purpose such as starting a company or investing. I was thrilled and excited for the concept to become a reality. Imagine the student's esteem when they attend and leave Capital City Charter School!

Capital City would celebrate the diversity that has become of the State of New Hampshire, educationally, socially and globally. The school & Founder's philosophy will aid to empower middle school age students to develop service-oriented and global thinking for life. I plan to enroll my son, currently in 2nd grade, into Capital City Charter School, as soon as they are approved.

Sincerely,

Nicole Fitts
Laconia Parent

Capital City Charter School

Budget Summary

Capital City Charter School Projected Enrollment									
Grade				**Pre-Operations**	**Year1**	**Year2**	**Year3**	**Year4**	**Year5**
6				0	20	35	65	65	65
7				0	20	35	35	65	65
8				0	20	35	35	35	65
9				0		20	35	35	35
10				0	0	5	20	35	35
11				0	0	0	5	20	35
12				0	0	0	0	5	20
Total Projected Enrollment					**60**	**130**	**195**	**260**	**320**
				Pre-Operations	**Year1**	**Year2**	**Year3**	**Year4**	**Year5**
		State Revenue - Per Pupil Income	$7,047.06	$0.00	$422,823.60	$916,117.80	$1,374,176.70	$1,832,235.60	$2,255,059.20
		Projected FRL Population 20%	$1,780.63	$0.00	$21,367.56	$49,857.64	$71,225.20	$92,592.76	$113,960.32
		Projected Federal Startup Funds		$200,000.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00
		Total Projected Income		**$200,000.00**	**$644,191.16**	**$1,165,975.44**	**$1,445,401.90**	**$1,924,828.36**	**$2,369,019.52**
FUNC									
1000	Instructional Services								
2200	Instructional Salaries and Benefits								
2400	Administrative Salaries and Benefits								
	Object								
		Instruction General							
1000	110	Salaries - Teachers 1		$0.00	$150,000.00	$262,500.00	$400,000.00	$520,000.00	$640,000.00
	111	Salaries, Support Staff, Teachers Assistants 1		$0.00	$40,000.00	$60,000.00	$80,000.00	$100,000.00	$120,000.00
	200	Teachers/Aids benefits		$0.00	$0.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
	240	Staff Development		$0.00	$5,000.00	$7,500.00	$10,000.00	$12,000.00	$15,000.00
2410	200	FICA - Teachers		$0.00	$15,000.00	$26,250.00	$40,000.00	$52,000.00	$64,000.00
	260	Workers Compensation		$0.00	$6,750.00	$11,812.50	$18,000.00	$23,400.00	$28,800.00
	320	Consultants & Contracted Support		$10,000.00	$12,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
	580	Instructional Travel		$2,000.00	$2,800.00	$3,400.00	$3,400.00	$3,400.00	$3,400.00
	610	Supplies for Art, Music, Language		$10,000.00	$15,000.00	$18,000.00	$18,000.00	$18,000.00	$18,000.00
	641	Textbooks, Other Media & Core Instruction		$18,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00
	734	Computer, Software, Licenses		$2,900.00	$3,900.00	$3,900.00	$2,900.00	$2,900.00	$2,900.00
	730	Office Furniture & Equipment		$4,000.00	$6,000.00	$8,000.00	$8,000.00	$8,000.00	$8,000.00
	734	Computers and Communication Equipment		$10,000.00	$13,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00

		SUBTOTAL		$56,900.00	$294,450.00	$462,362.50	$643,300.00	$804,700.00	$967,100.00
		SPECIAL EDUCATION							
1200	110	Teacher Liaisons Special Education		$0.00	$10,000.00	$12,500.00	$15,000.00	$20,000.00	$25,000.00
		SUBTOTAL		$0.00	$10,000.00	$12,500.00	$15,000.00	$20,000.00	$25,000.00
2100	110	STUDENT SUPPORT SERVICES							
2122	360	Testing/Appraisal & Support Services		$0.00	$12,000.00	$10,000.00	$12,000.00	$12,000.00	$12,000.00
2122	390	Contracted Services, Guidance & Counseling		$0.00	$5,000.00	$7,500.00	$12,500.00	$15,000.00	$15,000.00
2122	610	Supplies, Building & Grounds (including signage)		$0.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2700	320	Insurance/Maintenance		$0.00	$8,000.00	$18,000.00	$28,000.00	$28,000.00	$28,000.00
2122	734	Computers and Communication Equipment		$0.00	$1,000.00	$800.00	$800.00	$800.00	$800.00
		SUBTOTAL		$0.00	$27,000.00	$37,300.00	$54,300.00	$56,800.00	$56,800.00
2130		HEATH SERVICES							
2134	110	Nurse Salary Contracted		$0.00	$5,000.00	$7,500.00	$12,500.00	$15,000.00	$15,000.00
2134	220	Nurse FICA		$0.00	$500.00	$750.00	$1,250.00	$1,500.00	$1,500.00
2134	610	Supplies, Health		$0.00	$800.00	$1,000.00	$1,200.00	$1,500.00	$1,700.00
		SUBTOTAL		$0.00	$6,300.00	$9,250.00	$14,950.00	$18,000.00	$18,200.00
2222		LIBRARY & MEDIA SERVICES							
2222	641	Books, Library		$0.00	$1,500.00	$1,500.00	$4,000.00	$4,000.00	$6,000.00
		SUBTOTAL		$0.00	$1,500.00	$1,500.00	$4,000.00	$4,000.00	$6,000.00
2225		PURCHASED PROFESSIONAL/TECHNICAL SERVICES							
2225	110	Contract Services, IT		$5,000.00	$8,000.00	$12,000.00	$15,000.00	$15,000.00	$15,000.00
2225	610	Computer Supplies		$1,700.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$1,500.00
2225	731	Computer Equipment		$7,500.00	$8,000.00	$8,000.00	$3,500.00	$3,500.00	$3,000.00
		SUBTOTAL		$14,200.00	$17,000.00	$21,000.00	$20,000.00	$20,000.00	$19,500.00
2410		Administration							
2410	110	Start Up Director Salary		$55,000.00	$0.00	$0.00	$0.00	$0.00	$0.00
2410	110	School Director Salary		$0.00	$60,000.00	$62,000.00	$64,000.00	$65,000.00	$65,000.00
2410	125	1/2 FTE Executive Assistant		$0.00	$20,000.00	$21,000.00	$22,000.00	$23,000.00	$24,000.00
2410	125	1/2 FTE Business Manager		$0.00	$25,000.00	$26,000.00	$27,000.00	$28,000.00	$29,000.00
2410	210	Director Benefits		$0.00	$2,000.00	$2,200.00	$2,400.00	$3,000.00	$3,500.00
2410	210	Support Staff Benefits		$0.00	$0.00	$2,000.00	$3,000.00	$4,000.00	$4,000.00
2410	220	FICA - School Director		$0.00	$0.00	$6,200.00	$6,400.00	$6,500.00	$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.		$0.00	$4,000.00	$6,000.00	$8,000.00	$10,000.00	$12,000.00
2318	330	Legal Services		$2,000.00	$2,500.00	$2,500.00	$2,500.00	$3,000.00	$3,000.00
2317	331	Auditors		$0.00	$4,500.00	$5,000.00	$5,500.00	$6,000.00	$6,500.00
2410	534	Postage		$1,500.00	$1,500.00	$2,500.00	$3,000.00	$3,000.00	$3,000.00

2410	540	Advertising & Program Material Dissemination		$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00
2410	550	Printing		$600.00	$600.00	$500.00	$500.00	$500.00	$500.00
2410	390	Contracted Services/School Board Management		$2,000.00	$8,000.00	$8,000.00	$8,000.00	$4,500.00	$4,500.00
2410	340	Network Cabling & Set-up, Security		$2,000.00	$2,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
2410	739	Other Equipment		$2,500.00	$2,500.00	$700.00	$700.00	$700.00	$700.00
2319	500	Other Purchased Services:Bacground Checks		$350.00	$350.00	$300.00	$300.00	$300.00	$300.00
		SUBTOTAL		**$67,450.00**	$134,450.00	$147,400.00	$155,800.00	$160,000.00	$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES							
2620	423	Trash removal, Plowing, Grounds, Etc.		$0.00	$1,000.00	$1,000.00	$1,500.00	$1,500.00	$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)		$55,000.00	$110,000.00	$115,000.00	$130,000.00	$130,000.00	$130,000.00
2620	450	used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property not appreciably prolong its life, but merely keep it in an efficient		$0.00	$8,000.00	$20,000.00	$30,000.00	$35,000.00	$40,000.00
	620	Heat		$0.00	$3,000.00	$4,000.00	$5,000.00	$6,000.00	$8,000.00
	622	Electricity		$0.00	$3,000.00	$3,500.00	$4,000.00	$4,500.00	$5,000.00
	520	Property Liability Insurance		$0.00	$4,000.00	$10,000.00	$12,000.00	$13,000.00	$15,000.00
	530	Phone & Internet		$2,500.00	$3,600.00	$3,600.00	$3,600.00	$4,000.00	$4,000.00
		SUBTOTAL		**$57,500.00**	$132,600.00	$157,100.00	$186,100.00	$194,000.00	$204,000.00
		Total Projected Income		$200,000.00	$644,191.16	$1,165,975.44	$1,445,401.90	$1,924,828.36	$2,369,019.52
		Total Projected Expenses		$196,050.00	$623,300.00	$848,412.50	$1,093,450.00	$1,277,500.00	$1,461,600.00

NOTES EXPENDITURES

1 Three Full time Teacher positions $37,500, & two 1/2 time Positions $18,750 based on starting salaries in NH in the range of salaries as $29,542 to $46,040.00

Concord SD & Surrounding SD's ave Salary $38,446.33 year two five ft @ $37,500 four 1/2 time @18,875

2 Teacher assistant estimates based on $20,000 FTE, after capacity there will be both FTE and PTE, contract aids if shortage in support

3 The board of Trustees will set substitute rates and leave allowances

4 This anticipates curriculum module development

5 Computer purchases reflect classroom set-up needs

6 Anticipate part-time position during planning until full enrollment for first year

7 Due to scope of this initiative, 1.4 FTE is needed for development/planning year

8 Anticipates 0.5 FTE admin assistant during planning and 1.0 FTE office after school has capacity of 45

Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialists for projects and concerns

10 Anticipate a facility that needs some fundings for renovation and code compliance - funds in this category will be requested unless needed

NOTES REVENUE

1 Revenue from parent group fundraisers, other fundraising within community dinners, corporate fundraisers etc.

2 Revenue balances will be transferred to a trust account according to appropriate procedures.

3 Revenue from Summer programs, enrichment classes, before after school care, school initiatives. Revenue based on 1/3 of students using services

4 Reflects expenditure allotted for growth in 3rd year, new small and online, initiative

Impacts of Service-Learning on Participating K-12 Students

Source: RMC Research Corporation, December 2002, updated May 2007

For additional resources on this and other service -learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at http://www.servicelearning.org.

K-12 Fact Sheet

Recent research emphasizes academic, civic/citizenship, social/personal, and resilience impacts of service-learning on participating K-12 students.

Academic Impacts

A number of studies have been conducted showing promising results of the academic impact of service-learning. Students who participated in service-learning were found to have scored higher than nonparticipating students in several studies, particularly in social studies, writing, and English/language arts. They were found to be more cognitively engaged and more motivated to learn. Studies show great promise for service-learning as an avenue for increasing achievement among alternative school students and other students considered at risk of school failure.

Studies on school engagement generally show that service-learning students are more cognitively engaged in school, but not necessarily more engaged behaviorally. Studies of students' problem-solving abilities show strong increases in cognitive complexity and other related aspects of problem solving. Service-learning, then, does appear to have a positive impact on students by helping them to engage cognitively in school and score higher in certain content areas on state tests. Many of these outcomes are mediated by the quality of the program. For example:

> ***California Service-Learning Programs*** (Ammon, Furco, Chi & Middaugh, 2001) Researchers found that academic impacts were related to clarity of academic goals and activities, scope, and support through focused reflection.
>
> ***Civic Engagement and High School Academic Progress: An Analysis Using NELS Data*** (Dávila & Mora, 2007) A review of data from the National Educational Longitudinal Study of 1988 (NELS) suggested that participation in civic engagement activities including voluntary community service, service-learning, and student government during high school years enhanced academic achievement.
>
> ***Philadelphia Need in Deed Initiative Study*** (Billig, 2003) Sixth-grade students who participated in the service-learning approach had statistically significantly higher scores on the Terra Nova, a standardized test, in the areas of science and language arts; however, the same effects were not found for other grade levels. Data analyses showed that the differences may be attributable to the content and quality of the service-learning experience.
>
> ***Role of Service-Learning in Enhancing Student Achievement*** (Furco, 2007) A review of research indicates that high quality service-learning, because of its utilization of effective, experiential learning strategies, can enhance academic

outcomes in such content areas as reading, writing, mathematics, and science. A variety of studies have shown evidence of a range of achievement-related benefits from service-learning, including improved attendance, higher grade point averages, enhanced preparation for the workforce, enhanced awareness and understanding of social issues, greater motivation for learning, and heightened engagement in prosocial behaviors.

Civic/Citizenship Impacts

Typically, the area of civics and citizenship contains calls for the acquisition of knowledge (most often reflected in standards and measured by the National Assessment of Educational Progress), skills, and dispositions or virtues. Service-learning research in the area of civic engagement and citizenship is growing exponentially, especially in response to these calls for increased civic education.

Most, but not all, of the studies of service-learning and its impact on various measures of civic engagement, show that service-learning has positive results, particularly for the domains of civic skills and dispositions. The mixed results in these studies have been analyzed by the researchers as being related to the quality and intention of service-learning programs. When service-learning is intentionally oriented to a civic outcome, it appears to produce that outcome most of the time, especially for high school students. However, for many programs, civic engagement is not an intentional goal, and in those cases, it appears that service-learning may not accomplish civic outcomes as well as some other deliberate interventions. See, for example:

Building Citizenship: How Student Voice in Service-Learning Develops Civic Values (Morgan & Streb, 2001) Student voice in service-learning projects is positively correlated with improved self-concept, political engagement, and tolerance.

Carnegie Corporation Study of High School Civic Engagement (Billig, Root, & Jesse, 2005) Service-learning students had higher scores of enjoyment of school overall than comparison group peers and were significantly more likely to report intending to vote than comparison students. Duration of the service-learning experience, student decision making, teacher characteristics, experience using service-learning, and active teaching strategies were all associated with higher civic knowledge, skills, and dispositions.

Colorado Learn and Serve Program (Kim & Billig, 2003; Klute, Sandel, & Billig, 2002) Results showed a statistically significant difference in connection to community, connection to school, and civic responsibility for those participating in service-learning relative to their nonparticipating peers.

Impact of Service-Learning on Transitions to Adulthood (Martin, Neal, Kielsmeier, & Crossley, 2006) A nationally representative survey examined the ways in which service-learning involvement affected youths' development of attributes associated with adulthood. Compared to their peers, young adults who participated in K-12 service-learning were more likely to discuss politics or community issues and vote in an election year, more politically and socially connected to their communities, both as leaders and role models, and more active members of society.

Social/Personal Impacts
Over the years, the social and personal impacts of service-learning have been most frequently documented. Typical outcome areas that were shown to be strongly related to service-learning included self-efficacy, respect for diversity, self-confidence, collaborative skills, avoidance of risk behaviors, and resilience (Billig, 2000). Over the past few years, the number of studies in this area has declined.

Researchers in the social-emotional learning field, however, have embraced service-learning as a key strategy for accomplishing the five core social-emotional competencies (self-awareness, social awareness, self-management, relationship skills, and responsible decision making) that all young people should develop (Fredericks, 2003). Social emotional learning theorists believe that "social emotional learning provides the skills while service-learning provides the opportunities to apply the skills" (p. 1). Recent studies have focused on:

Career exploration
Several recent studies affirmed the research that has consistently shown the value of service-learning in helping young people explore career options. Yamauchi and colleagues (2006), for example, showed students in service-learning relative to nonparticipating students had a stronger set of job and career related skills and aspirations, including knowledge of how to plan activities, desire to pursue postsecondary education, and job interview skills. Furco (2002) found strong statistically significant differences on formulation of career plans and emphasis on finding a career that was personally satisfying and/or beneficial to others between the service-learning and service groups and the nonparticipants.

Ethics
Several studies of the impact of service-learning participation on ethics have recently been conducted. In these studies, ethics were generally defined as students' willingness to stand up for what is right, the development of strong moral values and judgments, willingness to intervene for the sake of justice, and development of a strong sense of right and wrong, good and bad.

- Furco (2002) found that there were statistically significant differences between service and service-learning participants and nonparticipants on all measures of ethics, with far more positive ratings for those who participate in service or service-learning.
- Leming (2001) examined whether service-learning reflection that contained an ethical reasoning component impacted student agency (feeling that they could make a difference), social relatedness, and political-moral awareness. Students with the ethical component within their service-learning program were compared to those who engaged in community service with reflection but without the ethical component and with those who did not participate in service.
- Leming found that after one semester, high school students with the ethical component in their service-learning program scored much higher on the ethics measures (essay prompts scored according to an ethical awareness index) than students in either of the other conditions. In both service-learning conditions, students scored higher than nonparticipants on measures of social responsibility and anticipated future participation

in community affairs. There were no differences on measures of self-esteem.

Resilience

A study of the Lions Quest program by Laird and Black (2002b) examined students' risk behaviors such as potential for dropping out of school, use of alcohol and other substances, and misconduct. They also conducted surveys that documented degrees of participation in service-learning and a checklist of personal gains. These studies affirmed the strong evidence from earlier research summarized by Billig (2000) that service-learning produces an array of positive impacts in the area of prosocial behaviors, acceptance of diversity, connection to cultural heritage, development of ethics, and strengthening of protective factors related to resilience. Service-learning clearly helps students to develop caring, altruism, and other social emotional learning.

- Ninth-grade students who participated in service-learning classes had statistically significantly more positive scores on all measures of resilience, and 12th-grade service-learning students maintained a low risk of dropping out compared to their nonparticipating peers, including those identified as being at high risk initially.
- Those students who participated in environmental service-learning projects had higher scores on interpersonal attitude scales than those who participated in other forms of service.
- Those involved in human service projects started out with lower scores and gained more than others.
- Those with more service hours showed higher scores on several areas, particularly measures of positive community values and interpersonal competencies.
- Ninth-grade students were also more likely to decrease their cigarette smoking if they engaged in service-learning.

A study of a three-year Corporation for National Service demonstration project in Wisconsin (Potts, 2000) looked at the success of fostering resiliency through service-learning in two geographical areas of the state. The project paired middle school students and university students in more than 100 service-learning projects.

Middle school students reported lower rates of certain risk behaviors, higher levels of leadership and ability to resist danger, higher levels of positive peer influence, higher rates of homework and school engagement, higher interpersonal competence, and increased involvement in service to others.

For a more detailed discussion, including references and documentation, see the complete online fact sheet at
http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/expanded.php

Suggested Citation: RMC. *Impacts of Service-Learning on K-12 Participants.* Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2003/2007.
http://www.servicelearning.org/instant_info/fact_sheets/*k-12_facts/impacts/*index.php

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL, MANCHESTER, NH

SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY ACA

I. GENERAL STATEMENT OF POLICY

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) provides that no person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment of any employee or student by any other employee or student, or by anyone a student or employee may interact with, in order to fulfill job or school responsibilities, is not only illegal as a form of sex discrimination as defined by Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972 but also is a violation of this Policy and will not be tolerated.

It is the policy of the Making Community Connections Charter School to maintain a learning and working environment that is free from sexual harassment and violence. The Charter School will not tolerate any form of sexual harassment and sexual violence.

It shall be a violation of this policy for any student or employee to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

It shall be violation of this policy for any student or employee to be sexually violent to a student or employee.

The Charter School will act to promptly investigate and equitably resolve all complaints, either formal or informal, oral or written, of sexual harassment, sexual violence, and to discipline any student or employee who is judged to have committed these offenses.

Any person believing that the School or any part of the School organization has inadequately applied the above-referenced regulations shall bring forth a complaint to the designated person assigned by each school leader for their respective building (hereinafter Designee). Any complainant has the right to file a complaint directly with the Title IX Coordinator/Civil Rights Coordinator should they not wish to pursue the process outlined above for any reason. The School's Title IX/Civil Rights Coordinator is the Chief Education Officer of the Charter School.

II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or,
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or

creating an intimidating, hostile or offensive employment or education environment.

B. Sexual harassment is not limited to requests for sexual favors in return for job or educational benefits. Sexual harassment may include but is not limited to:

1. verbal harassment and/or abuse of a sexual nature;
2. leering at an individual's body;
3. jokes of a sexual nature;
4. the display anywhere on school facilities of sexually suggestive, sexually demeaning or pornographic objects, pictures, writings, posters or cartoons;
5. graphic verbal comments about an individual's body, clothing or sexual activity;
6. subtle pressure for sexual activity;
7. inappropriate patting or pinching;
8. intentional brushing against ~ student's or an employee's body;
9. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
10. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
11. any sexually motivated unwelcome touching; or
12. sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

III. REPORTING PROCEDURES

Any person who believes he or she has been the victim of sexual harassment or sexual violence, by a student or an employee of the Charter School, or any third person with knowledge or belief of conduct which may violate this policy should report the alleged acts immediately to an appropriate Charter School official as designated by this policy. The Charter School encourages the reporting party or complainant to use the report form available from the School Leader of each building or available from the CEO, but use of the form is not required.

A. In Each School Building. The building level complaint manager is the persons responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the complaint manager must notify the CEO immediately without screening or investigating the report. If the report was given verbally, the complaint manager shall reduce it to written form within 24 hours and forward it to the CEO. Failure to forward any report or complaint as provided herein will result in disciplinary action. If the complaint involves the school leader or complaint manager, the complaint shall be filed directly with the CEO.

B. Organization-wide. The Board of Trustees hereby designates the Chief Education Officer as the Charter School Title TX/Human Rights Officer to receive reports or complaints of sexual harassment or sexual violence from any student or employee, and also from the complaint managers as outlined above. If the complaint involves the CEO, the complaint shall be filed directly with the Board of Trustees. The School District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

C. Submission of a complaint or report of sexual harassment or sexual violence will not affect the complainant's future employment, grades or work assignments.

D. Use of formal reporting forms is not mandatory. The Charter School encourages the reporting party or complainant to use the report form available from the School, Leader or available from the CEO. It is recognized that certain students, especially younger children, may not be able to submit a written complaint. In such cases, alternate methods of filing complaints such as tape recorders or note takers shall be made available.

E. The Charter School will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the Charter School's legal obligations and the necessity to investigate allegations and take disciplinary action.

IV. INVESTIGATION AND RECOMMENDATION

A. Each school shall designate a complaint managers, e.g., a teacher, a guidance counselor, an administrator. Whenever possible, there shall be two complaint manager, one female, the other male. Their names will be posted in a prominent place in the school as well as the Student Handbook.

These managers shall be authorized to receive confidential complaints.

If both the complainant and alleged harasser agree, the complaint manager may work with the complainant and alleged harasser to informally resolve the complaint provided, however, that the complaint manager must first notify the complainant of his/her right to end the informal process at anytime and begin the formal complaint process as set forth in paragraph B below.

The complaint manager shall notify the Human Rights Officer of any and all complaints resolved informally by submitting a written summary of the resolution.

B. In compliance with applicable federal and state law, it is the policy of the Charter School to investigate promptly and resolve equitably all complaints of sexual harassment and discrimination on the basis of sex.

1. The CEO as the Human Rights officer upon receipt of a report or complaint alleging sexual harassment or sexual violence shall immediately authorize an investigation and appoint an appropriate officer. This person may be the already designated complaint manager, another Charter School official or a third party.

2. The number of people involved with any harassment investigation will be kept

as small as possible. All those who are involved will protect the confidentiality of any and all information relating to the case.

3. Each person involved in the investigation must be informed of appropriate methods of case documentation. Corroboration of evidence and a credibility statement of the complainant(s) and witness(es) should be gathered.
4. Maintaining confidentiality without violating due process of the accused always should be the goal.
5. When the grievance comes from a female student or faculty member, whenever possible, a female counselor or staff member shall be present at all discussions and meetings involving the case.
6. When the grievance comes from a male student or faculty member, whenever possible, a male counselor or staff member shall be present at all discussions and meetings involving the case.
7. The Investigator shall provide a written report of the status of the investigation within ten working days to the CEO. If the CEO is the subject of the complaint, the report shall be submitted to the Board of Trustees.
8. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the Investigator.
9. Persons accused of harassment will be given sufficient information about the allegations and a reasonable opportunity to respond before they are found to have harassed another and before any corrective action or discipline is imposed.
10. The Investigator shall file a report with the CEO no later than twenty days following receipt of the complaint. The CEO will notify the victim and alleged harasser, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent will provide all parties with a written status report within twenty days following receipt of the complaint.
11. Any victim or accused who is still not satisfied with the outcome of the Charter School investigations may file a request for review by the Board of Trustees by submitting a written appeal to the CEO within ten working days following receipt of the Charter School's findings.
12. At all times victims have the right to pursue alternative procedures set forth below.
13. Retaliation in any form against any person who has filed a grievance relating to harassment is forbidden. If it occurs it will be considered:
    a. for staff: possible grounds for dismissal; and
    b. for a student: possible grounds for removal from the setting up to and including expulsion.

V. ACTION IF COMPLAINT IS SUBSTANTIATED

A. The administration should review the victim's records, grades, evaluations, etc., with a view to correcting any injustice(s) that might have occurred as a result of the harassment. In the case of an employee, the Charter School may need to consider rehiring a terminated employee or offering a promotion or raise that might have been denied.

B. Upon determination that the complaint is valid, the Charter School shall take such disciplinary action as it deems necessary and appropriate to end the harassment, and prevent its recurrence.

C. Disciplinary measures include, but are not limited to, expulsion, termination, verbal and written warnings/reprimands in employee or student files, detention or in-school suspensions, out-of-school suspension, behavior contract, requirement of a verbal and/or written apology to the victim and mandatory education and training on sexual harassment.

D. Since it is not unusual for harassment to begin again after several weeks have lapsed, the harasser should be supervised closely. The victim should be encouraged to report any renewed problems. If possible, the harasser and the victim should be separated, with the harasser being the one to be transferred. Care should be taken not to punish the victim.

VI. ACTION IF THE COMPLAINT IS UNSUBSTANTIATED\

If the complaint proves to be unsubstantiated, the Investigator must review the findings and report with the complainant.

This review should include a complete description of the investigation and the reasons why the complaint was found to be unsubstantiated.

This should be done without identifying the names of any other students or employees who were contacted and in compliance with FERPA and privacy laws.

VII. REPRISAL/RETALIATION

There should be no retaliation for a complaint made in good faith. The Charter School will discipline any individual who retaliates or encourages others to retaliate against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint.

If the complaint was not made in good faith, a reprimand or some other disciplinary action may be in order.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

The procedures in this policy do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education,

initiating civil action or seeking redress under state criminal statues and/or federal law.

The individual may choose to file the alleged violation or complaint with:

A. The New Hampshire Commission of Human Rights
   2 Chenell Road
   Concord, New Hampshire 03301
   (603) 271-2767

B. The Equal Educational Opportunity Office (Title IX)
   New Hampshire Department of Education
   State Office Park South
   101 Pleasant Street
   Concord, New Hampshire 03301-3860
   (603) 271-3494

C. U.S. Department of Education
   Office for Civil Rights
   5 Post Office Square
   8th Floor, Suite 900
   Boston, Massachusetts 02109-3921
   (617) 289-0023

IX. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

A. Consistent with Charter School policies on child abuse and the Safe Schools Act and state law, upon receipt of any complaint that contains evidence of violence or criminal activity, the School Leader, the CEO, or Board of Trustees shall refer the complaint to law enforcement officials and appropriate child protection authorities for investigation.

B. Nothing in this policy prohibits the Charter School from taking immediate action to protect victims of alleged child abuse, including immediate suspension of a student or placement of an employee on administrative leave pending the outcome of an investigation.

X. POSTING/PUBLICATION

A. Copies of this Policy shall be given to all Employees, Students, and parents annually by publishing in the applicable Handbook.

B. Each new Charter School employee and student shall receive and sign for a copy of the District's Policy.

C. Postings required by this Policy and/or Title IX (shall be made on bulletin boards in every school and office where employees as well as students are likely to see them. It is the responsibility of the school leader for each building to assure that the required postings are up to date and displayed appropriately.

Legal Reference:

NH Code of Administrative Rules Section Ed. 303.01(J)
Civil Rights Act 1964 Title

Appendix Reference:
Date Adopted: July 8, 2013
Revision Dates:
Last Review Date:
Revision Dates:
Last Review Date:

I. General Provisions

Making Community Connections Charter School shall not discriminate in its education programs, activities, or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion or handicap under the provisions of Title VI of the Civil Rights Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the school's compliance with the regulations implementing these laws may contact the Chief Education Officer or the Chair of the Board of Trustees.

II. USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race,
color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Date Adopted: July 16, 2012
Revision Dates:

1. USDA Nondiscrimination Statement added, 1/16/2017

Last Review Date: 1/16/17

The practice of safety shall also be considered a facet of the instructional plan of the school by incorporating educational programs in traffic and pedestrian safety, fire prevention, emergency procedures, etc., appropriately geared to students at different grade levels.

The administration shall be responsible for the supervision and implementation of a safety program for his/her school. General areas of emphasis shall include, but not be limited to: in-service training; accident recordkeeping; plant inspection; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees. The administration shall be responsible for developing student safety procedures to be used on school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), and within the school building.

Law Reference: RSA 281-A: 60, III, RSA 200:40, ED. 306.10(a)(2)(d)
Appendix Reference:
Date Adopted: July 16, 2012
Revision Dates:
Last Review Date:

EQUAL OPPORTUNITY EMPLOYMENT GBA

Making Community Connections Charter School will recruit and consider candidates without regard to age, race, religion, country of origin, or sex. Making Community Connections Charter School will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established and necessary for the performance of the job without regard to age, race, religion, country of origin, sex (except where sex is a bona fide occupational requirement) and handicapping conditions, except for reasons related to ability to perform the requirements of the job.

As required by Title IX of the l972 Education Amendments, it is the Making Community Connections Charter School's policy not to discriminate on the basis of sex in its educational programs or activities policies. Inquiries regarding compliance with Title IX may be directed to the office of the Chief Education Officer.

Law Reference:
Appendix Reference:
Date Adopted: July 16, 2012
Revision Dates:

Last Review Date:

EMPLOYEE-STUDENT RELATIONS GBEBB

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines.

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged. This Policy is not intended to include class gifts and/or token gifts.
3. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
4. Dating between staff members and students is prohibited.
5. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
6. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
7. Staff members shall not send students on personal errands.
8. Staff members shall, pursuant to law, immediately report any suspected signs of child abuse or neglect.
9. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.

Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.

Law Reference:
Appendix Reference:
Date Adopted: July 16, 2012
Revision Dates:
Last Review Date:
Policy Origination: NHSBA

STAFF CONDUCT WITH STUDENTS GBEB

The Board expects all staff members, including teachers, counselors, administrators and others to maintain the highest professional, moral and ethical standards in their conduct with students. For the purpose of this policy staff means employees, contract service providers, school volunteers and student teacher/interns.

The relationship between staff members and students in the school should be one of cooperation, understanding, mutual respect and trust. All staff have the responsibility to provide an atmosphere conducive to learning. All students and staff members will treat each other with respect.

When interacting with students in all curricular and extracurricular activities, both on-line and off-line, staff are expected to exercise good judgment and to maintain professional boundaries appropriate to an educational setting and consistent with the educational mission of the school.

Examples of unacceptable and prohibited conduct by staff include but are not limited to:

1. Any behavior of a sexual nature which may constitute professional misconduct and/or is a violation of criminal or civil statutes, professional codes of ethics or board policy; (Staff may not use their status to adversely influence a student of the district. Staff may not date, make sexual advances toward or engage in any sexual relationship with a district student, regardless of the student's age, the perceived consensual nature of the relationship, where the advances are made, or whether the staff member directly supervises the student. Further, staff may not discuss or plan a future romantic or sexual relationship with a student.)
2. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;
3. Exchanging sexual banter, allusions, jokes or innuendoes with students;
4. Associating with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs;
5. Using insults or sarcasm against students as a method of forcing compliance with requirements or expectations;
6. Disclosing information concerning a student, other than directory information, to any person not authorized to receive such information; (This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.)
7. Non-counseling or social work staff encouraging students to confide their personal, family problems and/or personal relationship problems; (If students initiate such discussions, staff is expected to be supportive but to refer the student to appropriate counseling or social work staff. Non-counseling or social work staff involvement in such discussions should be limited to direct connections to the student's school performance.)
8. Asking students to keep a secret;

9. Singling out a student or students for personal attention and friendship beyond the normal teacher-student relationship;
10. Maintaining personal contact for non-school-related business with a student by telephone, email, text, twitter, letter or other form of communication; and/or
11. Addressing students or permitting students to address you in an overly familiar manner that suggests friendship beyond the normal teacher/student relationship.
12. Following students through social networks such as Twitter or Facebook. Note: Instructors may use social networks to broadcast and/or discuss their courses, however, it is strongly recommended that they setup accounts to be used only for school related interactions.

Before engaging in the following activities without parents, staff members will review the activity with the Chief Education Officer (CEO) or his/her designee as appropriate:

13. Being alone with individual students out of public view;
14. Inviting or allowing students to visit the staff member's home unless accompanied by the student's parent or with parental permission;
15. Visiting a student at home, unless on official school business; (This does not preclude a staff member or his/her child visiting a student's home at the parent's invitation for a social or other event.)
16. Exchanging personal gifts; (Beyond the customary student-teacher gifts); and/or
17. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling and recreational activities) outside of school- sponsored events; (This prohibition does not extend to community activities such as church or other events where there may be incidental social contact with students.)

In formulating this policy, the Board understands that there are circumstances when staff members and/or their children have personal relationships with the families of students outside of school. The intent of this policy is not to prohibit all social contact between staff members and families outside of school. However, because of the trust placed in school staff by the community and our schools' responsibility to protect the well-being of students, staff members are expected to be sensitive to the appearance of impropriety in their conduct with students at all times. Staff members are encouraged to discuss issues with the CEO or supervisor whenever they are unsure whether particular conduct or a planned activity may constitute a violation of this policy.

Reporting Violations
Students and/or their parents/guardians are strongly encouraged to notify the CEO, the Title IX coordinator or other appropriate administrator if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the appropriate CEO or the Title IX coordinator if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action
Staff violation of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of

Human Services and referral to law enforcement, in accordance with the Board's policy on reporting child abuse and neglect and state law.

Law Reference:
Appendix Reference:
Date Adopted: July 16, 2012
Revision Dates:
Last Review Date:
Policy Origination: NHSBA

I. GENERAL STATEMENT OF POLICY

It is the policy of the Making Community Connections Charter School that its students have an educational setting that is safe, secure, peaceful, and free from student harassment, also known as bullying. Making Community Connections Charter School will not tolerate unlawful harassment of any type and conduct that constitutes bullying and cyberbullying as defined herein. Any person violating this Policy may be subject to disciplinary action up to and including expulsion.

II. BULLYING DEFINED

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
(1) Physically harms a pupil or damages the pupil's property;
(2) Causes emotional distress to a pupil;
(3) Interferes with a pupil's educational opportunities;
(4) Creates a hostile educational environment; or
(5) Substantially disrupts the orderly operation of the school.
Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.
2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
Any reference in this policy to "parent" shall include parents or legal guardians.

III. REPORTING PROCEDURE

1. Any student who believes they have been a victim of bullying shall report the alleged act to the Building School Leader. If a student is more comfortable reporting the alleged act to a person other than the Building School Leader, the student may contact any Making Community Connections Charter School employee.

2. Any student, parent, guardian, school employee, volunteer or employee of a company under contract with the school or Making Community Connections Charter School who has witnessed or has reliable information that a student has been subjected to bullying shall report the incident to the student's School Leader or CEO.

3. All reports must be documented on the Making Community Connections Charter School's Reporting Form. If a complainant or reporter is either unwilling or unable to complete the School's Reporting Form, the school employee who receives the oral report will promptly fill out the School's Reporting Form, using, to the extent practicable, the reporter's or complainant's own words to describe the alleged bullying.

4. The CEO's designee shall by telephone and in writing by first-class mail, report the occurrence of any incident of bullying to the parent or legal guardian of all pupils involved within forty-eight (48) hours of the occurrence of such incident. The notice shall advise the individuals involved of their due process rights by including a copy of this Policy and by including notice of the right to appeal to the State Board of Education when the remedies outlined in this Policy are exhausted.

5. The Chief Education Officer or designee may, within the forty-eight (48) hour time period, grant the School Leader a written waiver from the notification requirement if the Chief Education Officer or designee deems such waiver to be in the best interest of the child.

IV. STATEMENT PROHIBITING RETALIATION OR FALSE ACCUSATIONS

1. A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.
2. The School will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the School Leader after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.

3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

3. If the alleged victim or any witness expresses to the School Leader or other staff member that he/she believes he/she may be retaliated against, the School Leader shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protected against possible retaliation.

V. INVESTIGATION AND REMEDIAL ACTION

1. Upon receipt of a report of bullying, the School Leader shall, within 5 school days, initiate an investigation into the alleged act. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the report. No report is considered frivolous; on the other hand, culpability is never presumed. These procedures are intended to protect the rights of a victim and the rights of an accused individual.

2. The School Leader shall complete the investigation within 10 school days of receiving the initial report. If the School Leader needs more than 10 school days to complete the investigation, the Chief Education Officer may grant an extension of up to 7 school days. In the event such extension is granted, the School Leader shall notify in writing all parties involved of the granting of the extension.

3. The School Leader will take such action deemed necessary and appropriate, including but not limited to detention, in-house suspension, out-of-school suspension or referral to the Chief Education Officer or designee to consider long-term suspension or expulsion, and/or referral to law enforcement in order to end bullying and prevent its recurrence.

4. The School Leader may also take other actions deemed necessary as appropriate to protect the victim including but not limited to in-school counseling, participation in peer support groups, and/or reassigning student's classes, lunch periods, or transportation.

5. In accordance with the Family Educational Rights and Privacy Act, the Making Community Connections Charter School may not disclose educational records of Students including the discipline and remedial action assigned to those students to the parents of other students involved in a bullying incident.

VI. FILE RETENTION

confidential file the original completed Reporting Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, and will provide a copy of the file to the Chief Education Officer or designee and maintain a copy of the file in the applicable student record.

VII. APPEAL

1. For non-disciplinary remedial actions where no other review procedures govern, the parent or legal guardian of the pupils involved in the bullying shall have the right to appeal the School Leader's decision regarding their pupil to the Chief Education Officer or designee in writing within five (5) school days. The Chief Education Officer or designee shall review the School Leader's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, then the aggrieved party may file a written request for review by the Making Community Connections Charter School Board within ten (10) school days of the Chief Education Officer or designee's decision. The Making Community Connections Charter School Board shall schedule a time to hear the aggrieved party at its next regular board meeting to be held within *thirty* (*30*) school days. Within five (5) school days following the hearing, the Making Community Connections Charter School Board will notify the aggrieved party in writing of the action to be taken by the School to resolve or remediate the situation.

2. The procedures under RSA 193:13, Ed 317 and the Making Community Connections Charter School discipline policies establish the due process and appeal rights for students disciplined for acts of bullying.

3. Any individual aggrieved after the Making Community Connections Charter School's remedies have been exhausted shall have the right to appeal the Making Community Connections Charter School 's decision to the State Board of Education within thirty (30) calendar days of receipt of the written decision of the Making Community Connections Charter School in accordance with Ed 200.

VIII. POLICY NOTIFICATION

1. Copies of this Policy shall be given to all employees, students and parents annually by publishing in the applicable handbook. Whenever new Making Community Connections Charter School employees or students begin during the school year, they shall receive a copy of the appropriate handbook before commencing work or school attendance. The Chief Education Officer or designee shall also make all volunteers and contractors who have contact with students aware of this Policy.

2. Making Community Connections Charter School will post this Policy and a summary of the Policy on the Making Community Connections Charter School website and conspicuously in each school building in areas easily accessible to students and staff.

school employees, regular school volunteers, or employees of a company under contract to a school or school district who have significant contact with pupils for the purpose of preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying; and

2. Making Community Connections Charter School shall provide educational programs for pupils and parents in preventing, identifying, responding to, and reporting incidents of bullying or cyberbullying. Any such program for pupils shall be written and presented in age appropriate language.

X. RECORDINGS ON SCHOOL BUSES

Pursuant to RSA 570-A:2, notice is hereby given that the Making Community Connections Charter School Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. A sign informing the occupants of school buses that such recordings may occur shall be posted on all buses.

XI. BULLYING AS ABUSE AND CRIMINAL CONDUCT

Under certain circumstances, bullying may constitute abuse under RSA 169-C, the Child Abuse Reporting Act, or a crime. In such situations, employees shall comply with provisions of the School's Policy concerning the Safe School Zones Law and the law. Violations of the Safe School Zones Act involving an act of theft, destruction or violence will be reported to police in accordance with that law.

XII. ADDITIONAL CONSIDERATIONS

Student misconduct that constitutes student harassment or bullying under this policy may constitute harassment on the basis of race, color, national origin, sex, age or disability. In situations where the bullying policy may constitute sexual harassment, the requirements of Policy ACA, Sexual Harassment and Sexual Violence shall be followed. Where the bullying may constitute harassment on the basis of race, color, national origin, age or disability, the requirements of Policy KED, Grievance Procedure for Alleged Discrimination shall be followed.

XIII. IMMUNITY

A school employee, or employee of a company under contract with the Making Community Connections Charter School, who has reported violations of bullying to the School Leader, or the School Leader's designee, shall be immune from any cause of action which may arise from the failure to remedy the reported incident in accordance with this law.

Legal References:

RSA 193-F:3, Pupil Safety and Violence Prevention Act
RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

Date Adopted: July 8, 2013
Revision Dates:
Last Review Date:

Making Community Connections
Charter School

Title I Parent/Guardian Involvement
Policy

This parent involvement policy will be made available to all parents/guardians of participating students.

District Requirements:

- Annually Title I Program staff will involve parents/guardians in the development of the Title I Plan and Title I Program Evaluation through feedback from surveys and interpersonal communication. The Title I staff will continue to solicit their involvement in school improvement efforts.
- The school district and administration team will build school and parent capacity for strong parental involvement. The team will also provide technical and advisory assistance in development and implementation of the plan and effective parent involvement activities.
- The school district staff will coordinate and integrate Title I parental involvement strategies with other programs.

Title I School Requirements:

- The Title I School will hold an annual meeting in a timely manner to inform participating families about the program, parental rights and responsibilities, and opportunities for partnership between the school and the home in building the student's academic skills. At the initial meeting the staff will…
  - -ensure that all parents receive the 'parents right to know' document, regarding teacher qualifications;
  - -provide information about the assessments used in determining eligibility and the nature and content of specific programs that will be used to supplement classroom instruction;
  - -provide written information about the results of their particular student's assessment and the content of the program in which their child will be participating within one week of the start date for their child's instruction; and
  - -follow-up with phone calls to clarify any information needed.
- Parents will be informed of meetings in writing and if possible, invited personally via phone call. If there is a need expressed for childcare or transportation, the Title I program will make arrangements for students (when appropriate) and siblings to be cared for on-site during the meetings free of charge to the parents. If needed, transportation will be made available to parents wishing to attend.
- Additional meetings may be scheduled during the year to provide an opportunity for parents to ask questions and gain information about academic development and strategies to help their students succeed. Meetings will be geared toward meeting the expressed needs of the parents with regard to their student's academic development and skills.
- Parent feedback will be gathered to assess the program's effectiveness and to help inform future decisions about its scope and content.

Date: December 7, 2015

VI, A

Notice Number 2018-2 Rule Number **Ed 507.19 and Ed 614.08**

1. Agency Name & Address:

State Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301

2. RSA Authority: **RSA 21-N:9, II (s) and (r)**
3. Federal Authority:
4. Type of Action:
   - Adoption
   - Amendment
   - Repeal
   - Readoption
   - Readoption w/amendment x

5. Short Title: **Specialist in Assessment of Intellectual Functioning**

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

Ed 507.19 contains the certification requirements for Specialist in Assessment of Intellectual Functioning (SAIF), and Ed 614.08 contains the requirements for the Specialist in Assessment of Intellectual Functioning (SAIF) preparation program. These rules outline competencies consistent with current standards and practice in the field. These rules were recently revised and effective on January 26, 2017. Upon implementation of the rules the Department found errors in the wording of Ed 507.19(a). The placement of the word "or" after (a)(3) suggests that a candidate could qualify for certification having only met one of the criteria listed in that section. Ed 614.08 is being amended to point to Ed 507.19(b) as has been the practice with all credentialing rules going forward in the past year.

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

The affected groups of the changes will include Specialist in Assessment of Intellectual Functioning teachers and Institutes of Higher Education with Specialist in Assessment of Intellectual Functioning professional educator preparation programs.

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

Rule	Statute
Ed 507.19	RSA 21-N:9, II(s)
Ed 614.08	RSA 21-N:9, II(r)

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

Name: **Amanda Phelps**
Address: **Department of Education**
101 Pleasant Street
Concord, NH 03301

Title: **Program Assistant II**
Phone #: **(603) 271-2408**
Fax#: **(603) 271-4134**
E-mail: **amanda.phelps@doe.nh.gov**
TTY/TDD Access: Relay NH 1-800-735-2964 or dial 711 (in NH)

NN 2018-2 Continued

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **February 20, 2018**

☒Fax ☒E-mail ☐Other format (specify):

9. Public hearing scheduled for:

Date and Time: **February 8, 2018 at 1:00 p.m.**

Place: **State Board Room, 101 Pleasant Street, Concord, NH 03301**

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

FIS # **17:191** , dated **12/29/17**

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):
There is no difference in cost when comparing the proposed rules to the existing rules.

2. Cite the Federal mandate. Identify the impact on state funds:
No federal mandate, no impact on state funds.

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

A. To State general or State special funds:
None.

B. To State citizens and political subdivisions:
None.

C. To independently owned businesses:
None.

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

Relative to Part I. Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state. These rules provide the requirements for the credentialing and educator preparation program approval processes. These processes are already in place. The credentialing and program approval procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues.

Readopt with amendment Ed 507.17, effective 1-26-17 (Doc #12089), to read as follows:

Ed 507.19 Specialist in Assessment of Intellectual Functioning (SAIF).

(a) To be certified as a specialist in assessment of intellectual functioning (SAIF), an individual shall:

(1) Hold a master's degree and a valid:

a. Certification from the department in education, school counseling, administration or speech language specialist;

b. License as a psychologist from the New Hampshire board of psychologists;

c. License as an occupational therapist from the governing board of occupational therapists; or

d. License as a speech-language pathologist from the governing board of speech-language pathologists;

(2) Have at least 4 years of documented school experience in education, school counseling, administration, speech therapy or occupational therapy; ***and***

(3) ~~Have successfully completed a SAIF program approved by the state board of education; or~~ ***Either:***

a. Have successfully completed a SAIF program approved by the state board of education; or

~~(4)~~ ***b.*** Have acquired the competencies, skills and knowledge described in (b) below through other experiences and training so as to qualify under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences.

(b) Qualifications for SAIF shall include the following skills, competencies, and knowledge:

(1) Knowledge of relevant local, state and federal laws, policies, regulations, and procedures pertaining to education;

(2) Expertise in the nature, uses, and limitations of a variety of psychological educational assessments;

(3) Knowledge of general principles of learning and research-validated teaching strategies;

(4) Knowledge of human development theory, including application to children in a school setting;

(5) Knowledge of the learning characteristics of individuals with disabilities;

(6) Expertise in research-validated educational accommodations, modification, supports, and interventions;

(7) Knowledge of statistics, research methods and professional literature pertinent to the processes of assessment and program development;

(8) Knowledge of those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights

of individuals as set forth in National Association of School Psychologists Principles for Professional Ethics (2010) as referenced in Appendix II; and

(9) Competency and skill in:

a. Developing professional interactions for the purpose of obtaining and communicating information;

b. Consulting with staff members and parents regarding students' current and future needs;

c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and 20 U.S.C. 1400;

d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;

e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;

f. Integrating background information and assessment results into a description of how the child learns;

g. Developing appropriate recommendations based upon assessments and best practices;

h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness; and

i. Assisting the administration in planning and facilitating professional development and improvement efforts.

Readopt with amendment Ed 614.08, effective 1-26-17 (Doc #12089), to read as follows:

Ed 614.08 Specialists in the Assessment of Intellectual Functioning.

~~(a)~~ The program for specialists in the assessment of intellectual functioning shall provide the candidate with ~~the following~~ skills, competencies, and knowledge~~:~~ ***outlined in Ed 507.19(b).***

~~(1) Knowledge of relevant local, state and federal laws, policies, regulations, and procedures pertaining to education;~~

~~(2) Expertise in the nature, uses, and limitations of a variety of psychological educational assessments;~~

~~(3) Knowledge of general principles of learning and research-validated teaching strategies;~~

~~(4) Knowledge of human development theory, including application to children in a school setting;~~

~~(5) Knowledge of the learning characteristics of individuals with disabilities;~~

~~(6) Expertise in research-validated educational accommodations, modifications, supports, and interventions;~~

~~(7) Knowledge of statistics, research methods and professional literature pertinent to the processes of assessment and program development;~~

~~(8) Knowledge of those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights of individuals as set forth in the National Association of School Psychologists Principles for Professional Ethics (2010) as referenced in Appendix II; and~~

~~(9) Competency and skill in:~~

~~a. Developing professional interactions for the purpose of obtaining and communicating information;~~

~~b. Consulting with staff members and parents regarding students' current and future needs;~~

~~c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and 20 U.S.C. 1400;~~

~~d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;~~

~~e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;~~

~~f. Integrating background information and assessment results into a description of how the child learns;~~

~~g. Developing appropriate recommendations based upon assessments and best practices;~~

~~h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness; and~~

~~i. Assisting the administration in planning and facilitating professional development and improvement efforts.~~

~~(b) The program shall provide an adequate and appropriate field-based experience of no fewer than 6 cases in a school setting below the senior high level other than one confined to children with disabilities, and with intensive step by step supervision by persons who hold a valid New Hampshire specialist in the assessment of intellectual functioning (SAIF) certification, or equivalent as determined by the current SAIF certification standards, and who are under contract to the training institution.~~

~~(c) After successful completion of (b) above, the program shall provide the student with appropriate supervision for a period of one school year while the student completes an internship.~~

Appendix I

Rule	Statute
Ed 507.19	RSA 21-N:9, II(s)
Ed 614.08	RSA 21-N:9, II(r)

Appendix II

Rule	Title	Publisher; How to Obtain; Cost
Ed 507.19(b)(8) and Ed 614.08(a)(8)	NASP Principles of Professional Ethics (2010)	Go to http://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf No cost for PDF document National Association of School Psychologists 4340 East West Highway, Suite 402 Bethesda, MD 20814 Phone: (301) 657-0270 | Toll Free: (866) 331-NASP Cost: Member Price: $48.00; Nonmember Price: $60.00

Readopt with amendment, Ed 505.07 effective 12-17-11 (Doc #10046), to read as follows

Ed 505.07 Professional Education Requirements; Alternatives 3, 4, and 5.

In addition to the requirements in Ed 505.03 for Alternative 3, Ed 505.04 for Alternative 4, and Ed 505.05 for Alternative 5, an applicant for a credential under Alternative 3, 4, or 5 who is not already credentialed shall demonstrate evidence of the following:

(a) In the area of the learner and learning:

(1) Learner development, as demonstrated by:

a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and

b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

(2) Learning differences, as demonstrated by:

a. An understanding of individual differences and diverse cultures and communities;

b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and

c. The ability to employ universal design principles and assistive technology; and

(3) Learning environment, as demonstrated by:

a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and

b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

(b) In the area of content:

(1) Content knowledge, as demonstrated by:

a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and

b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and

(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

(c) In the area of learning facilitation practice:

(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:

a. Engage learners in their own growth;

b. Document learner progress;

c. Provide learner feedback; and

d. Inform the educator's ongoing planning and instructional practices;

(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and

(3) Learning facilitation strategies, as demonstrated by:

a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and

b. An ability to build skills in accessing, applying, and communicating information; and

(d) In the area of professional responsibility:

(1) Reflection and continuous growth, as demonstrated by:

a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and

b. Ability to adapt practice to meet the needs of each learner; and

(2) Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

(e) In the area of professional ethics as demonstrated by:

(1) Adherence to ethical principles and professional norms of the profession as outlined in the Commissioner's Task Force for Educator Ethics "Guiding Principles:

The Code of Ethics for New Hampshire Educators", February 2018 as referenced in appendix II; and

(2) Adherence to the principles of professional conduct as outlined in Ed 510.01 through Ed 510.04.

Readopt with amendment, Ed 610.02 effective 12-17-11 (Doc #10046), to read as follows:

Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence ~~of the following:~~ ***the requirements detailed in Ed 505.07(a)-(e).***

~~(a) In the area of the learner and learning:~~

~~(1) Learner development, as demonstrated by:~~

~~a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and~~

~~b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;~~

~~(2) Learning differences, as demonstrated by:~~

~~a. An understanding of individual differences and diverse cultures and communities;~~

~~b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and~~

~~c. The ability to employ universal design principles and assistive technology; and~~

~~(3) Learning environment, as demonstrated by:~~

~~a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and~~

~~b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;~~

~~(b) In the area of content:~~

~~(1) Content knowledge, as demonstrated by:~~

~~a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and~~

~~b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and~~

~~(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;~~

~~(c) In the area of learning facilitation practice:~~

~~(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:~~

~~a. Engage learners in their own growth;~~

~~b. Document learner progress;~~

~~c. Provide learner feedback; and~~

~~d. Inform the educator's ongoing planning and instructional practices;~~

~~(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and~~

~~(3) Learning facilitation strategies, as demonstrated by:~~

~~a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and~~

~~b. An ability to build skills in accessing, applying, and communicating information; and~~

~~(d) In the area of professional responsibility:~~

~~(1) Reflection and continuous growth, as demonstrated by:~~

~~a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and~~

~~b. Ability to adapt practice to meet the needs of each learner; and~~

~~(2) Collaboration, as demonstrated by:~~

~~a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.~~

APPENDIX II

Rule	Title	Obtain At
Ed 505.07(e)(1)	Guiding Principles: The Code of Ethics for New Hampshire Educators, February 2018	**www.education.nh.gov**

From: Heimarck, Nicole
Sent: Wednesday, December 13, 2017 2:19 PM
To: PSB Members
Cc: Seidel, Michael; Phelps, Amanda; Ross, William
Subject: Clarifications
Importance: High

Dear Members of the PSB,

I am truly sorry I missed the December meeting of the Professional Standards Board. The agenda was significant in the nature and in the volume of items up for discussion. It was also a personal disappointment to be absent given it was my final meeting. It would have been my honor to personally part ways and wish each of you the best as you go forward as a member of this board.

Given the importance of the items on the agenda, It was my hope to support dialogue and provide longitudinal history of agenda items if need be. The purpose of this communication is to provide clarity on some matters that were brought to my attention from multiple members of the board and visitors the week after the meeting. Additionally, I had the opportunity to listen to the audio recording of the meeting given the outreach I received.

The two items of note include: the **CEEDAR Report** and the update on the **Commissioner's Task Force for Ethics**.

CEEDAR – It is my understanding from conversations with members of the PSB, the CEEDAR Goal 3 Group, as well as the audio recording of the meeting itself that there has been question about process. Specifically that the PSB process was not followed (bypassed). I am regretful this misunderstanding exists. Though I have not been with CEEDAR from the beginning, since my time on PSB (September of 2015) it was PSB's understanding that the NH's CEEDAR team was to develop recommendations on special education licensing to come to the PSB for the Standards Board to continue the work.

The timeline for CEEDAR's work went beyond original projections. In October 2017 the first official CEEDAR report came before the Standards Board. It was at this time the PSB engaged in robust dialogue on what they received from CEEDAR – content, format, clarity, and timing. In response to this initial report the PSB issued a charge to the CEEDAR team. That charge was provided to CEEDAR on October 5th the day following the PSB meeting. I have attached the initial CEEDAR report, as well as the charge that went to CEEDAR from the October 4th PSB meeting.

Please note, it was the PSB who asked that the revised CEEDAR report go to the Commissioner and State Board first for stakeholder feedback. This step was added to the process at the request of the PSB during the October meeting. The CEEDAR Goal 3 group fulfilled this wish of the PSB due to the charge they were given.

Code of Ethics
Similar to CEEDAR, questions also surfaced about the Code of Ethics and the process utilized. The comments brought to my attention and review of the audio tape support this concern. Themes of process and bypass surface in dialogue on ethics/conduct. I personally have been involved and facilitating the Ethics work since the fall of 2015.

This work began on the PSB within the parameters of the process typically utilized by the board. A sub-committee of the PSB was formed and worked for the full instructional year (2015-2016) on a Code of Ethics. During May and June of 2016 the sub-committee brought recommendations forward and the board made motions on the work. During the summer of 2016 those recommendations went to the then Commissioner of Education, Dr. Barry and the State Board. Both, the then Commissioner and State Board did not support the work brought forth. Given the PSB had a year to complete this work a Task Force was then formed, the Comm. Task Force on a Code of Ethics. This Task Force was commissioned by the State Board and Commissioner Barry. Commissioner Barry determined the composition of this task force, which resulted in two seats for professional organizations and boards (PSB, CTE, NEA-NH, AFT-NH, NHASP, NHSAA, NHSBA, State Board, NHDOE…) It was then up to the individual organizations to determine who assumed their seats. This approach/model is similar to the one used by the state to develop the state's framework for educator supervision and evaluation.

The Task Force has been deep in work since September of 2017 offering monthly updates to both the PSB and CTE. The Task Force has their charge from the Commissioner and State Board and their work will be passed along to them when it is complete (tentatively February 2018). In addition to developing a Code of Ethics and Conduct the Task Force is also working on a communication strategy to support dialogue on the topic. It is anticipated that their final meeting will be January of 2018.

This narrative outlines the history of this work (in brief) as well as some timeline matters. Because I was not at the December PSB I was unable to provide this information. I feel compelled to underscore that the ethics work did not bypass the PSB. The PSB led the work for a year and has continued their involvement in ethics by having two representatives on the Task Force as well as monthly updates.

I'm sorry for the length of this email but want to be sure the PSB has the history of these projects, particularly in a time of transition.

It has been a pleasure to work alongside each of you.

Most Kindly,

Nicole

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Guiding Principles: The Code of Ethics for New Hampshire Educators

Statement of Purpose

A New Hampshire educator is entrusted by the state and the public with a responsibility to teach New Hampshire's children the skills and model the values that will make each child a knowledgeable, capable, and engaged member of a democratic society. The educator accepts the responsibility to practice within the educational profession according to the highest ethical standards and aspires to continuously and consistently make decisions which are, first and foremost, within the best interests of the student.

This "Code of Ethics for New Hampshire Educators" is created as a set of guiding principles which articulate the responsibilities common to all members of the education profession. The Code of Ethics is designed to provide guidance to educators in the decision making process involving their interactions with students, the school community, colleagues, parents, and the public. The principles set forth in the Code of Ethics for New Hampshire Educators should be interpreted with reference to the context of the classroom, the learning community, and the educational profession.

This Code of Ethics for Educators is created upon the recognition that teaching is a profession. As such, there is an acknowledgement within the educational field that The Code of Ethics for New Hampshire Educators is applicable to all aspects of an educator's life.

The Code of Ethics for educators establishes guidance for all school personnel and is not intended to be a basis for civil liability nor is it designed to be a basis for employment action. The Code of Ethics for New Hampshire Educators establishes guidance for educators.

Definitions

The term "student" as used in The Code of Ethics for New Hampshire Educators means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution. "Student" includes individuals through nine months after graduation.

Principle I—Responsibility and Commitment to the Education Profession and Colleagues

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment.

In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters.

In fulfillment of this principle, the educator:

- Values honesty and established commitments;
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks;
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications;
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner;
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence ones' professional decisions; and
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle II—Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator's obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student.

In fulfillment of this principle, the educator:

- Interacts with students within appropriate settings;
- Communicates with students in a clear, respectful, and culturally sensitive manner;

- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student;
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career;
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

Principle III—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice.

In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences.
- Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community;
- Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community;
- Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and
- Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle IV - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology.

In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning;
- Considers the ramifications and public perception of using social media;
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students.

Commissioner's Task Force on Educator Ethics

Membership

Adam Marcoux (NH AFT)

Barrett Christina (NHSBA)

Carl Ladd (NHSAA)

Dean Cascadden (NHSAA), 2017

Diana Fenton (NHDOE)

Dianna Terrell (PSB), 2016

Doug Ley (NH AFT)

Frank Hoell (CTE), 2017

Gail Adams-Davis (NHASP)

Helen Honorow (NHSBE), 2016

Irv Richardson (NEA NH)

KimberlyYarlott (PSB)

Laura Waiselewski (CTE), 2016

Lorrain Tacconi-Moore (NHSAA)

Michael Perez (NHASP)

Nancy Morse (NEA NH)

Nicole Heimarck (NHDOE)

Phil Littlefield (NHSAA)

Suzanne Canali (CTE)

Virginia Clifford (NHDOE,) 2016

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings

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C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. *The professional educator demonstrates commitment to high standards of practice through:*

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. *The professional educator demonstrates responsible use of data, materials, research and assessment by*:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;

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4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. *The professional educator acts in the best interest of all students by:*

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. *The professional educator respects the rights and dignity of students by:*

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional

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educator ensures that the adult relationship was not started while the former student was in school.

B. *The professional educator demonstrates an ethic of care through:*

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. *The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. *The professional educator promotes effective and appropriate relationships with parents/guardians by:*

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

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B. *The professional educator promotes effective and appropriate relationships with colleagues by:*

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by*:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. *The professional educator promotes effective and appropriate relationships with employers by:*

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;

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2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. *The professional educator understands the problematic nature of multiple relationships by*:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

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7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. *The professional educator ensures students' safety and well-being when using technology by:*

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. *The professional educator maintains confidentiality in the use of technology by:*

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. *The professional educator promotes the appropriate use of technology in educational settings by:*

1. Advocating for equal access to technology for all students, especially those historically underserved**;**
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

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Glossary

Boundaries:
The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/school district:
This is often referred to as a "local education agency." A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture:
The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time[1].

Educator:
Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this *Model Code of Educator Ethics*. See a separate definition for "professional educator."

Ethic of care:
Responding with compassion to the needs of students.

Ethical Decision-Making Model:
A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the *Model Code of Educator Ethics*; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship:
A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from

[1] http://www.merriam-webster.com/dictionary/culture

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other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve "in loco parentis."

Implicit or Explicit Demands of an Organization:
Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:
The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community:
A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.[2]

Multiple Relationships:
Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:
New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:
A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:
Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:
A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:
This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.[3]

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[2] http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y
[3] http://edglossary.org/school-community/

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Sensitive Information:
This includes but is not limited to student information and educational records, including medical or counseling records.

Student:
A learner attending a P-12 school.

Technology:
Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency:
Openness and accountability with respect to one's behaviors, actions and communications as an educator.

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Readopt with amendment Ed 501.01, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

(a) Develop and administer credential standards for educational personnel;

(b) ~~Provide oversight and discipline of credential holders~~; ***Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders;***

(c) Develop ***and administer a code of*** ethic~~al~~***s for all credential holders and to inform members of the public of the ethical*** and professional ~~standards~~ ***conduct*** to ~~be followed by~~ ***applicable to*** credential holders;

(d) ~~Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders~~***Define unethical conduct which justifies disciplinary sanction against an educators credential***; and

(e) Provide ***oversight of*** adjudicatory proceedings required for ~~the oversight and~~ discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:

(a) "Administrator" means the administrator of the bureau of credentialing.

(b) "Board" means the state board of education created by RSA 21-N:10.

(c) "Bureau" means the bureau of credentialing, division of program support, department of education.

(d) "Certificate" means the actual form of approval when a credential is granted.

(e) "Commissioner" means the commissioner, department of education.

(f) "Credential" means the approved certification of an educator.

(g) "Denial" is the refusal to grant an initial certification to an applicant for a credential.

(~~g~~***h***) "Department" means the New Hampshire department of education.

(~~h~~***i***) "Director" means the director, division of program support.

(~~i~~***j***) "Division" means the division of program support.

DRAFT

(~~j~~***k***) "Educator" means any ~~professional employee~~ ***individual*** ~~of any school district~~ who~~se~~ ~~position requires~~***holds*** certification ***issued*** by the state board pursuant to RSA 189:39. Administrators, specialists, and teachers are included within the definition of this term.

(~~k~~***l***) "Endorsement" means the specific subject area for which the credential is issued.

(~~l~~***m***) "Intern license" means the authorization granted to applicants pursuant to Ed 505.03(e), Ed 505.04 and Ed 505.05 to perform educational services while the plans are being implemented.

(~~m~~***n***) "Mentor" means a person who:

(1) Is appointed to provide assistance to an applicant for certification pursuant to Ed 505.04 or Ed 505.05; and

(2) Meets at least one of the following qualifications:

a. Is a certified educator with 3 years of experience as an educator in the area of endorsement; or

b. Has experience equivalent to the experience requirement under a. above such as, but not limited to, involvement in a collegiate teacher preparation program.

(~~n~~***o***) "Permission to employ" means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a temporary vacancy.

(p) "Professional Conduct" means a set of established professional norms and behaviors which extend beyond the workplace.

(q) "Reprimand" is a formal admonishment of a credentialed educator, as defined in Ed 501.02(k), for his or her conduct but is not a suspension or revocation of a teaching credential.

(r) "Revocation" means the department has permanently taken a teaching credential away from an educator.

(~~o~~***s***) "Statement of eligibility" means a certificate issued by the department of education that indicates that an individual has successfully met the entry requirements of:

(1) Alternative 4 certification; ***or***

(2) Alternative 5 certification; ~~or~~

~~(3) Highly qualified teacher.~~

(t) "Suspension" means the department has taken a teaching credential away from an educator for a specified period of time.

(u) "Student" means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution and includes individuals through nine months after graduation.

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Readopt with amendment Ed 502.01, effective 3-27-14 (Doc. #10558), to read as follows:

PART Ed 502 PUBLIC INFORMATION

Ed 502.01 Confidentiality of Educator Certification Records.

(a) Pursuant to RSA 91-A:5, V the following limited credential status information shall be available to the general public, upon written or verbal request:

(1) The name of the educator;

(2) The individual's current credential status, including type of credential, expiration date of credential, and all endorsements;

(3) The individual's suspension, if applicable, including effective dates of each suspension period**,** reason for the suspension***, and revocation, if applicable***; and

(4) The school, if known or stated, where the educator is currently employed.

(b) The provisions of this section shall not require the release of information related to:

(1) Informal or formal investigations; or

(2) Board or hearing officer records from adjudicatory proceedings involving the educator when such adjudicatory proceeding is not open to the public in accordance with Ed 200.

(c) The complete record of a credential holder shall be released by the division upon written request to the following:

(1) A party in an adjudicatory proceeding when:

a. The credential holder is a party to the proceeding; and

b. The credential holder's certification record is relevant to the proceeding;

(2) A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;

(3) A certifying agency of another jurisdiction for:

a. Purposes of certification of the credential holder in the other jurisdiction; or

b. An investigation of the credential holder by the other jurisdiction, when:

1. The credential holder was the subject of a formal investigation under Ed 510; or

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2. Disciplinary action was taken against the credential holder by the state board of education under Ed 510.03;

(4) Board investigators or prosecutors; or

(5) Persons to whom the credential holder has given a release.

(d) As standard operating procedure, the bureau shall report to all of the following entities any discipline ordered against a credential holder:

(1) Each superintendent of school in N.H.;

(2) Each state department of education;

(3) Each department of education for the territories of the United States; and

(4) The National Association of State Directors of Teacher Education and Certification Educator Identification Clearing House.

Readopt with amendment Ed 510.01, effective 2-23-12 (Doc. #10089), to read as follows:

PART Ed 510 ~~PROCEEDINGS~~ ***PRINCIPLES OF PROFESSIONAL CONDUCT***

Adopt Ed 510.01, and renumber the existing Ed 510.01 as Ed 510.05, so that Ed 510.01 reads as follows:

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals

(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:

(1) An educator shall not discriminate on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a fellow professional;

(2) An educator shall self-report, within 2 business days, if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;

(3) An educator shall not falsify his or her professional qualifications;

(4) An educator shall not be in possession of alcohol or controlled drugs, or under the influence of alcohol or controlled drugs, in the presence of students while students are in their care either on or off school grounds; and

(5) An educator has a duty to report as outlined in Ed 510.05.

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Adopt Ed 510.02, and renumber the existing Ed 510.02 as Ed 510.09, so that Ed 510.02 reads as follows:

Ed 510.02 <u>Principle 2—Responsibility to Students</u>

(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:

(1) An educator shall not discriminate on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a student;

(2) An educator shall not engage in a dereliction of duty which shall constitute an abandonment of students in his or her care, either on or off school grounds;

(3) An educator shall not provide alcohol or controlled drugs to students, facilitate the use of alcohol or controlled drugs for students, or knowingly allow students to use alcohol or controlled drugs while the educator is on or off duty;

(4) An educator shall not solicit a student, as defined in Ed 501.02(u), to engage in a sexual relationship, sexual activity or both; and

(5) An educator shall not engage in a sexual relationship, sexual activity or both with a student as defined in Ed 502.01(u).

Adopt Ed 510.03, and renumber the existing Ed 510.03 as Ed 510.07, so that Ed 510.03 reads as follows:

Ed 510.03 <u>Principle 3—Responsibility to the School Community</u>

(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:

(1) An educator shall not make an unjust or prejudicial distinction on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a parent or guardian of a student or other member of the community who is on the school property;

(2) An educator shall not accept gratuities, gifts or favors that might impair or appear to impair professional judgment;

(3) An educator shall not misuse funds intended for use in or by the school, to include funds which are collected from parents and students; and

(4) An educator shall not intentionally alter or misrepresent student assessment results or official school records.

Adopt Ed 510.04, and renumber the existing Ed 510.04 as Ed 510.08, so that Ed 510.04 reads as follows:

Ed 510.04 <u>Principle 4—Responsible and Ethical Use of Technology</u>

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(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:

(1) An educator shall not solicit a student, as defined in Ed 501(t), to engage in any illegal activity via electronic media;

(2) An educator shall not engage in harassment, stalking, or bullying via electronic media; and

(3) An educator shall not engage in inappropriate communication via electronic media. For the purposes of this section, inappropriate communication, considering the intent, timing, subject matter, and amount of communication, is defined to include, but not be limited to:

a. Whether the communication made was covert in nature;

b. Whether the communication could reasonably be interpreted as solicitous, sexually explicit or romantic in nature; and

c. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the educator or the student.

Readopt with amendment and renumber Ed 510.01as Ed 510.05, effective 2-23-12 (Doc #10089) to read as follows:

Ed 510.0~~1~~***5*** Duty to Report.

(a) Each principal has a duty to report to the superintendent of the school district or SAU where the principal is employed, if the principal has been notified of, or is personally aware that an educator has violated any of the rules of professional conduct as enumerated in Ed 510.01-.04, which occurred on or off duty.

(~~a~~***b***) The superintendent***, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school,*** shall report ~~all charges of misconduct against a credential holder within the school district or school administrative unit to the director or designee~~ ***any of the following to the office of credentialing:***~~.~~

(1) Any confirmed violation of the principles of professional conduct as enumerated in Ed 510.01-.04 by an educator, as defined in Ed 501.02(k), which occurred on or off duty;

(2) When a superintendent has knowledge that an educator, as defined by Ed 501.02(k) has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

(3) Misconduct or unprofessional conduct by an educator, as defined by Ed 501.02(k), which occurred on or off duty where the nature or circumstances of the educator's conduct would:

a. Potentially place a student(s), as defined in Ed 501.02(t), in physical or emotional jeopardy;

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b. So detract from the educator's professional standing as to render the educator unfit for continued certification; or

c. Create an inability for the educator to carry out his or her assigned duties.

(~~b~~***c***) Educators having reason to suspect that another educator has abused or neglected a student shall report the same to:

(1) The department of health and human services, pursuant to RSA 169-C:29; and

(2) The ~~bureau~~***office of credentialing***.

(~~c~~***d***) ~~Failure to report any charges of misconduct or incidence of suspected misconduct shall result in disciplinary actions being taken against the non-reporting educator by the board~~***The office of credentialing shall undertake an investigation, as enumerated in Ed 510.06, if an educator, principal, superintendent, chief executive officer, or headmaster fails to make a report as required by Ed 510.05(a), (b), or (c)***.

(~~d~~***e***) The ~~bureau~~ ***office of credentialing*** shall ~~conduct~~ ***undertake*** an investigation***, as enumerated in Ed 510.06, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above*** ~~whenever it receives a report under (a) or (b) above~~.

Adopt Part 511 and renumber the existing Part 511 as 512 to read as follows:

PART Ed 511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS

Adopt Ed 511.01, and renumber the existing Ed 511.01 as Ed 512.02, so that Ed 511.01 reads as follows:

Ed 511.01 Investigations.

(a) Investigations shall be handled by the department and shall be conducted by the office of credentialing or designee;

(b) An investigation shall be undertaken if the office of credentialing or designee deems it necessary to examine acts of possible misconduct by an educator which have come to the attention of the department either through direct reporting or other means;

(c) Investigations shall not constitute a disciplinary hearing and shall not constitute an allegation of misconduct against an educator;

(d) Educators shall be notified in writing, via certified mail, that an investigation has been opened and the nature of the investigation and the status of the educator's credential pending the investigation;

(e) The department shall interview all people, to include the educator, who might have information which might be relevant to the investigation;

(f) Investigations, including those based upon allegations in a complaint, shall be conducted on an ex parte basis;

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(g) The department shall obtain any and all documentation which might be relevant to the investigation;

(h) Once the investigation is complete, the following procedures shall apply:

(1) The department shall create a report which documents the results of the investigation;

(2) The educator shall be notified in writing of any discipline as set forth below and the specific grounds upon which the discipline is based; or

(3) If no disciplinary sanction is imposed, the department shall notify the educator in writing that the investigation is closed;

(i) Investigatory reports and all information gathered during the course of the investigations shall be confidential, with the following exceptions:

(1) The report shall be made available to the parties in any adjudicatory proceedings resulting therefrom; and

(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the department shall provide information gathered in the disciplinary investigation to the following:

a. A law enforcement agency when the agency is conducting a criminal investigation of the educator;

b. A certifying agency of another jurisdiction for:

1. Purposes of certification of the educator in the other jurisdiction; or

2. An investigation of the educator by the other jurisdiction when:

(i) The educator was the subject of a formal investigation under Ed 510; or

(ii) Disciplinary action was taken against the educator by the state board of education pursuant to Ed 510;

c. Other state licensing board investigators or prosecutors; and

d. Expert witnesses or assistants retained by a prosecutor or investigator in the same related disciplinary matters.

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Readopt with amendment and renumber Ed 510.03 as Ed 511.02, effective 2-23-12 (Doc #10089) to read as follows:

Ed 51~~0~~***1***.0~~3~~***2*** Disciplinary Sanctions.

(a) If the ~~board~~ ***department*** determines that a***n*** ~~credential holder~~ ***educator, as defined by Ed 501.02(k),*** has committed misconduct, the ~~board~~ ***department*** shall impose one of the following disciplinary sanctions, as determined to be appropriate by the ~~board~~ ***department*** under the circumstances of each case:

(1) Suspension; ~~or~~

(2) Revocation~~.~~***; or***

(3) Reprimand.

~~(b) The board shall impose disciplinary sanction pursuant to this chapter against an individual who has committed a violation of RSA 189:14-c in this state or in another state or territory of the United States or a foreign country.~~

(b) All state disciplinary action shall be documented in writing and set out the terms of the discipline. The educator shall receive a copy of the discipline in writing and a copy shall be placed in the educator's electronic credentialing file at the department once it is signed by all required parties, to include the educator;

(c) Any educator whose credential is revoked shall be prohibited from applying or reapplying for any other teaching credential in New Hampshire; and

(d) The department shall maintain a list of all educators who have been revoked or who are under suspension and such list shall be published on the department's website.

Readopt with amendment and renumber Ed 510.02 as Ed 511.03, effective 2-23-12 (Doc #10089) to read as follows:

Ed 51~~0~~***1***.0~~2~~***3*** Disciplinary Hearings.

(a) Adjudicatory proceedings/disciplinary hearings shall be commenced pursuant to Ed 200 after the following:

(1) Completion of an informal or formal investigation;

(2) Filing of a written report and recommendation; and

(3) A determination by the director that a disciplinary action before the board is required in accordance with the provisions of Ed 200.

(b) The provisions of Ed 200 shall apply to all disciplinary hearings.

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Readopt with amendment and renumber Ed 510.04 as Ed 511.4, effective 2-23-12 (Doc #10089) to read as follows:

Ed 51~~0~~***1***.0~~4~~ Status of a Credential Pending Completion of Disciplinary Proceeding. ~~A credential shall be suspended prior to a hearing if the board makes a determination that there is imminent peril to the public health, safety or welfare and commences its hearing within 10 days, in accordance with RSA 541-A:30, III, or the holder voluntarily agrees to such a suspension.~~

(a) When the department receives information indicating that an educator has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder's teaching credential and any and all endorsements shall be immediately suspended pending an investigation by the department.

(b) The department shall notify the educator and the employing school district that the educator's credential has been suspended pending an investigation by the department.

(c) The educator shall have a right to request an adjudicative proceeding to commence not later than 15 working days after the suspension of the credential. Such hearings shall be governed by the process set forth in Ed 200. A request for an adjudicative proceeding must be made in writing.

~~Ed 510.05 Voluntary Surrender of a Credential.~~

~~(a) If a certified educator offers to surrender his/her credential voluntarily, the bureau shall automatically revoke the credential.~~

~~(b) A statement indicating the educator's request to surrender his/her credential voluntarily and the reason surrounding the circumstances of the request shall be made a part of the educator's certification record with the bureau.~~

~~(c) The rules of confidentiality of Ed 502 shall apply to the maintenance and release of information concerning voluntary surrender of a teaching credential.~~

Readopt with amendment and renumber Ed 511.03 as Ed 511.05, effective 2-23-12 (Doc #10089) to read as follows:

Ed 511.0~~3~~***5*** Grounds for Reinstatement ***After Suspension***.

(a) A certificate or endorsement ~~that~~ ***which*** has been suspended ~~or revoked~~ shall be reinstated for one of the following reasons:

(1) The period of the suspension has passed and any and all ***terms and*** conditions ~~that have been placed on~~ ***regarding possible*** reinstatement have been satisfied; ~~or~~ ***and***

(2) An educator whose ~~certification~~ ***credential*** has been revoked demonstrates by clear and convincing evidence that he~~/~~***or*** she has corrected the deficiencies or conduct ~~that~~ ***which*** led to the original ~~revocation~~***suspension***.

(b) ~~A certificate or endorsement, including one that is limited in time, level or scope shall be issued by the board subject to terms it deems necessary for ensuring compliance with certification requirements and professional standards if the certificate has been suspended or revoked.~~ ***Upon***

reinstatement, the department may issue a certificate or endorsement which is limited in time, level, or scope or subject to other terms as the department deems necessary.

Readopt and renumber Part 511 as Part 512 to read as follows:

PART Ed 51~~1~~***2*** DENIAL~~,~~***OF CERTIFICATION*** ~~SUSPENSION, OR REVOCATION FOR CERTIFIED PERSONNEL~~

Readopt with amendment and renumber Ed 508.07 as Ed 512.01, effective 6-15-13 (Doc. #10362) to read as follows:

Ed ~~508.07~~***511.01*** Denial of Initial Application.

(a) An application for a New Hampshire credential shall be denied if the applicant has ***been charged pending disposition for or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in*** ~~a criminal record in this state or~~ any other state, territory or country~~ consisting of:~~**.**

~~(1) Any felony including but not limited to:~~

~~a. Homicide;~~

~~b. Child pornography;~~

~~c. Aggravated felonious sexual assault;~~

~~d. Felonious sexual assault; or~~

~~e. Kidnapping;~~

~~(2) Manufacturing, selling, administering, dispensing or distributing a controlled substance(s) on school property in violation of any law; or~~

~~(3) Child abuse.~~

(b) An application for a New Hampshire credential shall be denied if there is documentary evidence in the form of a statement bearing the signature of the superintendent, in the case of a public school, or of the chief administrative officer, in the case of a nonpublic school, and after an investigation by the bureau establishes that the applicant has engaged in the following:

(1) Sexual misconduct within the educational setting;

(2) Noncompliance with the professional development requirement of Ed 512; or

(3) Any act or combination of acts which when considered together would be contrary to ~~ethical standards~~ ***the principles*** of professional conduct as outlined in Ed 51~~1~~***0***, including but not limited to:

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a. The applicant or someone acting on behalf of the applicant has submitted false information to the bureau in connection with the application; or

b. The applicant has been disciplined by another licensing body, provided that the ethical requirements of the licensing body are equivalent with the ~~ethical requirements~~ ***principles of professional conduct*** as outlined in Ed 510.

(c) An applicant aggrieved by the decision of the bureau to deny an application may file a petition for reconsideration along with supporting documentation to the director within 20 days after receipt of the denial decision. If the petition for reconsideration is denied, the applicant may appeal the director's decision pursuant to RSA 21-N:11, III, and Ed 200.

Readopt with amendment and renumber Ed 511.01 as Ed 512.02, effective 2-23-12 (Doc. #10089), to read as follows:

Ed 51~~1~~***2***.0~~1~~***2*** Grounds For Denial of ***Endorsement, Renewal or Reinstatement*** ~~License for Educator Certification~~.

(a) A license for educator certification or an endorsement, or renewal or reinstatement shall be denied by the board based on the following grounds:

(1) Failure to meet the conditions for issuance of the certificate or endorsement or renewal or reinstatement;

(2) ~~Conviction of a felony:~~

~~a. That might place students in potential physical or emotional jeopardy; and~~

~~b. When the board determines that either the nature or circumstances of the offense, or the moral turpitude associated with the crime, render the individual unqualified or unfit for licensure based on the educator's:~~

~~1. Inability to perform assigned duties; and~~

~~2. Loss of respect within the community;~~***If the applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory or country;***

(3) Incompetence;

(~~3~~***4***) ~~Misconduct or unprofessional conduct, on or off duty:~~ ***If the applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04***

~~a. That might place students in potential physical or emotional jeopardy;~~

~~b. Where the board determines that the nature or circumstances of the conduct so detract from the educator's professional standing as to render him/her unfit or~~

~~unqualified for licensure based on the educator's inability to perform assigned duties; and~~

~~c. Where there is a nexus between the off duty misconduct or unprofessional conduct of the educator and the educator's ability to carry out assigned duties~~; or

(**4~~5~~**) Falsification or misrepresentation of information provided in connection with an application for licensure for certified personnel or endorsement, renewal or reinstatement.

~~Ed 511.02 Grounds for Suspension or Revocation of Educator's Certification.~~

~~(a) A certificate for an educator or an endorsement shall be suspended or revoked based on the following grounds:~~

~~(1) Incompetence;~~

~~(2) Conviction of a felony:~~

~~a. That would potentially place a student or students in physical or emotional jeopardy;~~

~~b. When the board determines that either the nature or circumstances of the crime, or the moral turpitude associated with the crime render the individual unfit for continued certification; and~~

~~c. When the underlying behavior or circumstances of the offense render the educator unfit for continued certification based on the educator's inability to perform assigned duties;~~

~~(3) Misconduct or unprofessional conduct, on or off duty:~~

~~a. That would potentially place a student or students in physical or emotional jeopardy;~~

~~b. Where the nature or circumstances of the conduct so detract from the educator's professional standing as to render the educator unfit for continued certification based on the educator's inability to perform assigned duties; and~~

~~c. Where there is a nexus between the off duty misconduct or unprofessional conduct of the educator and the educator's ability to carry out assigned duties;~~

~~(4) Falsification or misrepresentation of information provided in connection with an application for certification or endorsement or renewal or reinstatement discovered subsequent to issuance of the certificate;~~

~~(5) If the individual is a superintendent, assignment of duties by the superintendent to an individual who does not hold the appropriate certificate or endorsement for the duties assigned, except as otherwise provided in RSA 189:39-b;~~

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~~(6) If the individual is a principal, to report to the superintendent any allegations or conduct by an educator for which there is credible evidence of a potential professional conduct violation that might constitute ground for suspension or revocation of an educator's certificate or endorsement; or~~

~~(7) If the individual is a superintendent, failure to report to the director or designee any allegations or conduct by an educator for which there is credible evidence of a professional conduct violation that might constitute grounds for suspension or revocation of an educator's certificate or endorsement.~~

~~Ed 511.04 Effects of Certificate Surrender.~~

~~(a) A licensee may surrender the license at any time.~~

~~(b) Surrender or nonrenewal of a certificate shall not preclude the board from investigating or completing a disciplinary proceeding based upon the licensee's conduct while the certificate was still in effect. Such investigations and proceedings shall be handled in the same manner as other disciplinary investigations and proceedings.~~

~~(c) An educator who surrenders a certificate shall have no right or privilege in New Hampshire. An educator who reapplies for a certificate in New Hampshire after surrender shall meet all the requirements in effect for new applicants as set forth in statute or rules at that time.~~

~~(d) An educator who surrenders a license as part of a settlement of pending misconduct allegations shall make a written settlement offer to the board before the close of the record in a disciplinary hearing.~~

~~(e) Any settlement agreement reached under (d), above, shall include the following concessions:~~

~~(1) That certificate surrender has occurred in settlement of pending disciplinary allegations;~~

~~(2) That the facts or conduct upon which the surrender is based is not contested; and~~

~~(3) That the pending allegations shall be issues to be resolved in any future application the educator submits in New Hampshire.~~

~~Ed 511.05 Investigations.~~

~~(a) The department shall conduct such investigations as it deems necessary to examine acts of possible misconduct that come to its attention through complaints or other means.~~

~~(b) The director or designee shall appoint a member of the department, or other knowledgeable persons to conduct the investigation.~~

~~(c) The director or designee shall provide the following information to the person conducting the investigation:~~

~~(1) The statutory or regulatory authority for the investigation;~~

~~(2) Any statutes or rules believed to have been, or about to be, violated;~~

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~~(3) The identity of the persons, or class of persons, that are subject of the investigation;~~

~~(4) The general nature of the conduct being investigated; and~~

~~(5) The date upon which the investigating officer shall report his or her findings and recommendations to the board.~~

~~(d) Investigations shall not constitute a disciplinary hearing and shall not constitute an allegation of misconduct against a licensee.~~

~~(e) When an investigation occurs, an investigator designated by the director or designee shall contact such persons and examine such records and other documents as are reasonably necessary to make a recommendation as to whether further board action should be taken on the allegations in question.~~

~~(f) Investigations, including those based upon allegations in a complaint shall be conducted on an ex parte basis.~~

~~(g) Once the investigator completes the investigation, the following procedures shall apply:~~

~~(1) The investigator shall file a written report with the director or designee including:~~

~~a. A recommendation for action by the board; and~~

~~b. The specific grounds listed in Ed 511.02 upon which the recommendation is based;~~

~~(2) The director or designee shall review the investigator's report and recommendation based on a review of the case in relation to the grounds listed in Ed 511.02 to:~~

~~a. Confirm, deny, or amend the investigator's recommendation and report; and~~

~~b. Provide a written recommendation and report;~~

~~(3) If the director determines that disciplinary proceedings are warranted, the director shall notify the educator, and initiate a disciplinary hearing before the board under the procedures established in Ed 200; and~~

~~(4) The board shall not be consulted regarding the director's decision to hold a disciplinary hearing.~~

~~(h) Investigatory reports and all information gathered by an investigator shall be confidential, with the following exceptions:~~

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~~(1) The investigator's report shall be made available to the parties in any adjudicatory proceeding resulting therefrom;~~

~~(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the board shall provide information gathered in disciplinary investigations to:~~

~~a. A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;~~

~~b. A certifying agency of another jurisdiction for:~~

~~1. Purposes of certification of the credential holder in the other jurisdiction; or~~

~~2. An investigation of the credential holder by the other jurisdiction, when:~~

~~(i) The credential holder was the subject of a formal investigation under Ed 510; or~~

~~(ii) Disciplinary action was taken against the credential holder by the state board of education under Ed 510.03;~~

~~c. Board investigators or prosecutors; and~~

~~d. Expert witnesses or assistants retained by board prosecutor or investigators in the same or related disciplinary matters; and~~

~~(3) Whether or not further disciplinary proceedings are to be conducted as a result of the investigation, the board shall provide information gathered in disciplinary investigations to persons to whom the licensee has given a release.~~

~~(i) The educator shall be notified promptly of the nature of any allegations that result in an investigation pursuant to (e) above.~~

~~(j) If further disciplinary proceedings are to be conducted as a result of an investigation, the licensee shall be given the opportunity to respond, in writing, to the investigator prior to the initiation of disciplinary proceedings.~~

~~Ed 511.06 Due Process for Denial of Licensure for an Educator or Endorsement or Renewal or Reinstatement.~~

~~(a) If, after written application for certification, the department concludes that an applicant should be denied a license or endorsement or renewal or reinstatement the department shall notify the applicant in writing of the grounds for the denial.~~

~~(b) The department shall provide an applicant with a description of the procedures for appeal of a denial of a license for an educator or endorsement and shall explain that the applicant may appeal the denial to the board in accordance with the procedures established in Ed 200.~~

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~~(c) An applicant shall file an appeal in writing within 10 days of receipt of the denial in order for an appeal to be accepted by the board.~~

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Readopt with amendment Ed 507.25, effective 5/14/2010 (Doc #9715), to read as follows:

Ed 507.25 ~~Educator in~~ Mathematics ***Teacher;*** ~~For Grades 5-8~~***General Requirements***.

(a) To be certified as a~~n educator in~~ mathematics ***teacher*** ~~for grades 5-8~~, the candidate shall ~~have~~:

(1) ***Have*** ~~A~~**a**t least a bachelor's degree; and

(2) ***Obtain certification through*** ~~Qualify for certification under~~ one of the alternatives in Ed 505.01 – Ed 505.05~~.~~***having also met the requirements of (c) below and either Ed 507.26, Ed 507.27, or both.***

(b) For candidates seeking certification through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as mathematics teachers by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(~~b~~***c***) A candidate for certification as a~~n educator in~~ mathematics ***teacher*** ~~for grades 5-8~~ shall have ~~the following~~ skills, competencies, and knowledge ~~through a combination of academic and supervised field-based experience~~ in the following areas:

(1) In the area of knowledge of pedagogy, the candidate shall have the ability to:

a. Plan and conduct units and lessons appropriate for the grade range which:

1. Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem- solving;

2. Include multiple explanations and representations, including, but not limited to ~~intuitive~~ ***informal*** and formal arguments or proofs;

3. Incorporate literacy strategies that assist students in reading and understanding mathematics;

4. Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;

5. Emphasize connections within and between mathematics and other disciplines;

6. ~~Incorporate:~~

~~(i) Manipulatives, including, but not limited to:~~

~~i. Pattern Blocks™;~~

~~ii. Virtual manipulatives;~~

~~iii. Geoboards; and~~

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~~iv. Algebra tiles; and~~

~~(ii) Current technologies, including, but not limited to:~~

~~i. Dynamic statistical and geometric programs;~~

~~ii. Data collection devices; and~~

~~iii. 21st century tools;~~

Select and use instructional tools, including, but not limited to, manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies such as graphing tools and interactive geometry software, computer algebra systems, and statistical packages, and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

7. ~~Model and nurture habits of minds within the context of mathematics~~ ***Model and develop the following 8 standards of mathematical practices~~; and~~:***

(i) Make sense of problems and persevere in solving them;

(ii) Reason abstractly and quantitatively;

(iii) Construct viable arguments and critique the reasoning of others;

(iv) Model with mathematics;

(v) Use appropriate tools strategically;

(vi) Attend to precision;

(vii) Look for and make use of structure; and

(viii) Look for an express regularity in repeated reasoning; and

~~8. Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:~~

~~(i) Scientific and graphing calculators;~~

~~(ii) Computer-based laboratory (CBL) units;~~

~~(iii) The internet; and~~

~~(iv) Computer software including the 4 areas of:~~

~~i. Symbolic manipulators;~~

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~~ii. Dynamic geometry programs;~~

~~iii. Spreadsheets; and~~

~~iv. Statistical packages;~~

b. Apply an understanding of learning theories and ~~styles~~ ***equitable teaching practices*** to the teaching of mathematics appropriate for ***students within*** the grade range which articulate:

1. Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and

2. ~~The role of teacher beliefs about mathematics and its effect on student learning~~ ***Foundations of pedagogical knowledge, effective and equitable mathematics teaching practices, and positive and productive dispositions toward teaching mathematics to support students' sense making, understanding, and reasoning***;

c. Plan and conduct a variety of assessments and evaluations appropriate for the grade range that:

1. Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and

2. Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills~~; and~~.

~~d. Demonstrate a capacity to appreciate and recognize the value of professional practices which include:~~

~~1. Learning mathematics content independently and collaboratively; and~~

~~2. Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;~~

(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:

a. Use problem-solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:

1. Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;

2. Use problem-solving to develop one's own mathematical knowledge;

3. Reflect upon ***one's own and others'*** solutions and the problem-solving process; and

4. Refine problem-solving strategies, as needed;

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b. Use mathematical reasoning and proof, including, but not limited to, the ability to:

1. Develop and evaluate mathematical conjectures;

2. Construct and evaluate proofs and logical arguments to verify conjectures;

3. Select and use various types of reasoning and methods of proof; and

4. Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;

c. Communicate an understanding of mathematics, including, but not limited to, the ability to:

1. Demonstrate the capacity to communicate ~~coherently~~ ***clearly*** about mathematics and mathematics education in both written and oral ~~ways~~ ***forms*** using ***accurate and*** appropriate mathematical language and notation;

2. Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and

3. Analyze and assess the mathematical thinking and strategies of others;

d. Create and use representations, including, but not limited to, the ability to:

1. Illustrate learning progression from concrete to abstract representations;

2. Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;

3. Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and

4. Develop and use models to explain mathematical concepts;

e. Recognize, explore, and develop mathematical connections***, both within mathematics and across disciplines***, including, but not limited to, the ability to:

1. Provide examples of how mathematics is practiced in various fields; and

2. Build mathematical understanding by ***showing how ideas build on one another across grade levels to form a coherent discipline.***~~:~~

~~(i) Identifying and applying connections among mathematical ideas; and~~

~~(ii) Showing how ideas build on one another across grade levels to form a coherent discipline; and~~

f. Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:

1. Learn mathematics independently;

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2. Exhibit a curiosity for mathematics;

3. Recognize that learning from mistakes is an essential component when working mathematically;

4. Recognize the power and value of estimation and mental computation when working mathematically;

5. Understand the value and power of strategic use of technology when solving mathematical problems;

6. Recognize that mathematics is the language of science and nature; and

7. Recognize that mathematics is a tool for quantitative reasoning;

(3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:

a. Demonstrate appropriate strategies for ~~helping~~ ***supporting*** students to:

1. Move from concrete to abstract representations of mathematical concepts; and

2. Connect conceptual and procedural knowledge;

b. Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and ~~strategies to help students~~ ***supporting students to respond to and*** overcome it;

c. Recognize that ~~poor~~ attitudes about mathematics ~~solidify~~ ***can change across a lifespan*** ~~in the middle school years~~ ***and therefore*** ~~so that~~ ~~teachers~~ ***teachers*** need to address the affective domain; and

d. Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;

(4) In the ~~subject~~ area of number and operations, the candidate shall have the ability to:

a. Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;

~~b. Demonstrate knowledge of the historical development of number and number systems;~~

~~c~~***b***. Apply, explain, and justify concepts in number and number theory;

~~d~~***c***. Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;

~~e~~***d***. Demonstrate knowledge of concepts and applications of limits and infinity;

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~~f~~***e***. Demonstrate a capacity to apply the concepts of proportional reasoning;

~~g~~***f***. Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;

~~h~~***g***. Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors; ***and***

~~i. Represent, use, and apply introductory concepts and properties of complex numbers;~~

~~j. Identify and illustrate the mathematics that underlies the procedures used for operations involving real numbers and their subsets~~

~~k. Explain the distinctions among real numbers and their subsets with connection to field axioms; and~~

~~l~~***h***. Demonstrate a capacity to apply the concepts of exponents, including integer and rational, through modeling and applications;

(5) In the ~~subject~~ area of geometry and measurement, the candidate shall have the ability to:

a. Build and manipulate representations of 2-and 3-dimensional objects and perceive an object from different perspectives;

b. Analyze properties of and relationships among geometric shapes and structures;

c. Apply transformations with connections to congruency and similarity;

d. Demonstrate knowledge of non-Euclidean geometries ~~and the historical development of the various geometries~~;

e. Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;

f. Recognize measurement attributes and their effect on the choice of appropriate tools and units;

g. Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;

~~h. Demonstrate knowledge of the historical development of measurement and measurement systems;~~

~~i~~***h***. Employ estimation as a way of understanding measurement processes and units;

~~j~~***i***. Complete error analysis through determination of the reliability of numbers obtained from measurement;

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~~k~~***j***. Understand and apply measurement conversion strategies;

~~l~~***k***. Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;

~~m~~***l***. Use constructions, models, and dynamic geometric software to explore geometric relationships;

~~n~~***m***. Derive and explain formulas found in Euclidean geometry; and

~~o~~***n***. Construct proofs using the axioms of Euclidean and non-Euclidean geometries;

(6) In the ~~subject~~ area of functions and algebra, the candidate shall have the ability to:

a. Model and analyze change and rates of change in various contexts;

b. Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;

c. Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including***, but not limited to,*** tables, graphs, written word, and symbolic rules;

d. Represent information and solve problems using matrices;

e. Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;

~~f. Demonstrate knowledge of the historical development of algebra;~~

~~g~~***f***. Generalize patterns and functions using recursive and explicit representations;

~~h. Understand, identify, and apply arithmetic and geometric sequences;~~

~~i~~***g***. Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;

~~j~~***h***. Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric; and

~~k. Represent and analyze group and field properties of real numbers and other mathematical structures;~~

(7) In the ~~subject~~ area of data, statistics, and probability, the candidate shall have the ability to:

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a. Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;

b. Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;

c. Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;

d. Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;

~~e. Draw conclusions involving uncertainty by using hands-on and computer-based simulations;~~

~~f~~***e***. Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;

~~g~~***f***. Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;

~~h. Demonstrate knowledge of the historical development of probability and statistics;~~

~~i~~***g***. Determine and compare experimental, theoretical, and conditional probabilities; and

~~j~~***h***. Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;

(8) In the ~~subject~~ area of calculus, the candidate shall have the ability to:

a. Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;

b. Use technology to explore and represent fundamental concepts of calculus; ***and***

~~c. Demonstrate knowledge of the historical development of calculus;~~

d. Understand and describe the connection of calculus to middle and high school mathematics topics; and

~~e. Demonstrate an understanding of basic calculus concepts including limits, continuity, differentiation, and integration; and~~

(9) In the ~~subject~~ area of discrete mathematics, the candidate shall:

~~a. H~~***h***ave the ability to:

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~~1.~~ ***a.*** Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations; and

~~2.~~ ***b.*** Use technology to solve problems involving the use of discrete structures; and

~~b. Demonstrate:~~

~~1. Knowledge of the historical development of discrete mathematics; and~~

~~2. A conceptual understanding of the fundamental ideas of discrete mathematics, including but not limited to:~~

~~(i) Finite graphs;~~

~~(ii) Trees;~~

~~(iii) Networks;~~

~~(iv) Propositional logic; and~~

~~(v) Combinatorics~~

(10) In the area of history of mathematics, demonstrate a knowledge of the historical development of number and number systems, measurement and measurement systems, geometry, including non-euclidean geometry, algebra, probability and statistics, calculus and discrete mathematics.

Adopt Ed 507.26 as follows:

Ed 507.26 Mathematics Teacher – Middle Level.

(a) To be certified as a middle level mathematics teacher, the candidate shall:

(1) Obtain certification through one of the alternatives in Ed 505.01 – Ed 505.05 having also met the requirements Ed 507.25 and (c) below, to teach upper level elementary mathematics through algebra I or integrated I.

(b) For candidates seeking certification through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as teachers in middle level mathematics by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(c) A candidate for certification as a middle level mathematics teacher for grades 5-8 shall have skills, competencies, and knowledge in the following areas:

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(1) In the area of number and number operations the candidate shall have the ability to:

a. Represent, use, and apply introductory concepts and properties of complex numbers;

b. Identify and illustrate the mathematics that underlies the procedures and operations involving real numbers and their subsets; and

c. Explain the distinctions among real numbers and their subsets with connection to field axioms; and

(2) In the area of functions and algebra the candidate shall have the ability to:

a. Understand, identify, and apply arithmetic and geometric sequences; and

b. Represent and analyze group and field properties of real numbers and other mathematical structures; and

(3) In the area of calculus the candidate shall have the ability to demonstrate an understanding of calculus concepts including limits, continuity, differentiation, and integration; and

(4) In the area of discrete mathematics demonstrate a conceptual understanding of the fundamental ideas of discrete mathematics, including, but not limited to:

a. Finite graphs;

b. Trees;

c. Networks;

d. Propositional logic; and

e. Combinatorics.

Readopt with amendment Ed 507.2~~6~~***7***, effective 5/14/2010 (Doc #9715), to read as follows:

Ed 507.2~~6~~***7*** ~~Teacher in Secondary~~ Mathematics ***Teacher – Upper Level*** ~~For Grades 7-12~~.

(a) To be certified as a***n upper level mathematics*** teacher ~~in secondary mathematics for grades 7-12~~, the candidate shall ~~have~~:

(1) Obtain certification through one of the alternatives in Ed 505.01 – Ed 505.05 having also met the requirements Ed 507.25 and (c) below ***to teach pre-algebra through advanced placement math courses***.

(b) For candidates seeking certification through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as teachers in upper level mathematics by reviewing evidence, such as, but not limited to, college course

work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(~~b~~***c***) A candidate for certification as an ***upper level mathematics*** teacher ~~in secondary mathematics for grades 7-12~~ shall have ~~the following~~ skills, competencies, and knowledge ~~through a combination of academic and supervised field-based experience~~ in the following areas:

~~(1) In the area of pedagogy, the candidate shall have the ability to:~~

~~a. Plan and conduct units and lessons appropriate for the grade range which:~~

~~1. Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem-solving;~~

~~2. Include multiple explanations and representations, including, but not limited to intuitive and formal arguments or proofs;~~

~~3. Incorporate literacy strategies that assist students in reading and understanding mathematics;~~

~~4. Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;~~

~~5. Emphasize connections within and between mathematics and other disciplines;~~

~~6. Incorporate:~~

~~(i) Manipulatives, including, but not limited to:~~

~~i. Pattern Blocks™;~~

~~ii. Virtual manipulatives;~~

~~iii. Geoboards; and~~

~~iv. Algebra tiles; and~~

~~(ii) Current technologies, including, but not limited to:~~

~~i. Dynamic statistical and geometric programs;~~

~~ii. Data collection devices; and~~

~~iii. 21st century tools;~~

~~7. Model and nurture habits of minds within the context of mathematics; and~~

~~8. Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:~~

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~~(i) Scientific and graphing calculators;~~

~~(ii) Computer-based laboratory (CBL) units;~~

~~(iii) The internet; and~~

~~(iv) Computer software including the 4 areas of:~~

~~i. Symbolic manipulators;~~

~~ii. Dynamic geometry programs;~~

~~iii. Spreadsheets; and~~

~~iv. Statistical packages;~~

~~b. Apply an understanding of learning theories and styles to the teaching of mathematics appropriate for the grade range which articulate:~~

~~1. Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and~~

~~2. The role of teacher beliefs about mathematics and its effect on student learning;~~

~~c. Plan and conduct a variety of assessments and evaluations appropriate for the grade range that:~~

~~1. Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and~~

~~2. Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills; and~~

~~d. Demonstrate a capacity to appreciate and recognize the value of professional practices which include:~~

~~1. Learning mathematics content independently and collaboratively; and~~

~~2. Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;~~

~~(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:~~

~~a. Use problem-solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:~~

~~1. Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;~~

~~2. Use problem-solving to develop one's own mathematical knowledge;~~

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~~3. Reflect upon solutions and the problem-solving process; and~~

~~4. Refine problem-solving strategies, as needed;~~

~~b. Use mathematical reasoning and proof, including, but not limited to, the ability to:~~

~~1. Develop and evaluate mathematical conjectures;~~

~~2. Construct and evaluate proofs and logical arguments to verify conjectures;~~

~~3. Select and use various types of reasoning and methods of proof; and~~

~~4. Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;~~

~~c. Communicate an understanding of mathematics, including, but not limited to, the ability to:~~

~~1. Demonstrate the capacity to communicate coherently about mathematics and mathematics education in both written and oral ways using appropriate mathematical language and notation;~~

~~2. Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and~~

~~3. Analyze and assess the mathematical thinking and strategies of others;~~

~~d. Create and use representations, including, but not limited to, the ability to:~~

~~1. Illustrate learning progression from concrete to abstract representations;~~

~~2. Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;~~

~~3. Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and~~

~~4. Develop and use models to explain mathematical concepts;~~

~~e. Recognize, explore, and develop mathematical connections, including, but not limited to, the ability to:~~

~~1. Provide examples of how mathematics is practiced in various fields; and~~

~~2. Build mathematical understanding by:~~

~~(i) Identifying and applying connections among mathematical ideas; and~~

~~(ii) Showing how ideas build on one another across grade levels to form a coherent discipline;~~

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~~f. Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:~~

~~1. Learn mathematics independently;~~

~~2. Exhibit a curiosity for mathematics;~~

~~3. Recognize that learning from mistakes is an essential component when working mathematically;~~

~~4. Recognize the power and value of estimation and mental computation when working mathematically;~~

~~5. Understand the value and power of strategic use of technology when solving mathematical problems;~~

~~6. Recognize that mathematics is the language of science and nature; and~~

~~7. Recognize that mathematics is a tool for quantitative reasoning;~~

~~(3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:~~

~~a. Demonstrate appropriate strategies for helping students to:~~

~~1. Move from concrete to abstract representations of mathematical concepts; and~~

~~2. Connect conceptual and procedural knowledge;~~

~~b. Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and strategies to help students overcome it;~~

~~c. Recognize that poor attitudes about mathematics solidify in the middle school years so that teachers need to address the affective domain; and~~

~~d. Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;~~

(**4*1***) In the ~~subject~~ area of number and operations, the candidate shall have the ability to~~:~~

~~a. Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;~~

~~b. Demonstrate knowledge of the historical development of number and number systems;~~

~~c. Apply, explain, and justify concepts in number and number theory;~~

~~d. Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;~~

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~~e. Demonstrate knowledge of concepts and applications of limits and infinity;~~

~~f. Demonstrate a capacity to apply the concepts of proportional reasoning;~~

~~g. Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;~~

~~h. Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors;~~

~~i.~~ ~~I~~identify and illustrate the mathematics underlying the theory of groups, rings and fields and the relationships among them; and

~~j. Demonstrate a capacity to apply the concepts of integer and rational exponents through modeling and applications;~~

~~(5) In the subject area of geometry and measurement, the candidate shall have the ability to:~~

~~a. Build and manipulate representations of 2- and 3-dimensional objects and perceive an object from different perspectives;~~

~~b. Analyze properties of and relationships among geometric shapes and structures;~~

~~c. Apply transformations with connections to congruency and similarity;~~

~~d. Demonstrate knowledge of non-Euclidean geometries and the historical development of the various geometries;~~

~~e. Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;~~

~~f. Recognize measurement attributes and their effect on the choice of appropriate tools and units;~~

~~g. Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;~~

~~h. Demonstrate knowledge of the historical development of measurement and measurement systems;~~

~~i. Employ estimation as a way of understanding measurement processes and units;~~

~~j. Complete error analysis through determination of the reliability of numbers obtained from measurement;~~

~~k. Understand and apply measurement conversion strategies;~~

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~~l. Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;~~

~~m. Use constructions, models, and dynamic geometric software to explore geometric relationships;~~

~~n. Derive and explain formulas found in Euclidean geometry; and~~

~~o. Construct proofs using the axioms of Euclidean and non-Euclidean geometries;~~

(~~6~~***2***) In the ~~subject~~ area of functions and algebra, the candidate shall have the ability to:

~~a. Model and analyze change and rates of change in various contexts;~~

~~b. Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;~~

~~c. Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including tables, graphs, written word, and symbolic rules;~~

~~d. Represent information and solve problems using matrices;~~

~~e. Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;~~

~~f. Demonstrate knowledge of the historical development of algebra;~~

~~g. Generalize patterns and functions using recursive and explicit representations;~~

~~h. Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;~~

~~i. Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric;~~

~~j~~***a***. Understand and apply major concepts of:

1. Linear algebra, including vector spaces and matrices; and
2. Abstract algebra, including groups, rings, and fields;

~~k~~***b***. Connect major concepts of linear and abstract algebra to the complex number system and other mathematical structures; and

~~l~~***c***. Understand, identify, and apply arithmetic and geometric sequences, including partial sums of infinite arithmetic and geometric sequences, with connections to linear and exponential functions;

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~~(7) In the subject area of data, statistics, and probability, the candidate shall have the ability to:~~

~~a. Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;~~

~~b. Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;~~

~~c. Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;~~

~~d. Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;~~

~~e. Draw conclusions involving uncertainty by using hands-on and computer-based simulations;~~

~~f. Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;~~

~~g. Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;~~

~~h. Demonstrate knowledge of the historical development of probability and statistics;~~

~~i. Determine and compare experimental, theoretical, and conditional probabilities; and~~

~~j. Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;~~

(~~8~~***3***) In the ~~subject~~ area of calculus, the candidate shall have the ability to:

~~a. Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;~~

~~b. Use technology to explore and represent fundamental concepts of calculus;~~

~~c. Demonstrate knowledge of the historical development of calculus;~~

~~d. Understand and describe the connection of calculus to middle and high school mathematics topics;~~

~~e~~***a***. Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts including limits, continuity, differentiation, and integration; and

~~f~~***b***. Demonstrate an understanding of the basic concepts of multivariable calculus;

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(9) In the subject area of discrete mathematics, the candidate shall:

~~a. Have the ability to:~~

~~1. Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations; and~~

~~2. Use technology to solve problems involving the use of discrete structures; and~~

~~b~~***a***. Demonstrate ***a conceptual understanding of and procedural facilitation of the*** knowledge of the~~:~~

~~1. Historical development of discrete mathematics; and~~

~~2.~~ ~~B~~***b***asic elements of discrete mathematics, including but not limited to:

~~(i)~~ ***1.*** Graph theory;

~~(ii)~~ ***2.*** Propositional logic;

~~(iii)~~***3.*** Mathematical induction;

~~(iv)~~***4.*** Recurrence relations;

~~(v)~~ ***5.*** Finite differences;

~~(vi)~~ ***6.*** Linear programming; and

~~(vii)~~ ***7.*** Combinatorics.

Readopt with amendment Ed 612.17, effective 5/14/2010 (Doc #9175), to read as follows:

Ed 612.17 Mathematics – ***Middle Level*** ~~for Grades 5-8~~.

(a) ~~In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in mathematics for grades 5-8 shall require the candidate to demonstrate competency in the area of mathematics for grades 5-8, including techniques for enhancing student learning and the use of assessment results to improve instruction.~~

~~(b)~~ The ***middle level*** mathematics program ~~for grades 5-8~~ shall provide the ~~teaching~~ candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised field-based experience***s*** ~~in the following areas:~~***as outlined in Ed 507.25(c) and Ed 507.26.***

~~(1) In the area of knowledge of pedagogy, the candidate shall have the ability to:~~

~~a. Plan and conduct units and lessons appropriate for the grade range which:~~

~~1. Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem-solving;~~

~~2. Include multiple explanations and representations, including, but not limited to intuitive and formal arguments or proofs;~~

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~~3. Incorporate literacy strategies that assist students in reading and understanding mathematics;~~

~~4. Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;~~

~~5. Emphasize connections within and between mathematics and other disciplines;~~

~~6. Incorporate:~~

~~(i) Manipulatives, including, but not limited to:~~

~~i. Pattern Blocks™;~~

~~ii. Virtual manipulatives;~~

~~iii. Geoboards; and~~

~~iv. Algebra tiles; and~~

~~(ii) Current technologies, including, but not limited to:~~

~~i. Dynamic statistical and geometric programs;~~
~~ii. Data collection devices; and~~

~~iii. 21st century tools;~~

~~7. Model and nurture habits of minds within the context of mathematics; and~~

~~8. Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:~~

~~(i) Scientific and graphing calculators;~~

~~(ii) Computer-based laboratory (CBL) units;~~

~~(iii) The internet; and~~

~~(iv) Computer software including the 4 areas of:~~

~~i. Symbolic manipulators;~~

~~ii. Dynamic geometry programs;~~

~~iii. Spreadsheets; and~~

~~iv. Statistical packages;~~

~~b. Apply an understanding of learning theories and styles to the teaching of mathematics appropriate for the grade range which articulate:~~

~~1. Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and~~

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~~2. The role of teacher beliefs about mathematics and its effect on student learning;~~

~~c. Plan and conduct a variety of assessments and evaluations appropriate for the grade range that:~~

~~1. Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and~~

~~2. Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills; and~~

~~d. Demonstrate a capacity to appreciate and recognize the value of professional practices which include:~~

~~1. Learning mathematics content independently and collaboratively; and~~

~~2. Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;~~

~~(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:~~

~~a. Use problem-solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:~~

~~1. Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;~~

~~2. Use problem-solving to develop one's own mathematical knowledge;~~

~~3. Reflect upon solutions and the problem-solving process; and~~

~~4. Refine problem-solving strategies, as needed;~~

~~b. Use mathematical reasoning and proof, including, but not limited to, the ability to:~~

~~1. Develop and evaluate mathematical conjectures;~~

~~2. Construct and evaluate proofs and logical arguments to verify conjectures;~~

~~3. Select and use various types of reasoning and methods of proof; and~~

~~4. Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;~~

~~c. Communicate an understanding of mathematics, including, but not limited to, the ability to:~~

~~1. Demonstrate the capacity to communicate coherently about mathematics and mathematics education in both written and oral ways using appropriate mathematical language and notation;~~

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~~2. Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and~~

~~3. Analyze and assess the mathematical thinking and strategies of others;~~

~~d. Create and use representations, including, but not limited to, the ability to:~~

~~1. Illustrate learning progression from concrete to abstract representations;~~

~~2. Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;~~

~~3. Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and~~

~~4. Develop and use models to explain mathematical concepts;~~

~~e. Recognize, explore, and develop mathematical connections, including, but not limited to, the ability to:~~

~~1. Provide examples of how mathematics is practiced in various fields; and~~

~~2. Build mathematical understanding by:~~

~~(i) Identifying and applying connections among mathematical ideas; and~~

~~(ii) Showing how ideas build on one another across grade levels to form a coherent discipline; and~~

~~f. Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:~~

~~1. Learn mathematics independently;~~

~~2. Exhibit a curiosity for mathematics;~~

~~3. Recognize that learning from mistakes is an essential component when working mathematically;~~

~~4. Recognize the power and value of estimation and mental computation when working mathematically;~~

~~5. Understand the value and power of strategic use of technology when solving mathematical problems;~~

~~6. Recognize that mathematics is the language of science and nature; and~~

~~7. Recognize that mathematics is a tool for quantitative reasoning;~~

~~(3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:~~

~~a. Demonstrate appropriate strategies for helping students to:~~

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~~1. Move from concrete to abstract representations of mathematical concepts; and~~

~~2. Connect conceptual and procedural knowledge;~~

~~b. Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and strategies to help students overcome it;~~

~~c. Recognize that poor attitudes about mathematics solidify in the middle school years so that teachers need to address the affective domain; and~~

~~d. Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;~~

~~(4) In the subject area of number and operations, the candidate shall have the ability to:~~

~~a. Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;~~

~~b. Demonstrate knowledge of the historical development of number and number systems;~~

~~c. Apply, explain, and justify concepts in number and number theory;~~

~~d. Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;~~

~~e. Demonstrate knowledge of concepts and applications of limits and infinity;~~

~~f. Demonstrate a capacity to apply the concepts of proportional reasoning;~~

~~g. Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;~~

~~h. Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors;~~

~~i. Represent, use, and apply introductory concepts and properties of complex numbers;~~

~~j. Identify and illustrate the mathematics that underlies the procedures used for operations involving real numbers and their subsets;~~

~~k. Explain the distinctions among real numbers and their subsets with connection to field axioms; and~~

~~l. Demonstrate a capacity to apply the concepts of exponents, including integer and rational, through modeling and applications;~~

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~~(5) In the subject area of geometry and measurement, the candidate shall have the ability to:~~

~~a. Build and manipulate representations of 2-and 3-dimensional objects and perceive an object from different perspectives;~~

~~b. Analyze properties of and relationships among geometric shapes and structures;~~

~~c. Apply transformations with connections to congruency and similarity;~~

~~d. Demonstrate knowledge of non-Euclidean geometries and the historical development of the various geometries;~~

~~e. Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;~~

~~f. Recognize measurement attributes and their effect on the choice of appropriate tools and units;~~

~~g. Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;~~

~~h. Demonstrate knowledge of the historical development of measurement and measurement systems;~~

~~i. Employ estimation as a way of understanding measurement processes and units;~~

~~j. Complete error analysis through determination of the reliability of numbers obtained from measurement;~~

~~k. Understand and apply measurement conversion strategies;~~

~~l. Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;~~

~~m. Use constructions, models, and dynamic geometric software to explore geometric relationships;~~

~~n. Derive and explain formulas found in Euclidean geometry; and~~

~~o. Construct proofs using the axioms of Euclidean and non-Euclidean geometries;~~

~~(6) In the subject area of functions and algebra, the candidate shall have the ability to:~~

~~a. Model and analyze change and rates of change in various contexts;~~

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~~b. Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;~~

~~c. Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including tables, graphs, written word, and symbolic rules;~~

~~d. Represent information and solve problems using matrices;~~

~~e. Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;~~

~~f. Demonstrate knowledge of the historical development of algebra;~~

~~g. Generalize patterns and functions using recursive and explicit representations;~~

~~h. Understand, identify, and apply arithmetic and geometric sequences;~~

~~i. Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;~~

~~j. Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric; and~~

~~k. Represent and analyze group and field properties of real numbers and other mathematical structures;~~

~~(7) In the subject area of data, statistics, and probability, the candidate shall have the ability to:~~

~~a. Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;~~

~~b. Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;~~

~~c. Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;~~

~~d. Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;~~

~~e. Draw conclusions involving uncertainty by using hands-on and computer-based simulations;~~

~~f. Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;~~

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~~g. Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;~~

~~h. Demonstrate knowledge of the historical development of probability and statistics;~~

~~i. Determine and compare experimental, theoretical, and conditional probabilities; and~~

~~j. Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;~~

~~(8) In the subject area of calculus, the candidate shall have the ability to:~~

~~a. Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;~~

~~b. Use technology to explore and represent fundamental concepts of calculus;~~

~~c. Demonstrate knowledge of the historical development of calculus;~~

~~d. Understand and describe the connection of calculus to middle and high school mathematics topics; and~~

~~e. Demonstrate an understanding of basic calculus concepts including limits, continuity, differentiation, and integration; and~~

~~(9) In the subject area of discrete mathematics, the candidate shall:~~

~~a. Have the ability to:~~

~~1. Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations; and~~

~~2. Use technology to solve problems involving the use of discrete structures; and~~

~~b. Demonstrate:~~

~~1. Knowledge of the historical development of discrete mathematics; and~~

~~2. A conceptual understanding of the fundamental ideas of discrete mathematics, including but not limited to:~~

~~(i) Finite graphs;~~

~~(ii) Trees;~~

~~(iii) Networks;~~

~~(iv) Propositional logic; and~~

~~(v) Combinatorics.~~

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Readopt with amendment Ed 612.18, effective 5/14/2010 (Doc #9175), to read as follows:

Ed 612.18 ~~Secondary~~ Mathematics – ***Upper Level*** ~~For Grades 7-12~~.

(a) ~~In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in secondary mathematics for grades 7-12 shall require the candidate to demonstrate competency in the area of secondary mathematics, including techniques for enhancing student learning and the use of assessment results to improve instruction.~~

~~(b)~~ The ***upper level*** mathematics program ~~for grades 7-12~~ shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised field-based experiences***as outlined in Ed 507.25 and Ed 507.27.*** ~~in the following areas:~~

~~(1) In the area of pedagogy, the candidate shall have the ability to:~~

~~a. Plan and conduct units and lessons appropriate for the grade range which:~~

~~1. Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem-solving;~~
~~2. Include multiple explanations and representations, including, but not limited to intuitive and formal arguments or proofs;~~

~~3. Incorporate literacy strategies that assist students in reading and understanding mathematics;~~

~~4. Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;~~

~~5. Emphasize connections within and between mathematics and other disciplines;~~

~~6. Incorporate:~~

~~(i) Manipulatives, including, but not limited to:~~

~~i. Pattern Blocks™;~~

~~ii. Virtual manipulatives;~~

~~iii. Geoboards; and~~

~~iv. Algebra tiles; and~~

~~(ii) Current technologies, including, but not limited to:~~

~~i. Dynamic statistical and geometric programs;~~

~~ii. Data collection devices; and~~

~~iii. 21st century tools;~~

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~~7. Model and nurture habits of minds within the context of mathematics; and~~

~~8. Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:~~

~~(i) Scientific and graphing calculators;~~

~~(ii) Computer-based laboratory (CBL) units;~~

~~(iii) The internet; and~~

~~(iv) Computer software including the 4 areas of:~~

~~i. Symbolic manipulators;~~

~~ii. Dynamic geometry programs;~~

~~iii. Spreadsheets; and~~

~~iv. Statistical packages;~~

~~b. Apply an understanding of learning theories and styles to the teaching of mathematics appropriate for the grade range which articulate:~~

~~1. Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and~~

~~2. The role of teacher beliefs about mathematics and its effect on student learning;~~

~~c. Plan and conduct a variety of assessments and evaluations appropriate for the grade range that:~~

~~1. Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and~~

~~2. Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills; and~~

~~d. Demonstrate a capacity to appreciate and recognize the value of professional practices which include:~~

~~1. Learning mathematics content independently and collaboratively; and~~

~~2. Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;~~

~~(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:~~

~~a. Use problem-solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:~~

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~~1. Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;~~

~~2. Use problem-solving to develop one's own mathematical knowledge;~~

~~3. Reflect upon solutions and the problem-solving process; and~~

~~4. Refine problem-solving strategies, as needed;~~

~~b. Use mathematical reasoning and proof, including, but not limited to, the ability to:~~

~~1. Develop and evaluate mathematical conjectures;~~

~~2. Construct and evaluate proofs and logical arguments to verify conjectures;~~

~~3. Select and use various types of reasoning and methods of proof; and~~

~~4. Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;~~

~~c. Communicate an understanding of mathematics, including, but not limited to, the ability to:~~

~~1. Demonstrate the capacity to communicate coherently about mathematics and mathematics education in both written and oral ways using appropriate mathematical language and notation;~~

~~2. Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and~~

~~3. Analyze and assess the mathematical thinking and strategies of others;~~

~~d. Create and use representations, including, but not limited to, the ability to:~~

~~1. Illustrate learning progression from concrete to abstract representations;~~

~~2. Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;~~

~~3. Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and~~

~~4. Develop and use models to explain mathematical concepts;~~

~~e. Recognize, explore, and develop mathematical connections, including, but not limited to, the ability to:~~

~~1. Provide examples of how mathematics is practiced in various fields; and~~

~~2. Build mathematical understanding by~~

~~(i) Identifying and applying connections among mathematical ideas; and~~

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~~(ii) Showing how ideas build on one another across grade levels to form a coherent discipline;~~

~~f. Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:~~

~~1. Learn mathematics independently;~~

~~2. Exhibit a curiosity for mathematics;~~

~~3. Recognize that learning from mistakes is an essential component when working mathematically;~~

~~4. Recognize the power and value of estimation and mental computation when working mathematically;~~

~~5. Understand the value and power of strategic use of technology when solving mathematical problems;~~

~~6. Recognize that mathematics is the language of science and nature; and~~

~~7. Recognize that mathematics is a tool for quantitative reasoning;~~

~~(3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:~~

~~a. Demonstrate appropriate strategies for helping students to:~~

~~1. Move from concrete to abstract representations of mathematical concepts; and~~

~~2. Connect conceptual and procedural knowledge;~~

~~b. Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and strategies to help students overcome it;~~

~~c. Recognize that poor attitudes about mathematics solidify in the middle school years so that teachers need to address the affective domain; and~~

~~d. Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;~~

~~(4) In the subject area of number and operations, the candidate shall have the ability to:~~

~~a. Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;~~

~~b. Demonstrate knowledge of the historical development of number and number systems;~~

~~c. Apply, explain, and justify concepts in number and number theory;~~

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~~d. Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;~~

~~e. Demonstrate knowledge of concepts and applications of limits and infinity;~~

~~f. Demonstrate a capacity to apply the concepts of proportional reasoning;~~

~~g. Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;~~

~~h. Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors;~~

~~i. Identify and illustrate the mathematics underlying the theory of groups, rings and fields and the relationships among them; and~~

~~j. Demonstrate a capacity to apply the concepts of integer and rational exponents through modeling and applications;~~

~~(5) In the subject area of geometry and measurement, the candidate shall have the ability to:~~

~~a. Build and manipulate representations of 2-and 3-dimensional objects and perceive an object from different perspectives;~~

~~b. Analyze properties of and relationships among geometric shapes and structures;~~

~~c. Apply transformations with connections to congruency and similarity;~~

~~d. Demonstrate knowledge of non-Euclidean geometries and the historical development of the various geometries;~~

~~e. Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;~~

~~f. Recognize measurement attributes and their effect on the choice of appropriate tools and units;~~

~~g. Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;~~

~~h. Demonstrate knowledge of the historical development of measurement and measurement systems;~~

~~i. Employ estimation as a way of understanding measurement processes and units;~~

~~j. Complete error analysis through determination of the reliability of numbers obtained from measurement;~~

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~~k. Understand and apply measurement conversion strategies;~~

~~l. Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;~~

~~m. Use constructions, models, and dynamic geometric software to explore geometric relationships;~~

~~n. Derive and explain formulas found in Euclidean geometry; and~~

~~o. Construct proofs using the axioms of Euclidean and non-Euclidean geometries;~~

~~(6) In the subject area of functions and algebra, the candidate shall have the ability to:~~

~~a. Model and analyze change and rates of change in various contexts;~~

~~b. Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;~~

~~c. Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including tables, graphs, written word, and symbolic rules;~~

~~d. Represent information and solve problems using matrices;~~

~~e. Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;~~

~~f. Demonstrate knowledge of the historical development of algebra;~~

~~g. Generalize patterns and functions using recursive and explicit representations;~~

~~h. Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;~~

~~i. Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric;~~

~~j. Understand and apply major concepts of:~~

~~1. Linear algebra, including vector spaces and matrices; and~~

~~2. Abstract algebra, including groups, rings, and fields;~~

~~k. Connect major concepts of linear and abstract algebra to the complex number system and other mathematical structures; and~~

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~~l. Understand, identify, and apply arithmetic and geometric sequences, including partial sums of infinite arithmetic and geometric sequences, with connections to linear and exponential functions;~~

~~(7) In the subject area of data, statistics, and probability, the candidate shall have the ability to:~~

~~a. Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;~~

~~b. Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;~~

~~c. Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;~~

~~d. Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;~~

~~e. Draw conclusions involving uncertainty by using hands-on and computer-based simulations;~~

~~f. Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;~~

~~g. Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;~~

~~h. Demonstrate knowledge of the historical development of probability and statistics;~~

~~i. Determine and compare experimental, theoretical, and conditional probabilities; and~~

~~j. Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;~~

~~(8) In the subject area of calculus, the candidate shall have the ability to:~~

~~a. Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;~~

~~b. Use technology to explore and represent fundamental concepts of calculus;~~

~~c. Demonstrate knowledge of the historical development of calculus;~~

~~d. Understand and describe the connection of calculus to middle and high school mathematics topics;~~

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~~e. Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts including limits, continuity, differentiation, and integration; and~~

~~f. Demonstrate an understanding of the basic concepts of multivariable calculus; and~~

~~(9) In the subject area of discrete mathematics, the candidate shall:~~

~~a. Have the ability to:~~

~~1. Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations; and~~

~~2. Use technology to solve problems involving the use of discrete structures; and~~

~~b. Demonstrate knowledge of the:~~

~~1. Historical development of discrete mathematics; and~~

~~2. Basic elements of discrete mathematics, including but not limited to:~~

~~(i) Graph theory;~~

~~(ii) Propositional logic;~~

~~(iii) Mathematical induction;~~

~~(iv) Recurrence relations;~~

~~(v) Finite differences;~~

~~(vi) Linear programming; and~~

~~(vii) Combinatorics.~~

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Readopt with amendment Ed 1301-Ed 1304.01, effective 7-14-11 (Doc #9954-A), Ed 1304.02, effective 7-14-11 (Doc #9954-B), Ed 1401-Ed 1409, effective 6-10-17 (Doc #12205, Interim), and Ed 1410, effective 8-25-17 (Doc #12371, Interim) and renumber as Ed 1300 to read as follows:

CHAPTER Ed 1300 ALTERNATIVE EDUCATION AND ***REGIONAL*** CAREER AND TECHNICAL EDUCATION

PART Ed 1301 DEFINITIONS

Ed 1301.01 Definitions. Terms defined in RSA 188-E:2 shall be used as reference in this rule, in addition to the following:

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

~~(b) "High school" means:~~

~~(1) A high school as defined in RSA 194:23 that is not designated as a regional center in Ed 1300; and~~

~~(2) An adult high school in Ed 700;~~

(c) "Qualified project" ***means a qualified project*** as defined in RSA 188-E:10, I(f);

(d) "Receiving board" ~~shall be~~ ***means*** the board of education in the receiving district where a high school has been designated under RSA 188-E to provide a regional career and technical education center to serve the region. The receiving district ~~may~~ ***can*** be a single district or a cooperative district in accordance with the organization of that particular region;

(e) "Region" means a collection of sending and receiving districts and at least one ***regional*** career and technical education center that are all parties to an agreement that defines the relationships among them~~.~~***;***

(f) "Regional ***career and technical education*** center" means a receiving school district for secondary education

~~(1)~~ ***which has been*** designated ***by the commissioner*** under RSA 188-E:1 ~~and Ed 1402.01~~ as part of a high school regional career and technical education program~~;~~
~~(2) That qualifies for funding under RSA 188-E:3 and RSA 188-E:10, and~~
~~(3) That is listed in Ed 1403.05 Table 1403-1;~~

(g) "Transportation cost" means the reimbursable amount of ***the total*** transportation cost for a sending district student who attends a regional career and technical education center or who attends an alternative education program related to RSA 188-E:8, and as provided in Ed ~~1405~~ ***1305.03***; and

(h) "Tuition cost" means the reimbursable amount of education cost for a sending district student who attends a regional career and technical education program or an alternative education program related to RSA 188-E:7, and as provided in Ed ~~1405~~ ***1305.02***.

PART Ed 1302 PLANNING, DESIGNATION, AND IMPLEMENTATION OF A NEW REGIONAL ***CAREER AND TECHNICAL EDUCATION*** CENTER FOR CAREER AND TECHNICAL EDUCATION

Ed 1302.01 Purpose. The purpose of this ~~section~~ ***part*** is to implement the statutory provisions relative to planning new career and technical education facilities.

Ed 1302.02 Responsibility of School Boards for Receiving District.

(a) The receiving board, in accepting designation as a regional career and technical education center, shall agree to fully cooperate with the education personnel and citizens of the school districts within their region in the planning, designation, and implementation of the career and technical education programs and facilities of the regional ***career and technical education*** center.

(b) The region ***as defined in Ed 1301.01(e)*** shall establish a regional advisory committee according to RSA 188-E:4-a, to advise the receiving district school board on matters related to career and technical education including the planning, designation, and implementation of the career and technical education programs and facilities of the regional ***career and technical education*** center.

(c) In addition to 1302.02(a) and (b), the process for constructing a new regional career and technical education center shall follow the requirements in Ed 1303.

PART Ed 1303 RENOVATION OF EXISTING REGIONAL CAREER AND TECHNICAL EDUCATION CENTERS

Ed 1303.01 Purpose. The purpose of this ~~section~~ ***part*** is to implement the statutory provisions relative to planning renovations to existing career and technical education facilities.

Ed 1303.02 Application for Initial Project Approval.

(a) The receiving board shall submit an application for funding as a qualified project which contains all the required criteria specified in RSA 188-E:10, I(f)(1)-(9) in addition to the following:

(1) An analysis for each program to be included in the regional ***career and technical education*** center providing assurances that:

a. A ~~business and industry~~ need ***related to the labor market*** exists for new skills and competencies of students that is directly linked to new equipment requirements or other requests for renovation; ~~and~~

b. The program is best provided via a school-based career and technical education program; and

c. The program is supported through local community and regional and program advisory committees***', pursuant to RSA 188-E:4-a,*** validation; ~~and~~

(2) A program design description for each program to be included in the regional ***career and technical education*** center which:

a. Specifies the equipment needed to provide for the learning activities based on the curriculum; and

b. Describes the space and configuration needed based on the learning activities; ~~and~~

(3) The proposed site of the renovation; and

(4) The total cost of renovations ***taking into account the specific financial responsibilities of the receiving district, which includes the following:***

a. Acquisition of sufficient land for construction or expansion of the center including any easements or rights-of-way that might be necessary;

b. Acquisition of sufficient land for parking or long term agreements to utilize off-site parking;

c. Environmental and geotechnical studies necessary to ensure that the proposed construction can be completed at the site;

d. Permits for construction required by authorities having jurisdiction including, but not limited to, the NH department of environmental services, NH department of transportation, NH department of health and human services, and municipal code enforcement authority;

e. Site work outside the building footprint including, but not limited to, clearing and grubbing, earth moving, blasting, removal of unsuitable materials, cut and fill work, soil testing, compaction, grading, site drainage, and landscaping;

f. Planning, design, and construction of utilities including electrical power, water, sewer, natural gas, and communications to a point one foot outside the building entrance for each specific utility;

g. Planning, design, and construction of roadways and sidewalks;

h. Planning, design, and construction of parking facilities;

i. Other site requirements as identified by the department based on Ed 321;

j. Provision of a clerk of the works to manage the construction project;

k. Legal review of construction contracts;

l. Builders risk and accident liability insurance during construction;

m. Property and liability insurance following construction; and

n. Development of equipment specifications lists and purchasing.

(b) The receiving board shall provide the site for parking and other related areas for the regional ***career and technical education*** center pursuant to RSA 188-E:3, II ~~and other necessary items~~ not covered under the state grant for construction of regional career and technical education centers ~~and initial equipment~~. Such site shall be the property of the school district***,*** or there shall be positive assurance of the continued availability of the site for the reasonable life of the regional ***career and technical education*** center***, such as a long-term agreement, an easement, or right-of-way***.

(c) The application shall include the final plans, program descriptions, equipment lists, and total cost for the construction or renovation of a regional ***career and technical education*** center and shall be

submitted to the department, for recommendation to the state board of education, 18 months prior to the availability of funds in the capital budget.

Ed 1303.03 Application Approval.

(a) The department, in cooperation with the receiving district, shall complete a thorough review of the application, with particular emphasis upon need ***as related to the labor market***, enrollment and programs. The allotment of specific funds shall be determined after a review of the application by the department as provided in Ed ***1302***~~1402~~ and in consultation with representatives of the regional ***career and technical education*** center.

(b) ***The department shall approve and recommend the project and the final plan for legislative action as a qualified project pursuant to the capital budget timeline identified in RSA 188-E:10, I (c) and capital budget procedure identified in RSA 9:3-a*** when the plan, as set forth in the application, appears to be both educationally and fiscally acceptable, ***as defined by Ed 1303.02.*** ~~the department shall approve and recommend the project and the final plan for legislative action as a qualified project~~

(c) Prioritization of funds of approved renovation projects shall follow the timeline established in Ed ~~1403.05~~ 1303.05.

Ed 1303.04 Signed Agreement. If funding is approved by the legislature, all the school board chairpersons in the region and the commissioner of the department shall sign an agreement containing at a minimum the following elements:

(a) The cost of the qualified project and the payment ***reimbursement*** schedule;

(b) The commitment and responsibilities of the receiving and sending district;

(c) The commitment and responsibilities of the department;

(d) An assurance that the school district shall include only programs which conform to the approved qualified project;

(e) A designation of enrollment quotas for individual programs in each district ***as determined by the parties to the agreement***;

(f) The end date of the agreement ***as determined by mutual agreement of the parties***;

(g) Assurances of cooperation with the master plans of both the sending and receiving district required under Ed 512;

(h) Assurances of ongoing maintenance ***of*** the facilities and equipment for the purposes approved in the qualified project; and

(i) Any special conditions to which all parties agree.

Ed 1303.05 Criteria for Priority of Renovation Projects. The commissioner of the department shall use the following criteria for determining the priority of renovation projects:

(a) The opening date of the regional ***career and technical education*** center as set forth in Table ~~1403-1~~ ***1303-1*** below shall be the determining factor in prioritizing the order in which renovation projects are to be included in the capital budget request:

Table ~~1403-~~1 ***1303-1*** Opening Dates for Regional ***Career and Technical Education*** Centers

Regional ***Career and Technical Education*** Center	Opening Date	
Nashua Technology Center – Nashua	Fall	1974
The Cheshire Career Center – Keene	Fall	1976
Portsmouth Career Technology Center #19 - Portsmouth	Fall	1977
Berlin Regional Career and Technology Center – Berlin	Fall	1977
Concord Regional Technology Center Concord	Fall	1980
Mt. Washington Valley Career Technology Center North Conway	Fall	1980
Seacoast School of Technology – Exeter	Fall	1980
Manchester School of Technology – Manchester	Fall	1982
J. Oliva Huot Technical Center – Laconia	Fall	1983
Hugh Gallen Regional Vocational Center – Littleton	Fall	1983
Plymouth Applied Technology Center - Plymouth	Fall	1983
Region 9 Vocational Technical Center - Wolfeboro	Fall	1983
Pinkerton Academy	Fall	1984
White Mountain Regional High School - Whitefield	Fall	1985
Salem High School Vocational Center – Salem	Fall	1989
Dover Career Technical Center – Dover	Fall	1990
Creteau Regional Technology Center - Rochester	Fall	1991
Somersworth Career Technology Center - Somersworth	Fall	1991
Wilbur H. Palmer Vocational Technical Center - Hudson	Fall	1992
Sugar River Valley Regional Technology Center - Claremont	Fall	1993
Sugar River Valley Regional Technology Center - Newport	Fall	1993
Winnisquam Regional High School – Tilton	Fall	1993
Region 14 Applied Technology Center - Peterborough	Spring	1996
Milford High School and Applied Technology Center - Milford	Fall	1997

(b) If more than one regional ***career and technical education*** center opened in a given year, priority shall be established based on the date of governor and council approval.

Ed 1303.06 Substantial Changes to an Approved Project. The receiving board shall notify the department of any substantial changes to a renovation project approved under this section. Substantial changes ***shall*** include~~, but not be limited to,~~ a change in project cost of 5% or greater, ~~and~~ ***or*** the addition or removal of a career and technical education program***, or any substantial change which alters the scope of the project***.

PART Ed 1304 ADVISORY COMMITTEES

Ed 1304.01 Advisory Committees. Regions and regional career and technical education centers shall establish and maintain the regional advisory committees and program advisory committees, ***respectively, per RSA 188-E:4-a***.

PART Ed 1305 TUITION AND TRANSPORTATION COST DETERMINATIONS

Ed 1305.01 Purpose. The purpose of this ~~section~~ ***part*** is to implement the statutory provisions relating to the formula for determining the tuition and transportation costs for approved career and

technical education programs and alternative education programs and the procedures for disbursement of funds.

Ed 1305.02 Tuition Cost Determination.

(a) The per student rate as outlined in RSA 188-E:7, II used for tuition payment related to this section shall be equal to the balance of appropriation for tuition and transportation available divided by the total number of students, where:

(1) The balance of appropriation available equals the tuition and transportation total appropriation, minus~~;~~***:***

a. The total payments made for transportation reimbursements;

b. The total payments made for alternative education tuitions that are less than full per student rate determined in this section;

c. All differential fees paid under RSA 188-E:7, IV; and

d. Any adjustments made to the budget; ***and***

(2) The total number of students equals the sum of all the sending districts' total number of students formally reported to, and verified by, the department.

(b) ~~(3)~~ In any case, the tuition payment related to this section shall not exceed the previous year average cost per student in the ~~R~~receiving ~~D~~district, as determined by the department.

Ed 1305.03 Transportation Cost Determination.

(a) The per student transportation cost shall be equal to the number of days a student attended the program multiplied by the round trip distance in miles from a student's sending high school to the regional career and technical education center multiplied by the per mile reimbursement rate, which ~~is~~ ***shall be*** either:

(1) $0.10 per mile for students who have access to regularly scheduled district transportation or public transportation~~,~~***;*** or

(2) $0.25 per mile for students who self-transport and whose sending district do not provide regularly scheduled transportation.

PART Ed 1306 OTHER CAREER AND TECHNICAL EDUCATION PROGRAM REQUIREMENTS

Ed 1306.01 Requirements for Pre- Engineering and Technology Programs.

(a) In order to secure funding to develop and implement a pre-engineering and technology program and curriculum pursuant to RSA 188-E:14, the school shall:

(1) Submit to the department a ~~new program application~~ ***"NH Pre-Engineering and Technology Application," June 2017 edition, which is aligned to the 7 engineering design process principles identified in the New Hampshire Technology/Engineering***

Education Curriculum Guide that includes course content, competency and curricular requirements, equipment requirements, and space requirements;

(2) Demonstrate the statutorily required 50/50 match of public and private funds which:

a. Show***s*** how receiving district expenditures complement the development of the engineering technology program; ~~and~~

b. Provides a list of expenditures by the receiving district and include***s*** a rationale for using these as match funds; and

c. Includes equipment items purchased for use not earlier than one year prior to the project start date for the engineering technology program; and

(3) Assure that certified educators delivering the program are trained to teach the engineering and technology program.

(b) In order to secure funding to develop and implement a pre-engineering and technology program and curriculum pursuant to RSA 188-E:14, the department shall:

(1) Provide technical assistance in the planning and development of the pre-engineering and technology program;

(2) Receive and review the department's new program approval application that the school submits under ~~this subsection~~ ***Ed 1306.01 (a)(1) above*** to determine that the school meets the criteria for approval;

(3) Submit the proposed program content and curriculum to the pre-engineering and technology advisory council for review; and

(4) Release state funds up to limits determined by the pre-engineering and technology advisory council.

Ed 1306.02 Requirements for Automotive Technology Programs.

(a) In order to secure funding to develop and implement an automotive technology curriculum the regional ***career and technical education*** center shall:

(1) Establish a program advisory committee as set forth in RSA 188-E:20;

(2) Submit to the department new program approval application that includes course content, curricular requirements, equipment requirements, and space requirements ***that are aligned to the standards established by the National Automotive Technicians Education Foundation (NATEF)***; and

(3) Demonstrate the statutorily required 50/50 match of public and private funds which:

a. Show***s*** how receiving district expenditures complement the development of the automotive technology program;

b. Provides a list of expenditures by the receiving district and include a rationale for using these as match funds; and

c. Includes equipment items purchased for use not earlier than one year prior to the project start date for the automotive technology program; and

(4) Assure that certified educators delivering the program are trained to teach in the automotive technology program.

(b) In order to secure funding to develop and implement an automotive technology curriculum the department shall:

(1) Provide technical assistance in the planning and development of the automotive technology program;

(2) Receive and review the department's new program approval application that the regional ***career and technical education*** center submits to determine that the program meets the criteria for approval; and

(3) Submit the proposed program content and curriculum to the automotive advisory council for review.

PART Ed 1307 RULES FOR THE ROBOTICS EDUCATION FUND

Ed 1307.01 Purpose of the Robotics Education Fund. The purpose of the robotics education fund is to motivate public school and chartered public school students in New Hampshire to pursue education and career opportunities in science, technology, engineering, and mathematics while building critical life and work-related skills.

Ed 1307.02 Scope. Grants from the robotics education fund shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events.

Ed 1307.03 Definitions.

(a) "Competitive event" means an event administered by a national or international organization whose mission is to promote and organize robotics competitions.

(b) "Eligible public school or chartered public school" means any public school which meets the minimum standards or a chartered public school as defined in RSA 194-B***:1, III*** in the state of New Hampshire.

(c) "Technical resources" means mentors, space, equipment, travel to events, use of office equipment, use of computers, and other similar forms of assistance.

Ed 1307.04 Uses of Grant Funds for the Robotics Education Fund.

(a) Grant funds administered through the robotics education fund shall be limited to the purchase of robotics kits, stipends for coaches, and the payment of associated costs from participation in

competitions ***which shall include, but not be limited to, registration fees, supplies and equipment necessary for competition***. ***Travel costs are not permitted. Grant recipients shall submit a report to the department detailing how the grant funds were spent at the end of each fiscal year for which grant funds are received.***

(b) Grant funds shall only be used to cover direct costs associated with the cost of the robotics team.

(c) Said grants shall not exceed the following amounts per year:

(1) For elementary school, the amount of the grant that can be applied toward the cost of the kit shall not exceed $1,000 per year and the amount of the grant that can be applied toward the stipend shall not exceed $250 per year;

(2) For middle school, the amount of the grant that can be applied toward the cost of the kit shall not exceed $1,500 per year and the amount of the grant that can be applied toward the stipend shall not exceed $750 per year; and

(3) For high school, the amount of the grant that can be applied toward the cost of the kit shall not exceed $5,000 per year and the amount of the grant that can be applied toward the stipend shall not exceed $1,500 per year.

Ed 1307.05 Eligibility Criteria. A public school or chartered public school which is applying for a grant from the robotics education fund shall demonstrate that:

(a) It has established, or is in the process of establishing, a ***its first*** robotics team or club that is associated with the school;

(b) It has at least one coach or adult advisor;

(c) It has established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, institution of higher education***,*** or technical school for the purpose of participation in a robotics competition;

(d) A sponsor, business entity, institution of higher education***,*** or technical school will contribute funds, technical resources, or both to allow for the school to participate in the competition;

(e) It has developed a ~~two~~***2***-year budget for the current year of the application;

(f) It has not received a grant from the ~~R~~***r***obotics ~~E~~***e***ducation ~~D~~***d***evelopment ~~P~~***p***rogram in the prior year; and

(g) It has identified at least one competitive event in which the team or club will participate in and that it meets all criteria for participation in the competitive event(s).

Ed 1307.06 Robotics Education Development Program Grant Application.

(a) A public or chartered public school shall ***complete and*** submit a grant application on the ~~"New Hampshire Robotics Education Application Form," July 2017 edition, electronically to the~~

~~department of education, division of career technology and adult learning, bureau of career development~~ ***"Student Support and Academic Enrichment Application for Funds," form October 2017 edition, by email as indicated on the application.***

(b) The grant application period shall start on September 1 and will close on September 30 of each year.

(c) The amount of each grant shall be sufficient to cover the costs of establishing and supporting a team for ~~two~~***2*** years as set forth in Ed ~~1410.04~~***1307.04(c)***.

(d) Pursuant to RSA 188-E:25, V***II***, no school shall receive more than one grant every two years, however, a school district may receive multiple grant awards. A school may support multiple teams through the use of a single grant***. However, it shall not support more than one team in any one of the 3 areas enumeratied in Ed 1307.04(c)(1)-(3)***.

Ed 1307.07 Review of Robotics Education Development Program Grant Application.

(a) The bureau of career development shall review all grant applications within 15 working days of the September 30 date as established in Ed ~~1410.06(b)~~***1307.06(b)***~~, with recommendation from the commissioner or designee~~. In making a decision the bureau of career development shall approve an application if the school has met all the criteria set forth in ~~1410.05 (a) (h)~~***Ed 1307.05***.

(b) If the amount of grant funds requested exceeds the balance in the fund that is available in any year, preference shall be given to schools that have a higher percentage of students in the school's average daily membership in attendance who are eligible for a free or reduced-price meal ~~as defined in RSA 198:38, VII~~***as reported pursuant to Ed 306.23***. Secondary preference shall be given to schools which did not receive a grant in the previous year due to lack of funds.

Ed 1307.08 Robotics Education Development Program Grant Disbursement.

(a) Grants ~~will~~ ***shall*** be awarded and funds made available by October 31 of each year.

(b) ~~Grants will~~ ***The department shall*** ~~be~~ disburse~~d~~ ***grant funds*** as a single payment each year of the grant ~~through the business office of the department of education~~***after approval of the robotics program***.

Appendix I

RULE	STATUTE
Ed 1301	RSA 188-E:2
Ed 1302	RSA 188-E:3, I
Ed 1303	RSA 188-E:3, I
Ed 1304	RSA 188-E:4-a
Ed 1305.01-1305.02	RSA 188-E:6, IV; RSA 188-E:9
Ed 1305.03	RSA 188-E:8; RSA 188-E:9
Ed 1306.01	RSA 188-E:18, II

Ed 1306.02	RSA 188-E:18, II; RSA 188-E:20
Ed 1307.01 – Ed 1307.08	RSA 188-E:25

Dear Board of Education members,

I found out today that OLS had some recommended changes to the Manifest Education Hardship rule that we had before us in December. Staff also made some modifications based on comments received from Bonnie Dunham. I'm including both the revised version and the version with no substantive changes in the meeting packet for your consideration. The first has all of the OLS and staff changes. The second has only technical edits from OLS, but no substantive changes. It is the same rule we had in December, but with only the editorial corrections from OLS. We will have a presentation on the rule from Diana Fenton, who can explain the OLS/staff edits. We'll have both versions to discuss and consider next week. I apologize for any confusion.

Drew

Attached, you will find the following versions of the Manifest Educational Hardship rule:

1) Version with OLS comments

2) Version 1 with OLS editorial, OLS and Bonnie Dunham's substantive comments—fixed text;

3) Version 1 with OLS editorial, OLS and Bonnie Dunham's substantive comments—annotated text;

4) Version 2 with OLS editorial comments—fixed text;

5) Version 2 with OLS editorial comments—annotated text

Note to JLCAR: See note on pg. 2.

Adopt Ed 320, previously effective 7-16-16 (Document # 11139, Interim) and expired 1-12-17, to read as follows:

Unclear: Lack of rules regarding the conduct of such a hearing. For an example of such rules, see Ed 200. If hearing is pursuant to Ed 200, insert "pursuant to Ed 200."

PART Ed 320 MANIFEST EDUCATIONAL HARDSHIP

Unclear: Applies by petitioning the superintendent? See RSA 193:3, I and RSA 193:3, III (a)(1) and (2).

Ed 320.01 Change of School Assignment.

(a) Any person having custody of a child may apply to the school board of residence to change the child's school assignment if the person having custody thinks that the child's attendance at the assigned school will result in a manifest educational hardship to the child. A person having custody of said child may apply for a change of school assignment to:

Edit: Remove extra space

Edit: Start new paragraph (b) here.

(1) Attend another public school or public academy in the same district; or

(2) Attend a public school or public academy in another district.

Unclear: "reasonably available"? See comment on (f) (now (g)) on pg. 2.

Edit: "(f)"

Edit: "(c)"

(b) To establish a manifest educational hardship, as set forth in (e)(1)-(3), the person having custody shall demonstrate that attendance at the assigned school will have a detrimental effect on the child's education. The person having custody shall also demonstrate that another public school or public academy, either within the district or in another district, may reasonably meet the child's educational needs.

Edit: "can"

Edit: "(d)"

(c) Each school board shall establish a written policy, which authorizes the school board to act, with the recommendation of the superintendent, on an application to change a child's school assignment to another public school or public academy within the district or to request a change of assignment to a public school or public academy in another district when a manifest educational hardship has been demonstrated.

Edit: "(e)"

(d) Upon receipt of a request from a person having custody for a change of a child's school assignment based on a claim of a manifest educational hardship, the school board shall order a hearing within 30 days.

Edit: "(f)"

(e) The local school board shall issue a finding of manifest educational hardship if it determines that there is clear and convincing evidence that:

Edit: Insert comma.

Unclear: This necessity for a recommendation is not mentioned in the process in (e) and (f). See RSA 193:3, III (a)(2) and (b).

(1) A substantial portion of a child's academic, physical, personal and social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

(2) The attendance at the assigned school will impair the educational progress of the child; and

Edit: "can"

Unclear: See comment on pg. 2.

(3) Another public school or public academy, either within the district or in another district, may reasonably meet the child's educational needs.

Edit: "(g)"

(f) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a reasonably available public school or public academy, in the district or in another district.

Unclear: Comment from Interim Rule 2016-16. "**Unclear** what standard is being set here, and how it is determined. What criteria are applied?" The "substantial portion" is not addressed as part of the submission in (a). Is it a "substantial portion" of each need or the aggregate of the needs?

Edit: "(h)"

(g) If a person having custody is aggrieved by the decision of the school board, he/she may appeal to the state board in accordance with the provisions of Ed 200.

Edit: "he or she"

Comment on (f) (now (g)) on pg. 1: **Unclear:** What criteria apply to this determination? This is a separate judgment from the determination in the proposed (e)(3) (now (f)(3)) that the other public school or academy would "reasonably meet" the child's educational needs. Also, there is no indication in the proposed (a)-(e) (now (a)-(f)) that information on "reasonable availability" is provided to the local school board.

Note to JLCAR: Rules are expired. There is a potential issue of whether the expired rules have been enforced, contrary to RSA 541-A:22,I, to reassign students to different schools.

Edit: Insert "**Implemented**"

Edit: Insert "**Appendix**"

Rule	Statute
Ed 320	RSA 193:3, I, II

Adopt Ed 320, previously effective 7-16-16 (Document # 11139, Interim) and expired 1-12-17, to read as follows:

PART Ed 320 MANIFEST EDUCATIONAL HARDSHIP

Ed 320.01 Change of School Assignment.

(a) Any person having custody of a child may apply to the school board of residence to change the child's school assignment if the person having custody thinks that the child's attendance at the assigned school will result in a manifest educational hardship to the child.

(b) A person having custody of said child may apply for a change of school assignment to:

(1) Attend another public school or public academy in the same district; or

(2) Attend a public school or public academy in another district.

(c) To establish a manifest educational hardship, as set forth in (f)(1)-(3), the person having custody shall demonstrate that attendance at the assigned school will have a detrimental effect on the child's education. The person having custody may also demonstrate that another public school or public academy, either within the district or in another district, can reasonably meet the child's educational needs.

(d) Each school board shall establish a written policy, which authorizes the school board to act, with the recommendation of the superintendent, on an application to change a child's school assignment to another public school or public academy within the district or to request a change of assignment to a public school or public academy in another district when a manifest educational hardship has been demonstrated.

(e) Upon receipt of a request from a person having custody for a change of a child's school assignment based on a claim of a manifest educational hardship, the school board shall order a hearing, pursuant to their local rules, within 30 days.

(f) The local school board shall issue a finding of manifest educational hardship if it determines that there is clear and convincing evidence that:

(1) A portion of a child's academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

(2) The attendance at the assigned school will impair the educational progress of the child; and

(3) Another public school or public academy, either within the district or in another district, can reasonably meet the child's educational needs.

(g) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a public school or public academy, in the district or in another district, which can reasonably meet the child's educational needs.

(h) If a person having custody is aggrieved by the decision of the school board, he or she may appeal to the state board in accordance with the provisions of Ed 200.

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(e) ~~(d)~~ Upon receipt of a request from a person having custody for a change of a child's school assignment based on a claim of a manifest educational hardship, the school board shall order a hearing***, pursuant to their local rules,*** within 30 days.

(f) ~~(e)~~ The local school board shall issue a finding of manifest educational hardship if it determines that there is clear and convincing evidence that:

(1) A ~~substantial~~ portion of a child's academic, physical, personal, ~~and~~ ***or*** social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

(2) The attendance at the assigned school will impair the educational progress of the child; and

(3) Another public school or public academy, either within the district or in another district, ~~may~~ ***can*** reasonably meet the child's educational needs.

(g) ~~(f)~~ If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a ~~reasonably available~~ public school or public academy, in the district or in another district***, which can reasonably meet the child's educational needs***.

(h) ~~(g)~~ If a person having custody is aggrieved by the decision of the school board, he~~/~~ ***or*** she may appeal to the state board in accordance with the provisions of Ed 200.

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(d) Each school board shall establish a written policy, which authorizes the school board to act, with the recommendation of the superintendent, on an application to change a child's school assignment to another public school or public academy within the district or to request a change of assignment to a public school or public academy in another district when a manifest educational hardship has been demonstrated.

(e) Upon receipt of a request from a person having custody for a change of a child's school assignment based on a claim of a manifest educational hardship, the school board shall order a hearing within 30 days.

(f) The local school board shall issue a finding of manifest educational hardship if it determines that there is clear and convincing evidence that:

(1) A substantial portion of a child's academic, physical, personal**,** and social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

(2) The attendance at the assigned school will impair the educational progress of the child; and

(3) Another public school or public academy, either within the district or in another district, can reasonably meet the child's educational needs.

(g) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a reasonably available public school or public academy, in the district or in another district.

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(c) ~~(b)~~ To establish a manifest educational hardship, as set forth in ***(f)*** ~~(e)~~(1)-(3), the person having custody shall demonstrate that attendance at the assigned school will have a detrimental effect on the child's education. The person having custody shall also demonstrate that another public school or public academy, either within the district or in another district, ~~may~~ ***can*** reasonably meet the child's educational needs.

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(2) The attendance at the assigned school will impair the educational progress of the child; and

(3) Another public school or public academy, either within the district or in another district, ~~may~~ ***can*** reasonably meet the child's educational needs.

(g) ~~(f)~~ If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a reasonably available public school or public academy, in the district or in another district.

(h) If a person having custody is aggrieved by the decision of the school board, he~~/~~ ***or*** she may appeal to the state board in accordance with the provisions of Ed 200.

Appendix

Rule	**Statute *Implemented***
Ed 320	RSA 193:3, I, II

New Hampshire

State Board of Education

Minutes of the January 11, 2017 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:25 a.m. at the State Department of Education, 101 Pleasant Street, Concord, New Hampshire. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Helen G. Honorow, and Anne Lane. Bill Duncan was unable to attend due to a prior commitment. Frank Edelblut, Commissioner of Education and Christine Brennan, Deputy Commissioner of Education were also present.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Kate Cassady led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Doris Hohensee - Nashua, New Hampshire, presented her concerns regarding certification and letters of eligibility required in Ed 507.01. It is her

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opinion that the term “experienced educator” needs clarification as there have been instances of less qualified candidates being appointed to positions while qualified people with decades of experience and certification have been bypassed. She will re-forward her information to the Board for follow-up.

AGENDA ITEM IV. SPECIAL PRESENTATIONS

A. Green/School Administrative Unit #55 – SB-FY-18-10-007 – This issue before the Board deals with an appeal filed by Ms. Green regarding procedures used by the SAU 55 School Board to establish salaries of school administrative personnel. The Hearing Officer determined in his report that the State Board of Education lacks subject matter jurisdiction over a dispute between SAU Board Members and SAU boards over the setting of salaries. SAU #55 is requesting that the State Board of Education accept the Hearing Officer’s recommendation and dismiss the case with prejudice.

Ms. Green reviewed the history of her case and the difficulties she faced when attempting to obtain information through the “Right to Know” process. She reviewed instances of contracts being processed without review by the SAU 55 School Board, contrary to law, current hiring practices, as well as expenditures of unbudgeted funds and other issues of concern. She explained to the State Board that she is here seeking a hearing on the merits of her complaint and requested that the State Board’s discussion be conducted in a public forum.

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Chairman Cline expressed his thoughts that this should be a concern of the State Board because funds provided to school districts are taxpayer funds and the State Board does have jurisdiction in that case.

With regards to the request for a public discussion, the Chairman told Ms. Green it was at the recommendation of the State Board's counsel that discussions be conducted in a nonpublic meeting.

MOTION: Helen Honorow made the following motion, seconded by Cindy Chagnon, that the State Board of Education move into a nonpublic session.

VOTE: The motion was approved by roll call vote by board members Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, and Helen Honorow.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education return to public session.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

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MOTION: Helen Honorow made the following motion, seconded by Cindy Chagnon, that the State Board of Education seal the minutes of the nonpublic session.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education under RSA 186:5 has jurisdiction to hear this appeal and remands this back to SAU 55 for a full fact-finding hearing on the issues raised by Ms. Green pertaining to RSA 194-C:5.

VOTE: The motion was approved by a vote of the Board with Helen Honorow opposed and the Chairman abstaining.

B. Southern New Hampshire University (SNHU), Program Approval Reports – Nicole Heimarck, formerly the New Hampshire Department of Education's Administrator for the Bureau of Educator Preparation, explained to the State Board that the School Superintendent and Early Childhood Special Education programs were new programs for Southern New Hampshire University (SNHU) and further explained that the new program approval process looks at

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the inputs and the design elements of the proposed new program(s) as opposed to existing programs.

1. School Superintendent

Ms. Heimarck provided a historical review of the development of the program and the current state of New Hampshire's pool of available superintendents. She noted that an out-of-state, impartial reviewer was contracted to review the program. Ms. Heimarck explained that a partnership has been created between SNHU and the New Hampshire School Administrators Association (NHSAA) using NHSAA's Granite State Leadership Academy to better prepare future superintendents. It was noted that a Memorandum of Understanding (MOU) is being developed formalizing the partnership between SNHU and NHSAA's Granite State Leadership Academy to better clarify responsibilities, including assessment and monitoring requirements and how to best structure the reporting of this data. One of the hallmarks of this partnership is its unique form of mentorship with candidates actively participating in the NHSAA Regional Superintendent meetings; providing them with insight into the daily challenges and responsibilities associated with being a school superintendent. The mentorship program will also provide a broad exposure to different types of schools, different types of school districts as well as different leadership styles.

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Ms. Honorow requested clarification on the timing for the MOU to be finalized and thought finalizing it should be a priority and not be left to evolve through the process.

The Chairman asked if the same degree of innovation could be fused into the candidates for the K-12 system.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education grant initial program approval until January 30, 2021 to Southern New Hampshire's advanced educator preparation program for School Superintendent Ed 614.05, with a Memorandum of Understanding to be completed by April 30, 2018, and the completion of two progress reports submitted no later than September 30, 2018 and September 30, 2019, detailing progress on the institution's Memorandum of Understanding (MOU) with the New Hampshire School Administrators Association (NHSAA) detailing responsibilities and benchmarks for the program's candidate and program assessment systems.

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VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

2. Early Childhood Special Education

Ms. Heimarck introduced Mary Ford from Southern New Hampshire University (SNHU) who has recently been hired to examine the existing special education programs as well as work on the development of this new program. A site visit was conducted in December 2016 and the report was used as a springboard to examine the new program. Findings dealt with inconsistencies in bachelors and masters level certificate programs, all of which have been addressed. A content area literacy course was added to undergraduate and graduate programs and as of September 2017, pass rates have increased from 22% to 64%. SNHU is working with six schools in developing a professional development model. Residency candidates will work with up to three clinical practitioners over the nine months of their clinical experience to ensure a broader range of experiences and to ensure quality.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education grant initial program approval until January 30, 2021 to Southern New Hampshire University's initial educator preparation program for Early Childhood Special Education, Ed 612.071 with

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satisfactory completion of two progress reports submitted no later than September 30, 2018 and 2019 reporting on candidate performance assessed by multiple measures in the area of reading instruction.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM V. OPEN BOARD DISCUSSIONS

There was no Open Board Discussion.

AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES

A. Initial Proposal – Special Education Aid (Ed 1128) – Ms. Bridget Brown, Education Consultant for the Department of Education explained to the State Board that this was a request to amend Ed 1128 of the Special Education Rules to strike the term “catastrophic” pursuant to House Bill 517 passed last legislative season.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the Initial Proposal for Ed 1128 and move that a Public Hearing

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be held for this rule at the State Board of Education meeting held on March 8, 2018.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Initial Proposal – Highly Qualified Teacher and Core Academic Subjects (Ed 1102 and Ed 1113) – Due to changes in federal requirements, this proposal is to amend these rules by striking definitions and requirements pertaining to highly qualified teachers and core academic subjects.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education approve the Initial Proposal for Ed 1102 and Ed 1113 and move that a Public Hearing be held for this rule at the State Board of Education meeting held on March 8, 2018.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. Conditional Approval – General Science (Ed 507.29 and Ed 612.23) – At the Joint Legislative Committee Administrative Rules (JLCAR) hearing conditions were made by JLCAR in order to approve the proposal. The mention

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of ethics on Page 2 refers to a position statement from the National Association of Science Teachers regarding the responsible use of live animals. This was incorporated by reference and satisfied JLCAR conditions.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education approve the Conditional Approval for Ed 507.29 and Ed 612.23 General Science.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

D. Adopt – Science Teacher 5-8 (Ed 507.28 and Ed 612.22)

E. Adopt – Earth & Space Science Teacher (Ed 507.30 and Ed 612.24)

F. Adopt – Life Science Teacher (Ed 507.31 and Ed 612.25)

G. Adopt – Chemistry Teacher (Ed 507.32 and Ed 612.26)

H. Adopt – Physics Teacher (Ed 507.33 and Ed 612.27)

I. Adopt – Physical Science Teacher (Ed 507.51 and Ed 612.34)

No substantive changes were done. Changes made were editorial in nature.

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MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education adopt Science Teacher 5-8 Ed 507.28 and Ed 612.22, Earth and Space Science Teacher Ed 507.30 and Ed 612.24, Life Science Teacher Ed 507.31 and Ed 612.25, Chemistry Teacher Ed 507.32 and Ed 612.26, Physics Teacher Ed 507.33 and Ed 612.27 and Physical Science Teacher Ed 507.51 and Ed 612.34.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

J. Adopt – General Science (Ed 507.29 and Ed 612.23)

This item is now just a straight adoption.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education adopt General Science Ed 507.29, Ed 612.23.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

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K. Re-Adopt with Amendment – Social Studies Teacher (Ed 507.27, Ed 507.54, Ed 612.28 and Ed 612.29) – The change made at the last State Board meeting to add "New Hampshire" and "U.S." to the verbiage was not allowed by JLCAR as it was more than an editorial change. The changes would require the proposal to go through the full approval process again in order to incorporate these changes.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education withdraw its amendment and adoption of Ed 507.27, Ed 507.54, Ed 612.28 and Ed 612.29 Social Studies Teacher dated December 14, 2017, and adopt Ed 507.27, Ed 507.54, Ed 612.28 and Ed 612.29 Social Studies Teacher dated January 11, 2018.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM VII. REPORTS AND NEW DEPARTMENT BUSINESS

A. Academy for Science and Design Charter Renewal – Commissioner Edelblut reported a full review was conducted of the Academy for Science and Design through meetings with students, teachers, administrators, board

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members, and parents. It is his opinion that this is one of the highest performing schools in New Hampshire; it was nationally recognized for this performance by being named a Blue-Ribbon School. Commissioner Edelblut fully supports the renewal of their charter for the next five years. There was a discussion regarding granting a five-year renewal as opposed to a six-month renewal pending receipt of a written report. Commissioner Edelblut noted his belief that the statutory requirements had been met by his verbal report to the State Board.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education pursuant to Ed 318.12 and Ed 318.13 authorize the extension of the charter for the Academy for Science and Design for six months.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Ms. Lane requested it be part of the record that failure to give approval for a five-year period has no reflection on the performance of the school, but rather to ensure consistency of the process.

AGENDA ITEM VIII. OLD BUSINESS

There was no old business.

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AGENDA ITEM IX. CONSENT AGENDA

A. Meeting Minutes of December 14, 2017

There is a misspelling of Ms. Chagnon's name on Page 4487.

MOTION: Cindy Chagnon made the following motion, seconded by Helen Honorow, that the State Board of Education approve the Meeting Minutes of December 14, 2017 as amended.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Ms. Honorow requested that the Board be kept in the loop with regard to resignations of department employees that work closely with the Board. She wasn't aware of Nicole Heimarck's resignation and wanted to recognize the incredible work she has done for the State Board.

AGENDA ITEM X. TABLED ITEMS

There were no tabled items.

AGENDA ITEM XI. NONPUBLIC SESSION

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MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education recess the public meeting and go into nonpublic meeting.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM XII. ADJOURNMENT

The meeting was adjourned at 1:05 p.m.

MOTION: Kate Cassady made the motion, seconded by Ann Lane to adjourn the meeting.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

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Secretary

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